

Standard : VI**Skill : LISTENING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	To enable learners to - understand songs and poems.	The teacher - presents poems and sings songs and discusses their meanings. - plays poems / songs on CD/ DVD/cassette player, etc.	- Songs and poems.	Learners are able to - understand and appreciate poems and songs. - understand the rhythm/beat of poems / songs.	Learners draw one picture each related to the theme of the song or poem. - Collect pictures related to the theme and paste them in the project book.
2.	- Listen attentively to English programmes.	- presents passages, plays and stories.	Passages, plays, stories.	- understand the content of passages, plays and stories.	- Learners understand the difference between the tones of characters. - Learners demonstrate the difference.
3.	- understand English spoken in the environment.	- presents authentic specimens of spoken English in the Indian context.	- Various situations, e.g. at a bank.	- understand spoken English.	- Learners identify the role of the speaker, e.g. - teacher, booking clerk, etc.

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4.	- understand news.	- reads a news item. - plays a news item on his/her own multimedia cell phone (optional)	- News	- understand news and pick up new words from the context.	- Learners listen to weather forecast and write down words related to weather.
5.	- understand and follow announcements.	- makes announcements eg. "After the short break, you will remove your footwear.....".	- Announcements	- understand and follow announcements made in the class.	- Learners listen to announcements made at a public function.

Standard : VI**Skill : SPEAKING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to -	
1.	- recite songs and poems effectively.	- recites poems and songs effectively. - plays songs and poems on CD/DVD	- Songs and poems.	- recite songs and poems effectively.	- Learners recite or sing a song or poem one line each, asked randomly, by the teacher.
2.	- respond to questions enquiries etc. appropriately.	- shows pictures and asks questions on them. - mimes activities and asks questions on them.	- Pictures, miming	- respond appropriately to enquiries, requests etc.	- Learners view a situation, note the errors and tell them to the class.
3.	- describe people, places, processes, etc.	- displays a picture and asks learners to describe it. - asks some learners to perform certain actions and others to describe them.	- Pictures, actions such as playing a sport and making tea.	- describe people, places, processes, etc.	Learners watch a mute video clip and talk about it.
4.	- participate in a conversation.	- offers points for conversation.	- Points, e.g. When to go on a picnic? - How to go? - Where to go? - Where to stay?	- converse in familiar situations.	- The teacher gives a topic and asks learners to list at least four to five points for the topic.
5.	- narrate a known story.	- narrates known and new short stories. - offers key words of those stories after narration.	- Stories	- try to narrate known stories with the help of clues/on their own.	- Learners give new titles to narrated stories.

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6.	- ask polite questions to seek information.	- provides a sample set of questions on a given topic. - names a situation or topic for learners to frame questions, to seek information. - encourages learners to ask each other questions about their families, daily routine etc.	- Topics, situations related to learner's immediate surroundings.	- ask polite questions to get information.	- One learner plays the role of a farmer and another asks him/her questions related to farming.
7.	- share information with others	- offers a specimen of information sharing.	- Information about various events/experiences.	- share information with others, orally.	-
8.	- use role specific language.	- presents a specimen of role specific language. e.g. 1. customer - shop-keeper 2. passenger and booking clerk.	- Role -specific conversations - Semi-technical passages from content subjects.	- use language specific to certain roles.	- The teacher gives 15 to 20 words from different situations in jumbled up order and asks learners to classify them under specified roles.
9.	-introduce themselves.	- introduces herself/himself - introduces one learner to the class.	- Introductions	- introduce oneself and others.	- The learner introduces his/her classmate, friend.

Standard : VI**Skill : READING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- read aloud at a proper pace with pauses, and volumes.	- reads a conversation, simple story or passage at proper pace & with proper pauses, so as to bring out the meaning.	- Stories, conversations, passages.	- read aloud effectively.	- The teacher reads aloud short and simple passage. - Learners listen to him and count the number of pauses.
2.	- read aloud poems and songs.	- reads aloud poems and songs. - plays poems and songs on CDs and VCDs.	- Songs and poems	- read aloud songs and poems in chorus, in group & individually.	- Learners listen to recitations of poetry on multi-media.
3.	- grasp the meaning of a poem	- recites a poem - reads aloud a poem with proper pauses and tone. - asks learners questions to enable them to grasp the meaning.	- Poems & songs.	- grasp the meaning of poems.	- The teacher gives a list of 15 to 20 words and asks them to select words related to the theme of the poem.
4.	- read silently with comprehension.	- provides material such as news paper cuttings, leaflets, known advertisements - asks learners to identify the theme.	- Paper cuttings, leaflets, known advertisements	- read non-textual material with understanding	—
5.	- read notices charts, tables, etc.	- presents specimens of notices - presents charts, tables etc.	- Notices, charts, tables.	- read notices, charts & tables.	- Learners report the information given in a chart, in words.

Standard : VI**Skill : WRITING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- write neatly and legibly.	- demonstrates on board how to write neatly and legibly on a single line	Samples of neat and legible writing.	- write neatly and legibly on single lines, in their notebook.	- Learners copy a short news item from a newspaper.
2.	- take dictation accurately.	- dictates 5-7 sentences	- Short, simple texts	- take dictation as correctly as possible.	- Learners listen to the words and spell them correctly.
3.	- write simple and informal messages.	- provides messages in elaborate and brief forms.	- Messages - e.g. Tomorrow is my birthday, please come at 5 p.m. - Birthday, come tomorrow at 5 p.m.	- write simple and informal messages.	- Learners prepare a headline for a brief news item.
4.	- write the main points or outline of a passage.	- asks learners questions on already taught texts to get the gist.	- Stories, poems or passages.	- write main points or outline of a passage.	- The teacher provides a text and learners frame questions to get its gist.
5.	- write detailed answers based on informative passages.	- encourages learners to write in detail with the help of references.	- Informative passages	- write in detail using references.	-

Standard : VI

Skill : WRITING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension						
6.	<ul style="list-style-type: none"> - form a set of questions/ instructions. 	<ul style="list-style-type: none"> - provides a topic or situation. - asks learners to frame a set of questions or instructions for that situation. 	<ul style="list-style-type: none"> - Situations and topics. 	<ul style="list-style-type: none"> - frame a number of questions on a topic. - write a set of instructions for particular situations. 	<ul style="list-style-type: none"> - The learners write a set of instructions in proper sequence. - They ask their classmates to follow the instructions & make things like paper boat, kite... 						
7.	<ul style="list-style-type: none"> - write a short and simple report based on a survey. 	<ul style="list-style-type: none"> - takes the learners on a field trip to a sugar factory, oil mill, weekly market etc. 	<ul style="list-style-type: none"> - Field trips 	<ul style="list-style-type: none"> - observe things and note-down relevant information. - write reports individually. 	<ul style="list-style-type: none"> - Learners write a brief report on any one part of the field trip and then put together different parts to make a comprehensive report. 						
8.	<ul style="list-style-type: none"> - write an informal letter. 	<ul style="list-style-type: none"> - provides a sample of on informal letter. 	Informal letters	<ul style="list-style-type: none"> - write informal letters. 	—						
9.	<ul style="list-style-type: none"> - form words through various processes. 	<ul style="list-style-type: none"> - presents examples of various processes of word formation 	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 2px;">tele</td> <td style="padding: 2px;">ordinary</td> </tr> <tr> <td style="padding: 2px;">inter</td> <td style="padding: 2px;">phone</td> </tr> <tr> <td style="padding: 2px;">extra</td> <td style="padding: 2px;">school</td> </tr> </table>	tele	ordinary	inter	phone	extra	school	<ul style="list-style-type: none"> - form words through various processes. 	—
tele	ordinary										
inter	phone										
extra	school										

Standard : VII

SKILL : LISTENING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- enjoy the rhythm and sound patterns, etc in poems.	- presents poems, personally and with the help of a record player / CD player, etc.	- Poems	- note the rhythm and sound patterns etc in poems.	- Learners listen to known and unknown poems, etc. on radio or TV
2.	- understand dialogues, narrations, etc. in familiar and unfamiliar situations.	- presents dialogues, stories, playlets, cartoon films, etc.	- Dialogues, stories, playlets, etc.	- understand dialogues, narrations, in different situations.	- Learners listen to dialogues, narrations on radio, record player or TV
3.	- understand short speeches.	- presents speeches personally or with the help of audio-visual aids.	- Short speeches.	- understand speeches and also what makes them effective.	- Learners form a listening club where they give speeches.
4.	- understand sports commentaries.	- presents commentaries personally or with the help of radio, TV, etc.	- Sports commentaries.	- listen to and understand commentaries. - visualize the events on the ground.	- Learners listen to and understand commentaries outside the classroom.
5.	- listen attentively to English for various purposes.	- presents specimens of news items, interviews, discussions, debates, etc.	- News, interviews, discussions, debates, etc.	- Learners understand the general content of news, interviews, talk shows, debates and discussions in English.	—

Standard : VII

SKILL : SPEAKING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	To enable the learners to say words, phrases and sentences.	The teacher - presents proper pronunciation of words, phrases, sentences with the help of educational material. Such as 'balloon' big balloon' - 'I have a big balloon' written on strips.	- Words, phrases, sentences from the textbook.	Learners are able to - pronounce words phrases and sentences with correct stress and intonation.	- Learners use given words in phrases and sentences. - replace one word in a phrase/ sentence at a time.
2.	- recite or sing poems effectively.	- reads aloud and demonstrates recitation of poems. - plays CDs.	- Poems.	- recite / sing poems effectively.	—
3.	- asks questions to get information.	- provides topics, pictures, objects and asks learners to frame questions to get information.	- Topics - festivals, seasons, sports, hobbies, etc. - Pictures - bus stand, post - office etc. - Objects - duster, chair, desk.	- frame questions, ask questions, to get information to satisfy his/her curiosity.	- Learners ask questions to get information, in public places.
4.	- give directions for performing certain acts.	- demonstrates dialogues. - plays, playlets.	- Dialogues and playlets.	- give directions for carrying out specific processes, etc.	- The teacher asks learners to play roles of family members and talk about something.

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5.	- speak on a given topic.	- provides various topics.	- Topics : friendship, family, school, my native place, etc.	- Speak on a familiar topic in a few sentences.	- Come, pick and speak. [The teacher writes on slips of paper, names of birds, animals, colours, etc. Learners pick up one topic.
6.	- take active part in discussion.	- demonstrates group activity.	- Topics : events for discussion.	- take active part in a discussion.	- The teacher asks them to choose their own topic, discuss it in the classroom.
7.	- participate in elocution competitions.	- arranges an elocution competition in the class / school.	- Topics : homework, my favourite personality, etc.	- participates in elocution competitions.	- The teacher provides opportunities of conducting assembly and compering other school functions.

Standard : VII

SKILL : READING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	<p>To enable the learners to</p> <ul style="list-style-type: none"> - read aloud effectively. 	<p>The teacher</p> <ul style="list-style-type: none"> - reads aloud something as a model. 	<ul style="list-style-type: none"> - Material from text books. (poems, dialogues, narration, etc.) and other authentic materials. 	<p>Learners are able to</p> <ul style="list-style-type: none"> - read aloud with proper speed, pauses, stress and intonation. 	<ul style="list-style-type: none"> - Learners read aloud notices, news, information at the assembly, etc.
2.	<ul style="list-style-type: none"> - read a variety of texts. 	<ul style="list-style-type: none"> - provides age appropriate variety of texts. 	<ul style="list-style-type: none"> - Short stories, informative passages, skits, monologues, extracts, etc. 	<ul style="list-style-type: none"> - read a variety of texts with interest. 	<ul style="list-style-type: none"> - The teacher displays a stock of various text types. [e.g. advertisements, invitations, greeting cards, railway timetable, bank slips] and learners classify them under respective headings.
3.	<ul style="list-style-type: none"> - read and collect thoughts, proverbs, idioms and quotations. 	<ul style="list-style-type: none"> - presents / displays thoughts proverbs and quotations. - draws learners' attention to proverbs, sayings and thoughts on school walls. 	<ul style="list-style-type: none"> - Thoughts, proverbs, quotations, idioms. 	<ul style="list-style-type: none"> - note and collect idioms proverbs and quotations from various sources. (calendars, diaries, note books, magazines, newspapers, etc) 	<ul style="list-style-type: none"> - Learners exhibit collections of clippings and calligraphy.

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4.	- develop interest in reading various materials.	- provides reading material such as magazines, comics, informative passages. etc.	- Magazines, story books, news paper supplements, children's encyclopedias, etc.	- read various materials such as magazines, comics, informative passages, etc.	—
5.	- read and understand compositions, write-ups and personal letters.	- provides learners opportunities to read each other's writings.	- Compositions, write - ups personal letters, etc.	- read so as to understand the purpose of different forms of writings.	- The teacher asks learners to find and read magazine articles, reports, etc. - reading friends' blogs wherever possible.
6.	- read notices and articles on the notice board.	- provides opportunities of reading formal announcements and other notices.	- Classroom notices, bulletin boards, formal announcement in and outside the classroom.	- read formal notices with comprehension.	- Learners read E-mails, spot and read public notices.
7.	- read silently.	- provides opportunities for silent reading from textbook.	- Passages from the textbook.	- read silently with comprehension.	- Learners read newspapers to spot a specific type of news.

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8.	- use dictionary and other reference materials.	- demonstrates how to use a dictionary and other reference materials.	- New / unfamiliar words phrases and short passages.	- use dictionaries and other reference materials.	- The teacher asks learners to find out meanings of new words in a certain context. e.g. The present headmistress will present a present to me.

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Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	To enable the learners to - write using various formats of their choice.	The teacher - provides sample of various formats.	- Poems, letters, notices, advertisements, recipes, etc.	Learners are able to - understand the use of different formats.	- The teacher jumbles the parts of the poem, recipe, letter, advertisement and asks the learner to separate, arrange and write them in proper sequence.
2.	- write using points.	- provides points to help learners to write.	- A familiar topic. - Points related to the topic.	- write a composition using the given points.	- Learners read a short text and present the main points in the form of a tree diagram, table, flowchart, etc.
3.	- write independently.	- offers topics on which learners may write.	- Various topics suggested in the textbook.	- write a composition on a topic they have chosen.	-

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4.	- develop a story.	- encourages learners to develop a story with/ without help from others.	- Story-writing activities.	- build a story imaginatively.	<ul style="list-style-type: none"> - The teacher provides learners a short and simple story. Learners change the ending of the story and suggest a suitable title. - The teacher provides an incomplete story and learners complete the story in their own way.
5.	- collect and use idioms, proverbs and quotations appropriately.	<ul style="list-style-type: none"> - displays idioms, proverbs and quotations. - asks learners to copy on strips or flash cards as many idioms, proverbs, and quotations. 	- Idioms, proverbs, quotations.	- write and collect as many idioms, proverbs and quotations as they can.	- The teacher jumbles up the two parts of few proverbs and asks learners to match them.

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6.	- maintain a diary.	- asks learners to describe events that take place on different days, e.g. Family outing, picnic, outside competitions etc.	e.g. - What do you do in the morning? - What happened in school today? - How did you spend your evening ? etc.	- write about their personal experiences.	—
7.	- develop a dialogue.	- draw learners attention to earlier dialogues and highlight the format. - provides topics / situations for learners to write dialogues on.	- Dialogues, situations.	- write natural and meaningful dialogues.	- Learners complete a dialogue which has gaps - The teacher provides pictures of comic characters. Learners develop a dialogue to go with the pictures.
8.	- write informal or semi-formal letters.	- displays a sample letter and explains the format.	- Informal or semi-formal letters.	- write informal or semi-formal letters in a proper format.	- Learners develop pen-friendships.
9.	- frame a set of questions for an interview.	- conducts mock interviews in the class as models. - encourages learners to frame questions for a personal interview.	- Interviews	- learners are able to listen to and frame interview questions.	- Learners are given responses of the interview and are asked to guess the questions put by the interviewer.

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10.	- write a report of an interview.	- presents a model report of an earlier interview. - asks learners to write a recent interview.	- Reports	- report an interview in writing.	- Learners convert an interview into a report
11.	- write with precision.	- presents samples of verbose writing and precise writing for comparison.	- Samples of precise and verbose writing.	- discriminate between verbose and precise writing and write with precision.	- The teacher dictates a specimen of precise composition. Learners work in groups and turn it into a verbose piece of writing.