

STANDARD VII

UNIT		Competencies to the developed	Content	Examples / Illustration	Transactional Strategies	Teaching Aids Suggested
1	A. Vocabulary Competencies	<p>To give the meaning of different words</p> <p>To identify these words in different written/spoken contexts</p> <p>To use these words in speech/writing</p> <p>To give synonyms for different words</p> <p>To give the opposites for words</p> <p>To refer to the dictionary to find the meanings of words</p> <p>To use words denoting/relating to sports/games, animals/birds/insects, trees/flowers</p> <p>To identify words in their extensive reading and relate them meaningfully</p>	<p>MEANINGS</p> <p>Simple lexical meanings for words in the given lesson or poem</p> <p>synonyms for words</p> <p>Antonyms for words</p> <p>Guided use of dictionary</p> <p>Words denoting sports/games, animals/birds/insects, trees/flowers</p> <p>Extensive, limited and guided reading</p>	<p>Borrowed-took something, especially money, as a loan</p> <p>Jealous-envious</p> <p>Broad x narrow</p> <p>Disappear- to go out of sight Syn. vanish, fade Ant. appear</p> <p>cricket, hockey, football, wicket, hat-trick, bully-off, penalty; armadillo, chimpanzee, sea-gull, wren, vulture, whale, shark spider</p> <p>Wasp, grass-hopper, oak, cedar, willow, pine</p> <p>Louts, Jasmine, lily, Phantom, Young World, (supplementary section from the news paper), chandamama</p>	<p>Say the word and give the meaning.</p> <p>Say the word and ask for the meaning</p> <p>Ask students to match meaning with the words</p> <p>Give the word and the Synonym</p> <p>Give the word & ask for the Synonym</p> <p>Give the word & ask for the Antonym</p> <p>Give multiple-choice exercises for Synonym/Antonym</p> <p>Use picture-album to name the objects already taught.</p> <p>Matching card game</p> <p>Ask students to locate a particular word in the dictionary and find its meaning with help from the teacher.</p> <p>Show pictures and name them.</p> <p>Make students watch television programmes related to sports, animal kingdom, nature, etc., and explain the terms.</p> <p>Bring the material to the class and conduct guided reading</p>	<p>Black board, flash cards, placards, charts, chalk, dictionary</p> <p>Pictures, realia, television (Discovery Channel), Sports commentaries, Sports magazines.</p> <p>Comics, children's magazines and news paper (Children's section)</p>

2		To use syllabification for reading and spelling purposes	SYLLABIFICATION Syllabification of polysyllabic words for reading/ spelling	Ad-mi-ra-tion	Separate the word into its syllables and say aloud, ask students to repeat. Use the black board to separate the syllables using colour chalk. Spread chips of the letters of the alphabet on the floor and ask pupils to pick and show the syllables in a word	Black board, colour, chalk, alphabet chips.
3		To give the spelling of polysyllabic words in their based form and with prefixes/suffixes learnt in VI Std. To write with correct spelling	SPELLING Spelling of polysyllabic words in their base form and with prefixes / suffixes	Unimportant careful	Give the correct spelling by writing clearly on the black board Make the children see, hear and utter the whole word, thereby involving visual and auditory memory. Give dictation exercises (written) Billow' s dictation – Write the word in full and erase one letter after the other until the whole word is erased and ask the students to write the word at each stage	Black board, chalk.
		To give the correct spelling for plural ofrm by adding 'ves', 'en', and 'ren' and by changing the inside vowel of the word.	Spelling of plural nouns by adding 'ves' (for 'f' & 'fe' ending 'en' & 'ren' and by changing the inside vowel of the word	Knife knives Leaf leaves Ox oxen Child children Man men	Give exercises to add 'ves', 'en' & 'ren' and to change the inside vowel for the plural form	Pictures, realia
		To give the correct spelling of comparatives and superlatives	Spelling of comparative & superlative forms of adjectives by adding 'er' & 'est', 'r' & 'st' (for words ending in 'e') and 'ier' & 'iest' (after removing the 'y' ending in words)	Tall taller tallest Pale paler palest Tidy tidier tidiest	Give exercises to add 'er' & 'est', 'r' & 'st' and 'ier' & 'iest' to the base adjective	Pictures, realia

		To give the difference between spelling and pronunciation	Silent letters – b, l, p, k The letter ‘c’ when followed by ‘a’, ‘o’, ‘u’, generally giving the sound ‘k’. ‘ch’ combination giving the sound ‘k’ ‘ch’ combination giving the sound ‘sh’	Dumb, debt, doubt, chalk, psalm, knee, catch, coal, cup Character, chaos Chivalry, charade	Play the tape recorder to differentiate the sounds with illustrative words	Tape recorder, cassette
4		To form words using different prefixes from the base. To form words using different suffixes from the base. To use these words in speech/writing. To give the expansion for abbreviation	WORD FORMATION Prefix: in-, ir-, re-, ex-, mis- Suffix: -er, -ment, -ly, -less Abbreviations	Invade, irregular, Reform, export Misfortune, Employer, enjoyment, quickly, careless. PTA, PTO, WHO, BBC, CID, UNO, BA, B.Sc., M.Sc., M.A., B.E. etc.	Give the base forms of words and build words with prefixes and suffixes Give the word and blank to fill the prefix/suffix. Give the abbreviation and the expansion	Black board, colour chalk.
		To use compound words in their speech/writing	Compound words Noun + Adjective Verb + Noun Noun + Verb	Sky-blue, snow-white, lifelong; Pop corn, watch dog; typewrite, handshake, haircut	Use compound words in sentences and explain the meaning Give the first word of the compound and ask pupils to supply the second word.	
5		To give the various terms for cries of animals/birds To give the adjectives derived from animals	VOCABULARY IMPROVEMENT Cries of animals/birds Adjectives derived from animals	Donkey-bray, frog-croak, monkey-gibber elephant-trumpet, feline, canine, leonine, vulpine, equine	Use pictures with the terms across it and explain it to the pupils Ask students to match the term on the card, with the picture	Pictures, television (Animal planet), flash cards

1.	B. Grammatical Competencies	Identifying the elements in a sentences. Generating more sentences in each pattern.	<p>Sentence patterns</p> <ul style="list-style-type: none"> i. SVOA ii. SVIOD iii. SVCA iv. SVOC 	<p>I met him yesterday.</p> <p>I gave him a pen.</p> <p>She is a student in Agra.</p> <p>She called me a fool.</p>	<p>Ask the pupils to identify the elements in sentences.</p> <p>Ask them to write sentences based on the above elements.</p>	Blackboard Charts
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2.		<p>Using the continuous tenses (Present Cont. Tense (future action) Past Cont. tense and Future Cont. tense.</p> <p>Present Perfect Tense</p>	<p>Tenses</p> <p>i. Present Cont. Tense.</p> <p>ii. Past Cont. Tense</p> <p>iii. Future. Cont. Tense.</p> <p>iv. Present Perfect Tense This is used to refer to the present result of an activity in the Past.</p> <p>v. Present Perfect Continuous Tense. This is used for an action over a period of time up to now. The action may continue in future.</p>	<p>He is coming to Vellore next week.</p> <p>I was watching TV from 8 to 9 yesterday evening.</p> <p>He will be visiting Vellore next week.</p> <p>It has rained so the ground is wet.</p> <p>She has been waiting for a bus since eight O' clock / for three hours.</p>	Elicite sentences from the pupils.	Sketches on the board charts.
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3.		<p>a) Expressing a request permission, willingness and an invitation.</p> <p>b) Using question – tags in dialogues and letter writing</p>	<p>Modals Will / Would</p> <p>Present Tense</p> <p>Past Tense</p> <p>Future Tense</p>	<p><u>Will</u> you please help me? Would you come back later? Will you allow me to use your car? I'll do it. Will you come to my house?</p> <p>He plays foot ball every evening doesn't he? He visited Delhi, didn't he? He won't come here tomorrow, will he?</p>	<p>i) Role Play</p> <p>ii) Verbal explanation</p> <p>Practice through short dialogues</p>	<p>Blackboard Charts</p> <p>Pictures</p>
4.		Using a conditional clause	<p>If-clause-Type 1</p> <p>Open condition</p> <p>The condition may or may not be fulfilled.</p>	If I go to Agra, I can see the Taj.	Dialogues	<p>Blackboard Substitution</p> <p>Practice Matching Tables</p>
5.		Using phrases	<p>Prepositional phrases in spite of</p> <p>on account of</p>	<p>In spite of hard work, he failed in the examination.</p> <p>On account of</p>	Verbal explanation.	Blackboard Dialogues

			<p>in order to</p> <p>in addition to</p>	<p>Deepavali tomorrow will be a holiday.</p> <p>She went to market in order to buy some vegetables.</p> <p>In addition to my flat in Vellore, I have a house in Chennai.</p>		
6.		Using degrees of comparison	<p>Inequality</p> <p>Comparative</p> <p>Superlative</p>	<p>The peacock is more beautiful than the ostrich.</p> <p>The Taj is the most beautiful monument in India</p>	Elicite the sentences from the pupils.	Blackboard
7.		Using the definite article	<p>‘The’ – the definite article.</p> <p>Unique reference</p> <p>Used with the superlative degree.</p> <p>Used in a general sense with institutions, means of transport and with some jobs.</p>	<p>Clean the board</p> <p>Ooty is the coolest place in South India</p> <p>He goes to work on the train. I have to go to the dentist tomorrow.</p>	Verbal explanation	Blackboard Dialogue
8		Using Direct and Indirect Speech	<p>Statements</p> <p>Direct Speech</p>	<p>She said to me, ‘I’ll come to your house.’</p>	Give life-like situations	Blackboard Dialogue Practice

			Indirect Speech	She told me that she' d come to my house.		
			Yes – No Questions Direct Speech	The teacher asked her, 'Do you go to church?'		
			Indirect Speech	The teacher asked her if she went to church.		
			'wh' questions Direct Speech	He asked me, 'When will you come back.		
			Indirect Speech	He asked me when I' d come back.		
9		Using the clauses in right contexts	Subordinate clause – Simple past tense Main clause – past continuous tense	When I woke up, the sun was shining.	Verbal explanation	Blackboard Charts Dialogue
10		Using the infinitive and the Gerund	The infinitive The Gerund	To walk in the middle of the road is dangerous. Swimming is a good exercise.	Verbal explanation	Blackboard Charts Dialogue

1.	A. C. Listening Competencie	Articulates and Discriminates vowel sounds	1. /ʔ/ 2. /ʔ /ʔ:/ 3. /ʔ ʔ :/	1. about, gentleman, colour, account, terrible. 2. bird, shirt, early, work, surface 3. cod – cord cot – caught not – nought	Listen and repeat, words, sentences, minimal – pairs...	Tape recorder, charts.
2.		Listen and do. a) carry out teacher' s instructions. b) cloze dictation	Listen and fill in tables / forms Paragraph from the Reader on familiar topics	Time-tables, Bio-data forms The chief guest – the flag... The S.P.L. – the vote of thanks.	Information transfer Listen and do Information transfer	Forms, prgoramme , schedules, etc. Blackboard , charts.
3.		Listen to Railway Announcements	Arrival, departure timings – platform number – late arrival.	The Pallavan Express bound for Trichy will leave at 3.30 p.m. etc.	Listen to the announcement and answer questions.	Tape recorder, railway time-table.
4.		Listens to advertisements on Radio, T.V.	Recorded excerpts from T.V. / Radio, etc.	Intelligent women go in for ' Gomata' milk, what about you?	Listen and complete	Tape recorder, T.V. / Radio, Newspaper.

1.	D. Speaking Competencies	Apologises	I'm sorry, I'm so terribly sorry for/about	I'm so sorry. I hope you're not hurt.	Apologising in various situations – pair-work	Tape recorder.
2.		Complains	I'm sorry to say this but... I'm afraid I've got a complaint to make...	I'm sorry to say this but the service is not good...	Complaining in common situations. Pair-work.	Tape recorder.
3.		Invites someone...	Birthday, wedding... school functions.	I'd like you to attend the wedding with your family. What about joining us?	Pair-work, practicing simple dialogues.	
4.		Expressing gratitude. Common day-to-day situations	Thanks, thanks a lot, thank you very much	A: Here's the balance. You didn't take it. B: Oh! I forgot. So nice of you. Thank you so much.	Simple dialogues. Pair-work	
5.		Offers/accepts help	Can I help you? Shall I..? Let me... That's very kind of you. Thanks	Shall I carry your luggage? Let me open it for you	-Do-	
6.		Compliments/congratulates (School contexts)	Congratulations/Well done. It was/is very nice.	Please accept my congratulations.	Congratulate a friend on his success-getting a first rank, prize etc.	
7.		Requests for help	Can /Could you	Could you give me	Practices – in	

			...please?	your pen for a moment please?	pairs	
8.		Makes suggestions	Shall we...? Let's ... what about...?	Shall we go to a film this evening? What about a game of chess?	Practices simple dialogues in pairs.	
9.		Describe a person, an event	A friend, A festival A school function	He is...tall/short He looks...has.... a...speaks...celebrated on.. welcome the gathering..	Listens to cricket commentary Watches have trellised of furniture	T.V., Radio
1.	E. Reading Competencies	Identifying the topic sentence of a paragraph	A descriptive text	(e.g.) On computer/TV etc	Brain Storming	News papers
2		Identifying main and supporting ideas in a paragraph	A descriptive text	(e.g.) A cricket match	Group work	Sports report from news papers
3		Understanding the relation between connected sentences in a paragraph	A scientific text	(e.g.) The elephant / The cockroach	Group work	Students' science text books
4		Understanding organisation of a paragraph	A scientific text	(e.g.) The elephant / The cockroach	Pair work	Young world; Tell me Why
5		Guessing the meaning of unfamiliar words	A short story	(e.g.) Ruskin Bond	Individual work	Children's Magazines
6		Skimming	A historical text	(e.g.) The Freedom Struggle –	Group work	Young World

				Discovery of India		
7		Scanning	Excerpt from news paper	(e.g.) T.V. programme	Pair work	News papers
8		Understand cohesion	A short story	(e.g.) R.K. Narayan	Group work	Young World / Gokulam
9		Understanding the coherence of a text	An Argumentative text	Are exams necessary	Debate / Discussion	Blackboard / Score card
10		Understanding Instructions	A text with instructions	How to use a washing machine	Group work	Instruction pamphlets
1.	F. Writing Competencies	Writing parallel paragraph (persons)	Model paragraphs	School Watchman Bus Conductor	Brain Storming	Pictures
2.		Informal letters to friends and relatives	Sample letters	Congratulating Complaining	Group work Cloze Text	Model Letter
3.		Developing Hints	A factual Text	A paragraph on democracy	Demonstration	Blackboard Posters
4.		Using punctuation	Continuous Texts	Comma, semicolon etc.	Supplying missing punctuation marks	Work sheet
5.		To write articles for school magazine	Topics of interest to VII Std. Children	Cricket, My favourite hobby	Brain storming	School magazines
6.		To write a brief summary of a story	A short story	Any story from children's magazines	Group work	Children's magazines
7.		To use cohesive devices	Cohesive text	A paragraph from an essay	Unscrambling a jumbled text	Charts

1.	G. Study Skill Competencies	Refer to the dictionary for pronunciation	Phonetic symbols used in a dictionary	(e.g.) catch / kaetf	Individual work	Advanced learners dictionary
2.		Abstracting information; short texts (60 words)	Short texts	Paragraphs from News papers	Group work	Newspapers
3.		Reading/drawing diagrams	Diagrams	Diagrams from subject text books	Pair work	Subject text book
4.		Reference skills reading a Library catalogue	Library catalogue	(e.g.) Name of author, Title of the book etc.	Individual work	Library catalogue
5.		Note taking – class room	Teacher talk	(e.g.) introduction	Individual work	Outlines
6.		Note making	Text books	Short passages from the text	Pair work	Magazines
1.	H. Occupational Competencies	To read Graphics	Graphical Representation	How a family spent its income on different items in a particular month? (Bar Graph)	By drawing a bar-graph it is explained clearly and easily.	Black board
2.		To understand the working of household appliances	Working of household appliances	How would you connect a gas cylinder to your stove?	It is explained in simple words	Diagram
3.		Sequencing steps in production or rural crafts	Rural crafts	Pottery, weaving	Questions	Pictures
1.	I. Strategic Competencies	Comparing mother tongue and English	Words structures	Karma etc.	Refer to bilingual dictionaries	Bilingual dictionaries
2.		Auditing-listening	Language models	News bulletins	Listen & repeat	Star News / BBC

3.		Memorizing	Poems	Daffodils	Recitation	Cassettes
4.		Approximation – substituting a word which closely approximates to another	Words	Beautiful/Charming	Using the words in context	Thesaurus
1	J. Creative Competencies	Writing about one's teacher/ friend, etc.	Write-up about one's teacher/friend, etc	A few lines about a friend	Elicit responses from the pupils and write it on the black-board With the information given by the pupils,help them frame sentences, write it on the black-board and ask pupils to take it down Give a few hints and ask pupils to develop it	black-board, chalk
2		Describing a picture Narrating an incident based on a series of pictures	Picture composition	Picture of a typical scene at the beach A continuous series of pictures depicting a story/incident	Present a picture to the class, and ask pupils to describe it, and write it on the black-board Present a continuous series of pictures	black-board, chalk, pictures

					to the class, and ask pup- ils to narrate, and write it on the black-board	
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