

Class : VII

Month	Monthly Syllabus with Objectives and Activities: English		
April	<p><u>English Reader</u> Lesson-1 How the Camel Got its Hump?</p>	<ul style="list-style-type: none"> • To read for pleasure and comprehension. • To make them able to ask and answer questions regarding the lesson. • To be able to understand new words and use them in sentences. 	<ul style="list-style-type: none"> • Give them jumbled story and tell them to rearrange in sequence. • Make them use new words that they have learnt in sentences of their own. • Ask them to write a short story on this topic on their own & relate in the class.
	<p><u>Poem</u> My Shadow</p>	<ul style="list-style-type: none"> • To be able to enjoy the poem. • To be able to find the rhyming scheme • To be able to comprehend different ideas referred to in the poem. • Understand how a shadow behaves. 	<ul style="list-style-type: none"> • Listen to a good recording of the poem. • Recite like the recording. • Divide the class into two and ask them to speak on behavior of their shadows. • Ask them to write the rhyming words. • Write the gist in 1-2 lines on each stanza of the poem.
	<p><u>Grammar</u> Noun, Noun Number</p>	<ul style="list-style-type: none"> • To enhance their vocabulary. • To be able to develop productive skills (accuracy in speaking 	<ul style="list-style-type: none"> • Collect pictures related to different kind of nouns and past them in notebooks/ charts in class. • Rewrite sentences changing the noun number in the

		& writing).	<p>given sentences. A competition/group work can be arranged.</p> <ul style="list-style-type: none"> • Ask them to underline nouns in a given piece of text and classify them.
	<p><u>Paragraph</u></p> <ul style="list-style-type: none"> • My Best Friend • Baisakhi 	<ul style="list-style-type: none"> • To enable students to write a few lines on the topic on their own. • To be able to use their previous knowledge creatively. • To be able to understand and use new words. 	<ul style="list-style-type: none"> • Provide verbal/non-verbal inputs. Give the pictures related to the topic and ask them to speak few sentences. • Divide them into groups to use different set of words/pictures related to the topic in sentences. • Rearrange the sentences to form a paragraph.
	<p><u>Story</u></p> <ul style="list-style-type: none"> • The Sun & The Wind • The Hidden Treasure 	<ul style="list-style-type: none"> • To enable students to develop creativity. • To be able to write very short stories. 	<ul style="list-style-type: none"> • Provide visual inputs/outlines/vocabulary. • Complete the story with the help of the inputs. • Make them tell the story.
	<p><u>Letter</u></p> <ul style="list-style-type: none"> • You have joined a boarding school in 	<ul style="list-style-type: none"> • To enable them to write letters on their own. • To be able to develop communication skills. 	<ul style="list-style-type: none"> • Give verbal/non-verbal inputs. • Involve the whole class in collecting ideas to points

	<p>Shimla. Write a letter to your mother telling her your experience.</p> <ul style="list-style-type: none"> Imagine you are Baldev Oberoi. You are a student of XYZ school Ropar. Your father has been transferred to Sangrur. Write a letter to the Headmaster of your school requesting him to send him the school leaving certificate. 		<p>related to letters.</p> <ul style="list-style-type: none"> Form an outline. Form a paragraph on the basis of the outline. Tell the students to observe the format and ask them to tell the different parts of letter on a chart and share them in the class. Ask them to write the letter on their own.
May	<p><u>English Reader</u> Lesson-2 The Selfish Giant Lesson-3 Deserts</p>	<ul style="list-style-type: none"> To read for pleasure and comprehension. To make them able to ask and answer questions regarding the lesson. To be able to understand new words 	<ul style="list-style-type: none"> Divide them into groups. Give them the jumbled story and tell them to rearrange in sequence. Reward the group who arranges the story in sequence first. Use new words that they

		and use them in sentences.	<p>have learnt of their own.</p> <ul style="list-style-type: none"> • Ask them to write a short story on their own & relate in class. • Speak a few lines on deserts (animal/human life in deserts, vegetation, climate, etc).
	<p><u>Grammar</u> Noun-Gender Noun-Countable, Uncountable Noun-possessive Case</p>	<ul style="list-style-type: none"> • To enhance their vocabulary. • To be able to develop productive skills (accuracy in speaking & writing). 	<ul style="list-style-type: none"> • Classify the countable & uncountable nouns/genders from the given list of words. • Point out the possessive nouns from the given paragraph. • Divide the students into groups. Give them sentences to add an apostrophe ('). reward the group with maximum correct sentences.
	<p><u>Paragraphs</u></p> <ul style="list-style-type: none"> • A Day in Bed • A Day without Mother • My Favorite TV Programme • A Visit to the 	<ul style="list-style-type: none"> • To enable students to write a few lines on the topic on their own. • To be able to use their previous knowledge creatively. • To be able to 	<ul style="list-style-type: none"> • Provide verbal/non-verbal inputs. • Divide them into groups to use different set of words related to the topic in sentences. • Rearrange the sentences to

	Golden Temple	understand and use new words.	form a paragraph.
	<p><u>Letters</u></p> <ul style="list-style-type: none"> • Write a letter to your friend describing a visit to your grandparents. • Write an application to the Headmaster to grant you leave for four days because you are ill. 	To enable them to write a letter on their own.	<ul style="list-style-type: none"> • Give verbal/non-verbal inputs. • Involve the whole class in collecting ideas related to the topic of the letter. • Form an outline. • Form a paragraph on the basis of the outline. • Tell the students to observe the format. • Ask them to write the letter on their own.
July	<p><u>English Reader</u></p> <p>Lesson-4 Reaching for the Stars</p> <p>Lesson-5 Birbal Hits Back</p>	<ul style="list-style-type: none"> • To read for pleasure and comprehension. • To make them able to ask and answer questions regarding the lesson. • To be able to understand new words and use them in sentences. 	<ul style="list-style-type: none"> • Give them jumbled story and tell them to rearrange in sequence. • Use new words that they have learnt in sentences of their own. • Ask them to write a short story on Akbar and Birbal on their own & relate in the class.
	<p><u>Grammar</u></p> <p>Verbs- Main & helping verbs,</p>	<ul style="list-style-type: none"> • To enhance their vocabulary. • To be able to develop 	<ul style="list-style-type: none"> • Underline main & helping verbs in a given piece of text and classify the verbs.

	<p>kinds of verbs Tenses Agreement of the verb with its subject.</p>	<p>productive skills (accuracy in speaking & writing).</p>	<ul style="list-style-type: none"> • Classify transitive & intransitive verbs from the given sentences. • Point out the pronouns/nouns in the given paragraph to use correct verb.
	<p><u>Story</u> The Three Friends</p>	<ul style="list-style-type: none"> • To enable students to develop short story on their own. • To be able to write creatively. 	<ul style="list-style-type: none"> • Provide visual inputs/outlines/ vocabulary. • Complete the story with the help of the inputs. • Make them tell the story.
	<p><u>Informal Letters</u></p> <ul style="list-style-type: none"> • Write a letter to your friend inviting him to your birthday party. • Write a letter to your friend about your visit to Amritsar during vacation. 	<ul style="list-style-type: none"> • To enable them to write letters on their own. • To be able to develop communicative skills. 	<ul style="list-style-type: none"> • Give verbal/non-verbal inputs. • Involve the whole class in collecting ideas to celebrate birthday. • Form an outline. • Form a paragraph on the basis of the outline. • Tell the students to observe the format. • Ask them to write the letter on their own.
	<p><u>Notice</u> Enroll for free yoga classes.</p>	<p>To enable them to write notices on their own.</p>	<ul style="list-style-type: none"> • Tell the students to observe the format.

			<ul style="list-style-type: none"> • Provide visual inputs. • Ask questions like how, who, whom, when, where regarding the given notice. • Ask the students to write notice on their own.
	<p><u>Paragraph</u></p> <ul style="list-style-type: none"> • An Accident Scene • The story book I enjoyed reading the most. 	<ul style="list-style-type: none"> • To enable students to write a few lines on the topic on their own. • To be able to use their previous knowledge creatively. • To be able to understand and use new words. 	<ul style="list-style-type: none"> • Provide verbal/non-verbal inputs. • Divide them into groups to use different set of words related to the topic in sentences. • Rearrange the sentences to form a paragraph.
August	<p><u>English Reader</u></p> <p>Lesson-6 Kindness always Repays.</p>	<ul style="list-style-type: none"> • To read for pleasure and comprehension. • To make them able to ask and answer questions regarding the lesson. • To be able to understand new words and use them in sentences. 	<ul style="list-style-type: none"> • Give them jumbled story and tell them to rearrange in sequence. • Use new words that they have learnt of their own. • Ask them to write a short story/speak a few lines on this topic on their own & relate in class.
	<p><u>Poem</u></p> <p>The Fox & the Grapes</p>	<ul style="list-style-type: none"> • To be able to enjoy the poem. 	<ul style="list-style-type: none"> • Listen to a good recording of the poem and recite like

		<ul style="list-style-type: none"> • To be able to find the rhyming scheme • To be able to comprehend different ideas referred to in the poem. • Understand the central idea. 	<p>it.</p> <ul style="list-style-type: none"> • Divide the class into two and ask them to speak on the topic. • Ask them to write rhyming words. • Write the gist in 1-2 lines on each stanza of the poem. • Rearrange the jumbled ideas/gist of the poem.
	<p><u>Grammar</u> The Sentence</p>	<ul style="list-style-type: none"> • To be able to write & speak simple sentences. • To develop productive skills. (Fluency & accuracy in speaking & writing) 	<ul style="list-style-type: none"> • Tell them about a sentence & its parts. • Ask them to change the given sentences into exclamatory, negative and interrogative respectively.
	<p><u>Grammar</u> Active/Passive Voice</p>	<ul style="list-style-type: none"> • To develop productive skills (Fluency & accuracy in speaking and writing) 	<ul style="list-style-type: none"> • Find passive sentences in the lesson or in a given piece of text. • Ask them to bring news headlines cuttings from newspapers. • Ask them to find the tense and voice used in the headlines.
	<p><u>Paragraph</u></p>	<ul style="list-style-type: none"> • To enable students to 	<ul style="list-style-type: none"> • Provide verbal/non-verbal

	<ul style="list-style-type: none"> • School Picnic • A Market near my house. 	<p>write a few lines on the topic on their own.</p> <ul style="list-style-type: none"> • To be able to use their previous knowledge creatively. • To be able to understand and use new words. 	<p>inputs.</p> <ul style="list-style-type: none"> • Divide them into groups to use different set of words/ pictures related to the topic in sentences. • Rearrange the sentences to form a paragraph.
	<p><u>Story</u></p> <ul style="list-style-type: none"> • The Shepherd & the Wolf • The Hare and the Tortoise. 	<ul style="list-style-type: none"> • To enable students to develop short story on their own. 	<ul style="list-style-type: none"> • Provide visual inputs/ outlines/ vocabulary. • Complete the story with the help of the inputs. • Make them tell the story.
	<p><u>Letter</u></p> <p>Your brother/ sister is the captain of his/her hockey team. The school lost the match and could not qualify for the zonals. He/She is sad about it.</p> <p>Write a letter encouraging him/ her giving some advice.</p>	<p>To enable them to write letter on their own.</p>	<ul style="list-style-type: none"> • Give verbal/non-verbal inputs. • Involve the whole class in collecting ideas to celebrate birthday. • Form an outline. • Form a paragraph on the basis of the outline. • Tell the students to observe the format of writing an informal letter. • Ask them to write the letter on their own.

	<p>Notice</p> <p>Return of library books which were issued to you.</p>	<p>To enable them to write notices on their own.</p>	<ul style="list-style-type: none"> • Tell the students to observe the format. • Provide visual inputs. • Ask questions like how, who, whom, when, where regarding the given notice. • Ask the students to write notice on their own.
October	<p>Lesson:-7</p> <p>Let's Meet Them</p> <p>The Ice Cream Man</p>	<p>(1)To read for comprehension.</p> <p>(2)To introduce them to registers of different professions.</p> <p>(3)To enhance vocabulary.</p> <p>(4)To make them able to ask and answer questions.</p>	<p>(1)Write dialogues on daily life routine, like meeting a writer/officer/doctor, asking for information, etc.</p> <p>(2)Write a few lines on 'My Aim in Life'.</p>
	<p>Grammar:</p> <p>Notice</p> <p>Writing:</p> <p>(Unsolved No. I)</p>	<p>(1)To be able to draft notices.</p> <p>(2)To develop productive skills (fluency and accuracy in speaking and writing)</p>	<p>(1)Show them Edusat CD on notice.</p> <p>(2)Collect notices related to the topic (Lost/found). Show them notices.</p> <p>(2) Explain the format of writing a notice.</p> <p>(3)Divide them into groups and ask them to write a few lines on the demonstrated object (For example: a water-bottle, pen, etc.)</p> <p>(4)</p>
	<p>The Pronoun,</p>	<p>To develop productive</p>	<p>(1)Divide them in groups</p>

	The Adjective, Adverb	skills (fluency and accuracy in speaking and writing)	working on these items separately. Then give them a chance to present/demonstrate how to use them with objects and ideas in the class. (2)Ask them to attach an adjective to their names starting with the first letter of their names. (3)Ask them to add adverbs to the verbs. (4)Give a writing with Nouns and tell them to use suitable pronouns.
	Paragraph:- A Visit to a Historical Building.	(1)To enable students to write a few lines on the topic on their own. (2)To be able to use their previous knowledge creatively. (3)To be able to understand and use new words.	(1)Provide verbal/non-verbal inputs. (2)Ask questions related to a particular historical building. For Example. The Taj Mahal, The Golden Temple. (3)Write points on blackboard. (4)Ask them to rearrange the sentences in sequence. (3)Ask them to develop a paragraph.
	Letter Writing (Solved) :- • Write an application to your Headmaster to	To enable them to write letters on their own.	(1)Give verbal/non-verbal inputs. (2)Involve the whole class in collecting ideas to celebrate birthday. (3)Form an outline.

	<p>grant you leave as you are going to the doctor.</p> <ul style="list-style-type: none"> Write a letter to your uncle telling him about what you did after noticing a snake. 		<p>(4)Form a paragraph on the basis of the outline.</p> <p>(5)Tell the students to observe the format.</p> <p>(6) Ask them to write the letter on their own.</p>
November	<p>English Reader: Lesson No. 8 A Clean Confession</p>	<p>(1)To read for pleasure and comprehension.</p> <p>(2)To be able to understand the idea/theme of the lesson.</p> <p>(3)To understand to do good and learn life skills.</p> <p>(4)To be able to write a story in short.</p> <p>(5)To be able to ask and answer questions.</p>	<p>(1)Ask them to narrate an incident related to the topic.</p> <p>(2)Use new words in sentences.</p> <p>(3)Write a letter to your mother/father admitting a serious mistake made by you in the recent past.</p> <p>(4)Ask questions based on the text.</p>
	<p>Lesson No. 9 The Child's Return-I Lesson No. 10 The Child's Return-II</p>	<p>(1)To read for pleasure and comprehension.</p> <p>(2)To introduce to the great Indian writer.</p> <p>(3)To be able to understand the lesson and ask and answer questions.</p>	<p>(1)Rearrange the jumbled sentences in sequence.</p> <p>(2)Answer questions based on the text.</p> <p>(3)In groups find meanings of given words from dictionary/thesaurus.</p> <p>(4)Write a few lines on the character of Raicharan, Anukul's wife and Anukul.</p>

	<p>Grammar:- The Preposition, The Conjunction</p>	<p>(1)To develop productive skills (fluency and accuracy in speaking and writing)</p>	<p>(1)Find prepositions and conjunctions from the given sentences. (2)List different conjunctions and use them in sentences/text book. (3)Provide visual inputs and ask students to write appropriate prepositions.</p>
	<p>Direct and Indirect Speech.</p>	<p>To develop productive skills (accuracy and fluency in speaking and writing)</p>	<p>(1)Find the form of tense used in a given piece of writing. (2)Learn the punctuation marks for narrations. (3)Explain how to write the Reporting Verb and Reported Speech. (4)Ask them to form indirect of the selected examples.</p>
	<p>Grammar Letter Writing:- You are a student of XYZ school, Patiala. Write an application to the Headmaster requesting him to grant you full fee concession.</p>	<p>To enable them to write letters on their own.</p>	<p>(1)Solved one to be done by the teacher. (2)Divide them in group and ask them to write a few lines about Amritsar. (3)Tell the students to observe the format of writing letters. (4)Finally, write the letter in a given format and copy in their notebooks.</p>
	<p>Notice:- (Unsolved 2):- You are the Sarpanch of your</p>	<p>To enable them to write notices on their own.</p>	<p>(1)Tell the students to observe the format. (2)Provide visual inputs. (3)Ask questions like how,</p>

	village. Write a notice inviting adults to donate blood at donation Camp to be held at the Community Centre.		who, whom, when, where regarding the given notice. (4)Ask the students to write notice on their own.
	Story Writing :- Robert Bruce (Unsolved 3)	To enable students to develop a short story on their own.	(1)Provide visual inputs/outline/vocabulary. (2)Complete the story with the help of the inputs. (3)Make them tell the story.
Decem ber	English Reader: Lesson No. 11 A Letter From A Son to His Mother	(1)To be able to enjoy and comprehend the text. (2)To make them confident to ask and answer questions regarding the lesson. (3)To introduce them to the life of an Air Force Officer.	(1)Ask questions based on the text. (2)Use new found words in sentences of their own. (3)Talk about the life of a soldier and jot down a few lines to develop a paragraph.
	Poem:- The Master Plan.	(1)To be able to enjoy the poem. (2)To be able to find the rhyming scheme (3)To be able to comprehend different ideas referred to in the poem. (4)Understand the central idea.	(1)Divide the class into two and ask them to speak on Nature versus Science. (2)Ask them to write rhyming words. (3)Write the gist in 1-2 lines on each stanza of the poem. (4)Rearrange the jumbled ideas/gist of the poem.
	Grammar:-	To enable them to write	(1)Solved one to be done by

	<p>Letter Writing</p> <ul style="list-style-type: none"> You are a hostler in XYZ school, Nawah Shahar. Write a letter to your mother telling her about your daily routine. You had purchased a computer form M.Tech & Co. Within seven days you find that there is some problem with the piece. Write a letter to the manager requesting him to replace it. 	<p>letters on their own.</p>	<p>the teacher.</p> <p>(2)Divide them in group and ask them to write a few lines about Amritsar.</p> <p>(3)Tell the students to observe the format of writing letters.</p> <p>(4)Finally, write the letter in a given format and copy in their notebooks.</p>
	<p>Use of Articles.</p>	<p>To develop productive skills (fluency and accuracy in speaking and writing)</p>	<p>(1)Explain articles with T, n, J, sound.</p> <p>(2)Give listening practice of a few words and make them recognize vowel sounds and write indefinite articles.</p>

			(3) Give a passage to correct by putting 'a', 'an' or 'the' where required.
Notice:- (Unsolved3):- You have misplaced a library book "Panchtantra Tales" Write a notice that you would like to put in the classroom.	To enable them to write notices on their own.		(1) Tell the students to observe the format. (2) Ask questions about the notice writing like when, where, how, who, whom, etc. (3) Use these points to form sentences. (4) Write them on the blackboard. (5) Finally ask them to form the notice.
Paragraph:- Diwali (Solved)	To enable students to develop a paragraph on their own.		(1) Provide visual inputs/outline. (2) Divide them into groups to use different set of words related to the topic in sentences. (3) Rearrange the sentences to form a paragraph.
Application:- (Unsolved 5) To The Health Officer complaining about the insanitary conditions in your locality.	To enable students to write applications on their own.		(1) Provide vocabulary. (2) Divide in groups and tell them to write a few lines on insanitary conditions of your locality. (3) Make them enact this (one child as Health Officer and the other child as a complainant) and then make them write the body of the letter. (They

			already know the format)
January	Lesson No. 12:- The Olympic Games	(1)To read for comprehension. (2)To make them confident to ask and answer questions regarding the lesson. (3)To gain knowledge about Olympic games. (4)To be able to understand and use new words.	(1)Find new words of a new register and write their meanings from a dictionary. (2)Give them jumbled ideas and tell them to rearrange in sequence. (3) Ask text based questions and elicit answer in short.
	Poem V:- The Wind	(1)To be able to enjoy the poem. (2)To be able to understand the poem. (3)To be able to find rhyming words. (4)To develop confidence to answer and ask questions.	(1)Listen a good recording of the poem. (2)Write down the rhyming words. (3)Write two lines on each stanza of the poem.
	Grammar:- Punctuation Interjection	To develop accuracy in writing and speaking. To enable them to use punctuation marks correctly in writing.	(1)Explain how to use them. (2)Go through the text and find sentences with different punctuation marks. (3)Give a short story to put correct punctuation marks. (4)Show pictures depicting emotions/feelings. Ask them to use interjections.
	Story:- (Unsolved 5)	To enable them to develop a short story on their own.	(1)Provide visual inputs/outline/vocabulary.

	<p>The Mongoose and the Baby</p>		<p>(2) Complete the story with the help of the inputs. (3) Make them tell the story. (4) Finally write it down.</p>
	<p>Notice:- (Unsolved 4) You are the sports captain of your school. Write a notice to all participants to submit their names mentioning the event in which they would like to take part.</p>	<p>To enable them to write notices on their own.</p>	<p>(1) Tell the students to observe the format. (2) Provide visual inputs. (3) Ask questions like how, who, whom, when, where regarding the given notice. (4) Ask the students to write notice on their own.</p>
	<p>Paragraph:- A Railway Journey (Unsolved)</p>	<p>To be able to write a few lines on the given topic on their own.</p>	<p>(1) Divide them in groups to gather vocabulary related to the topic. (2) Display on board. (3) Give verbal/non verbal inputs. (4) Write points arrange them in sequence on the blackboard. (5) Develop sentences into a paragraph ultimately.</p>
	<p>Application/Letter: (Unsolved 5) Write a letter to the Health Officer</p>	<p>To enable students to write applications on their own.</p>	<p>(1) Make them enact this before writing. Students can make to play the role of Principal/Shopkeeper and complainant and then make</p>

	<p>of your town/city complaining about the insanitary conditions in your locality.</p> <p>Unsolved (g)</p> <p>Write a letter to your cousin in USA, telling him about your school.</p>		<p>them write the body of the letter. (Previous Knowledge of the format to be used)</p>
	Revision Test Paper 2		
February	Revision Test Paper 3		
	<p>Application/Letter:- (Unsolved (e))</p> <ul style="list-style-type: none"> • Write a letter to your favourite sportsperson telling him why you admire her/him. • Your friend has just lost her Pet dog. Write a comforting letter to her. • You are Naaz who visited a newly inaugurated dispensary for the poor. 	<p>To enable students to write applications on their own.</p>	<p>(1)Provide vocabulary.</p> <p>(2)Divide in groups and ask them to write of few lines on their favourite sportsperson/ pet dog.</p> <p>(3)Make them enact this and then make them write the body of the letter. (Previous Knowledge of format)</p> <p>(4)Ask them to write the letters in prescribed formats.</p>
	<p>Story:-</p>	<p>To enable them to</p>	<p>(1)Provide visual</p>

	the Clever Donkey	develop a short story on their own.	inputs/outline/vocabulary. (2)Complete the story with the help of the inputs. (3)Make them tell the story. (4)Finally write it down.
	Notice:- (Unsolved 1) You are Kulvir Singh of class VII. you have lost your new water bottle. Write a notice that you would like to put up with school notice board.	To enable them to write notices on their own.	(1)Tell the students to observe the format. (2)Provide visual inputs. (3)Ask questions like how, who, whom, when, where regarding the given notice. (4)Ask the students to write notice on their own.
March	Revision of syllabus covered from the month of October onwards.		