# ENGLISH

# English



English language occupies a central place in the school curriculum because it is the medium for learning. Proficiency in the language is a pre-requisite for effective communication and knowledge acquisition. Language learning does not necessarily take place only in the language classroom. It cuts across the curriculum of different disciplines. English plays an important and integral role in the domains of education, medicine, business and international relations, judiciary, industry, etc. It is central to children's intellectual, social, and emotional growth and all round development.

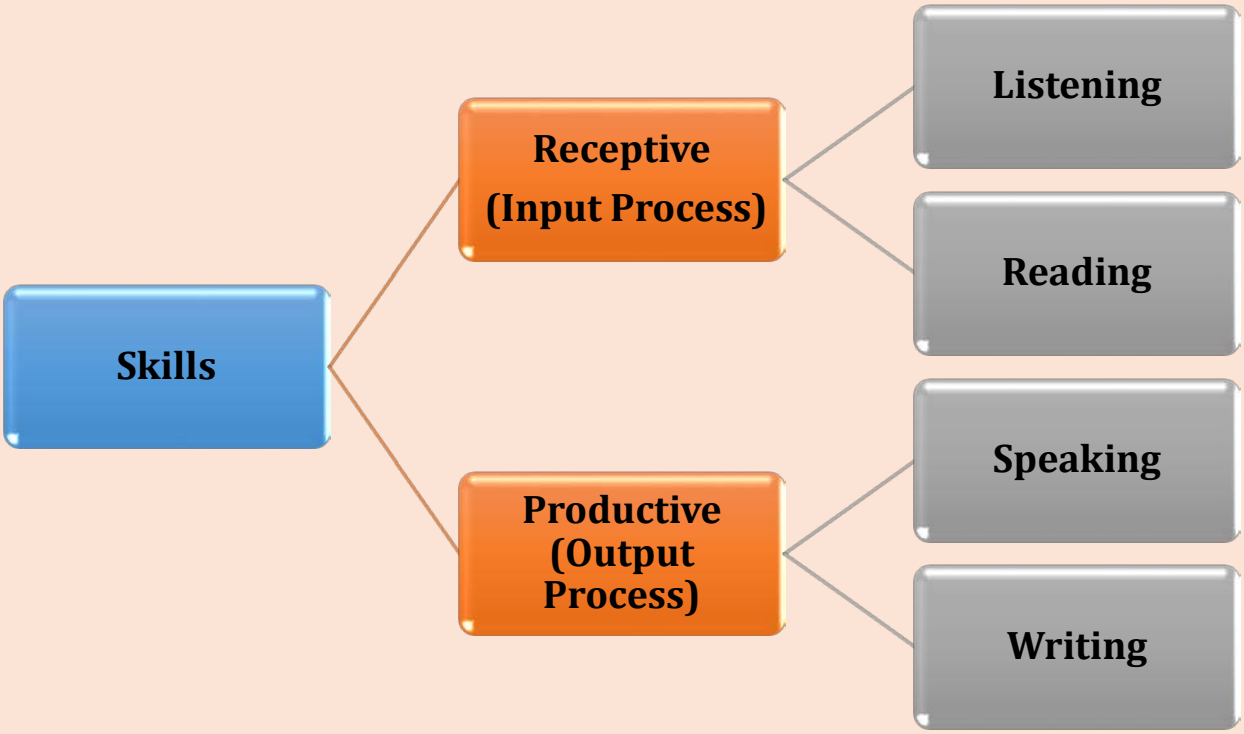
The content of the language curriculum should be broad enough to encompass the needs and interests of children. Classroom activities need to be linked to life outside the classroom. Socio-cultural contexts that encourage children to participate actively in understanding and creating appropriate communicative practices should be promoted through development of linguistic skills. English as a language should be developed progressively through meaningful experiences rather than a mere drill or rote exercise.

Children need to be able to use language to express their feelings, ideas and later to express their opinions based on extensive readings and research. As they gradually become aware of the various purposes for which language is used and the diverse forms it can take, they learn to use language appropriate to context. They also develop an awareness of how language is used in different formal and informal situations. Language is also the basis for thinking, communicating, learning and developing life skills. Children need language skills in order to comprehend ideas and information, interact socially, inquire into areas of interest and study, and express themselves clearly and fluently with confidence

Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, helps children understand the world around them. Through a rich variety of literary, academic, and media related texts, children learn to read and reflect on the world around them and appreciate different worldviews and critically interpret a range of texts. Importantly, through language children can be sensitized to the physical and social environment, life skills and values.

Life skills such as communication skills, critical thinking, sharing, caring, becoming aware of the self, showing concern for others and developing sensitivity to the world around them, should be an inbuilt component of an English Classroom. It is important to nurture these life skills among children by giving them ample opportunities for experiencing such situations. Texts and tasks in the classroom need to have scope for developing the desired life skills as per the topic/theme, which may be linked across the curriculum.

Since language development refers to the skills used in expressing and communicating ideas, it involves the four basic aspects of listening, speaking, reading and writing, which would also inculcate elements of critical thinking.




At the primary level, children's process of learning gradually and progressively moves from hearing to listening, to speech to reading and finally writing. With progression of time children continue to develop and refine their skills in these aspects of language. The emphasis on the development of skills in a language class is not to be viewed as a mechanical activity devoid of life but as the cornerstone of experience, appreciation and creative expression. Feeling, expression and its application all move together, so when a child acquires proficiency in reading and writing, the door to literary appreciation and creativity is opened.

By the time they reach Class VI, children would have acquired basic proficiency in English language and hence opportunities must be provided to further hone their skills. They need to interact with social media, have diverse exposure and develop independent thinking. Their experiences need to be channelled as creative expressions in the English classroom.

The English language curriculum has been planned to develop language skills. The broad **objectives of language teaching and learning** are:

**(a) To develop listening skills:** Children learn to use verbal and non-verbal cues in a non-linear way to comprehend and draw inferences.

**(b) To develop speaking skills:** Children develop effective communicative skills and are able to engage in meaningful conversation in various situations. They engage in discussions in a logical, analytical, and creative manner.

**(c) To develop reading skills:** Children develop the habit of independent reading and are able to construct meaning by drawing inferences and relating the text to their previous knowledge. They also develop the confidence of reading the text critically and are able to pose questions accordingly.

**(d) To develop writing skills:** Children develop the confidence to express thoughts effortlessly and in an organized manner. They follow the process approach to writing that enables them to write for a variety of purposes and situations, ranging from informal to formal.

To achieve these objectives children are to be provided with an environment to facilitate language learning. This could take shape in the form of textbooks, story books, magazines, newspapers, audio/visual aids, children chosen texts etc. according to the interest, age and cognitive levels of children. All modalities like visual, auditory and kinaesthetic may be used in pedagogical processes. Care must be taken by teachers to provide support to differently abled children in the classroom transactional processes. For example, material in Braille for the sight impaired and sign language devices for hearing impaired children i.e. adopting and adapting the curriculum according to the learning abilities of children with special needs.

Though skills have been outlined and graded, textual material that are used at a school and the time spent at each level may vary. However, we urge teachers to maintain the experiential background of children and ensure the availability of materials. The curriculum provides space to teachers to use their initiative to supplement and substitute matter according to their contexts.

## Guidelines for English language learning:

### Content/ Themes

The language classroom is a place where contemporary concerns and issues can be included as the curriculum ranges from non-literary to literary texts, from local to global covering a wide range of areas like environmental issues, sustainable development, maintenance of resources, concern for animals and plants, human rights, etc. The selection of the materials can draw upon the following and additional themes in an integrated manner:

*Self, family, home, friends, neighbourhood, environment, animals, plants, arts, culture sports, travel, tourism, mass media, science and technology, health and hygiene, peace, life skills etc.*

## Integrating Language Teaching with other Areas



Along with the above themes the choice of texts should also focus on myths, legends, and folktales to develop appreciation for socio-cultural and linguistic heritage. Translated texts from Indian languages and the other languages of the world may be included in classroom teaching to encourage children to experience the rich diversity of language.

### (a) Guiding Principles for English language:

- Connecting learning to the outside world.
- Integrating English with other subjects across the curriculum
- Adopting multilingualism as a learning resource.
- Using contexts to develop language as a whole.
- Making assessment for learning a part of the teaching learning process.
- Ensuring an active participation of children by using a variety of activities and tasks.

### (b) Suggested Generic Classroom tasks that can be included as classroom procedures (Classes VI to VIII)

#### LISTENING AND SPEAKING

- Circle time
- Picture/ photograph description, etc.
- Story narration
- Role play, dramatisation, mime
- Elocution/ Recitation - Singly and in a group
- Intra-class debates
- Group discussions on specified topics.
- Dramatisation of poems/ prose
- Music– to be used to teach poetry, speech and drama
- Language Games – Word building, Pictionary, dumb charades, Guess the word etc.
- Build and use a class library
- Puzzles and crosswords, Scrabble
- Project presentations (oral)
- Film and audio clips

#### READING AND WRITING

- Reading – Loud, Group and silent (Literature)
- Word Wall (Literature)
- Vocabulary tree
- Completing a story
- Picture composition
- Poetry writing – limerick, doggerel, haiku, cinquain, Tanka, jingle
- Poster making, slogan and caption writing
- Writing newspaper reports and travel brochures
- Writing advertisements/ posters/ notices
- Recording a process (How I taught someone to cook/ read/ cycle/ swim, etc.)
- Maintaining a diary/ journal/ log book

- Book Talk, book review (Literature)
- Film review
- Restaurant review
- Illustrations of characters from texts (Literature)
- Comprehension – Seen text (Literature) and Unseen text.
- Comprehension of poems - seen (Literature) and unseen.
- Music to be used as a stimulus for aural comprehension.
- Comprehension/ literature questions must allow scope for
  (i) inference,
  (ii) personal response. Dissenting voices must be encouraged.
- Spell Check
- Pictogram
- Word search
- Spot the differences, unscramble the scrambled words
- Mind mapping
- Word Games
- Contributions to School magazine / Newsletter / Soft boards / Newspaper

## VOCABULARY AND GRAMMAR IN CONTEXT

- Grammar activities in context
- Worksheets to consolidate grammatical concepts in context.
- Use of internet as a resource

## CREATIVE WRITING

**It is recommended that children write 10 - 12 written assignments / tasks in an academic year.**

- The stimuli could be a picture, object/s or a set of words.
- Picture compositions must be conducted at all levels. The Picture should be in colour and depict a story having a human interest appropriate to the class level. Each child should have access to the picture.
- All writing exercises must begin with a class level conversation and words arising from the discussion must be noted on the blackboard (The words may be suggested by children). This scaffolding as pre-teaching helps children undertake their written tasks independently.
- Argumentative essays to be introduced in Class VIII, on issues that the children can identify with (e.g. “School Uniforms must be abolished”, “Homework must be made compulsory”).
- Classes VI & VII to write informal letters. ***Topics for letters should be within the range of children’s experiences (example- letters to Parent, friends, relatives, neighbours etc.).***
- Formal letters to be introduced in Class VIII. ***Topics for letters should be within the range of children’s’ experiences (example- letters to Principal, Teacher, Editor, Librarian, community function, etc.).***

## Listening and Speaking

**Listening at this stage is crucial so that children listen carefully to views put forward, reflect on them, and respond accordingly. They listen to a range of texts with comprehension. From this stage onwards listening to radio, film, television and other media occupy a major space. Appreciation of non-verbal clues are also developed. While speaking children express themselves with confidence that reflects a sense of persuasiveness and interpretation.**

### Learning Outcomes:

Children will be able to:

- **understand and answer** a variety of questions on a given passage for aural/written comprehension;
- **comprehend** issues/topics raised in spoken texts (public address, guest speaker, televised interview, social media/internet videos) and ask for clarification or elaboration of ideas;
- **participate** in group discussions as leader or facilitator, enhancing the levels of discussion by asking probing/ reflective questions;
- use class-level appropriate vocabulary to express their point of view;
- **apply** their understanding from the use of multi-media to make presentations adding perspective to texts/issues. (the use of visual aids is accompanied by a commentary citing sources of information or diverse points of view;
- **develop** a sense of confidence and self-control while making presentations or challenging a stated opinion;
- **evaluate** and respond to opposing points of view logically using appropriate language and physical gestures;
- **develop** the ability to analyse, interpret and evaluate the use of language in different contexts (newspapers, television, billboards and advertising campaigns).
- **adapt** speech to a variety of contexts and tasks;
- **accustom** language as appropriate to the purpose: to persuade, explain/provide information, or express an opinion;
- **include multimedia components** (e.g., graphics, images, music, sound) and visual displays in presentations;
- **interpret information presented in diverse media and formats** (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Listening and Speaking

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| ▸ Listen to a range of texts such as story, poems, narratives, lecture etc. for aural/written comprehension.<br>▸ Listen and comprehend issues/topics raised in spoken texts (public address, guest speaker, | ▸ Reviewing and building on previous learning<br>▸ Reading aloud/ playing audio recordings of poems, narratives, anecdotes, dialogues, etc. and asking children to identify the main aspects (e.g. listen to the story and talk about the main character) | ▸ Online resources including /audio/video clips/cartoons /poems/ narratives / autobiographies /biographies/ famous speeches, debates, drama etc. |

## Listening and Speaking

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| televised interview, Social media/internet videos) and asks for clarification or elaboration of ideas.<br>• Group discussions, debates, speech, drama, presentations etc.<br>• (use of graphics, images, music, sound and visual displays in presentations.)<br>• Analyse and evaluate the use of language in different contexts (newspapers, television, billboards and advertising campaigns) and its interpretation.<br>• Adapt speech to a variety of contexts and tasks e.g.<br>☛ *tone*<br>☛ *gestures*<br>☛ *stress*<br>☛ *facial expressions*<br>☛ *body language*<br>☛ *voice modulation*<br>• Dictation of Chunks of language. | • Providing issue based texts/ topics across the curriculum and encouraging children to have discussions on it. e.g. What is understood by "Gender Equality"?<br>• Creating opportunities to lead/ facilitate group discussions etc.<br>• Creating situations that require the learner to note down main ideas/ points based on text that is read out/ speech that is delivered.<br>• Providing chances for children to express their personal opinion/ views through activities such as role-play (assigning specific roles/ perspectives from which to approach the topic under discussion. E.g. 'No Home work for students' – to be discussed from the point of view of the Principal/ teacher/ School leaders/ Students etc.).<br>• Encouraging children to use multi-media clips and inputs along with commentary to add depth and perspective to class presentations.<br>• Creating opportunities and situations for children to listen to, respond and question/ challenge others' views in a well-reasoned/ logical and polite manner.<br>• Creating opportunities to question/ challenge claims made by an author and put forward an alternate view through class room discussions and debates.<br>• Ensuring that children have ample opportunities to speak/debate/ express their opinions and thoughts in the class.<br>• Encouraging the children to observe and emulate the body language/ intonation/ clarity etc. of effective speakers.<br>• Giving dictation on chunks of language.<br><br>***NOTE**: The examples given above are intended merely as guidelines. The teachers are welcome to be as* | • Posters/Models/ advertisements/ Charts etc. |

| Listening and Speaking | | |
|---|---|---|
| **Suggested areas/Content** | **Suggested Transactional Processes** | **Suggested Learning Resources** |
| | *innovative as the classroom situation allows.*<br><br>*The activities / tasks suggested above are not necessarily restricted to listening and speaking. As the language teacher is well aware, all four language skills are inter-related and often overlap.* | |

**NOTE:** Recitation should form an integral part of the school class-table and may be evaluated and included for Internal Assessment.

# Reading

**Children develop extensive and intensive reading skills that involve a variety of texts. They discuss and express their views based on their reading via their speaking/ writing.**

## Learning Outcomes:

Children will be able to:

- understand the text, draw conclusions and make inferences;
- **comprehend the** central idea of a text and how it is conveyed through particular details including how characters in a story or drama, respond to challenges or how the speaker in a poem reflects upon a topic;
- **understand and appreciate the narrative and poetic structures** to comprehend and predict outcomes;
- **identify the salient points in the text** as distinct from personal opinions or judgments;
- **determine the meaning of words and phrases as they are used in a text**, including figurative and connotative meanings;
- read and **comprehend literature,** including stories, dramas, poems, travelogues, autobiographies, reports, speeches, articles, features, etc (graded reading).

## Reading

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| Texts (Literary and Non-literary) covering different themes and registers for comprehension and inference. The themes may include:<br>☛ *Self, Family, Home, Friends,*<br>☛ *Neighbourhood and Community at large*<br>☛ *The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic), heritage*<br>☛ *Myths/legends/ folktales)*<br>☛ *The World – India's neighbours and other countries (their cultures, literature and customs)*<br>☛ *Adventure, Imagination and creativity*<br>☛ *Sports and Yoga*<br>☛ *Issues relating to Adolescence*<br>☛ *Science and Technology* | Reviewing and building on previous learning<br>Introducing different types of seen and unseen texts such as prose, poetry, drama to enhance the learner's understanding and appreciation of different forms of literature.<br>Providing opportunities for the learner to read, evaluate and objectively sum up the ideas expressed in the passage.<br>Providing a range of texts to facilitate appropriate interpretation of mood/ tone/ use of figurative language/imagery etc.<br>Encouraging children to raise questions based on their personal reading.<br>Discussing concepts such as rhyme, rhythm, metre, imagery, metaphors, simile etc. in a poem. | Self / teacher created materials (audio-video)<br>Magazines, newspapers<br>Activities for relating ideas of the text with their lives.<br>Text types: Very short stories, poems and songs, texts with visuals, etc. Age appropriate magazines, newspapers, picture books, story books etc. for reading and connecting it to their own experiences.<br>Realia/ Flashcards/ Posters/ puppets/ Charts etc. to stimulate language.<br>Group/ pair work<br>Build a class library |

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| ☛ *Peace and Harmony*<br>☛ *Travel and Tourism*<br>☛ *Mass Media*<br>☛ *Art and Culture*<br>☛ *Health and Reproductive health*<br>☛ *experience of children,*<br>☛ *Personalities & achievers,*<br>☛ *Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation energy*<br>Extensive and intensive reading of the texts | | |

# Writing

**Children write independently following the process approach to writing. They write with a sense of audience and follow the rules of the mechanics of writing.**

## Learning Outcomes:

Children will be able to:

- write real or imagined experiences or events using relevant descriptive details, and well-structured sentences and sequence;
- **write arguments to** support ideas with clear reasons and relevant evidence;
- produce clear and **coherent writing keeping in view** the organization and style that are appropriate to task, purpose, and audience;
- **collect relevant information** from multiple print and digital sources; collates the data;
- **use precise and descriptive vocabulary** to create tone and voice and varied sentence structure;
- **follow process approach to writing by planning, revising, editing, rewriting**;
- write at least three paragraphs of about 200 words at a more advanced level on any given topic;
- write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings;
- **organise and structure** meaningful sentences in a sequential manner;
- make correct use of linkers such as 'firstly', 'then', 'later', 'finally', etc. to link sentences to indicate passage of time and provide a sense of closure;
- draw from personal experiences or real life situations;
- **demonstrate** the ability to use words and phrases to the grade appropriate level, including those that convey emotions, actions, etc.;
- write basic notices/ messages/letters.

| Writing | | |
|---|---|---|
| **Suggested areas/Content** | **Suggested Transactional Processes** | **Suggested Learning Resources** |
| Simple messages, invitations, short paragraphs, letters (formal and informal) applications,<br>Short compositions based on pictures<br>simple narrative and descriptive pieces, etc.<br>Creative writing: stories, poems, dialogues, etc.<br>organise and structure thoughts in writing.<br>Organise and structure meaningful sentences in a sequential manner.<br>use of linkers such as 'firstly', 'then', 'later', 'finally', etc. to link | Reviewing and building on previous learning<br>Creating situations/context to write letters /narratives/ First Person accounts/ imaginative accounts/ e-mails/ etc.<br>Providing rubric / checklists to revise and edit written material<br>Facilitating team work and collaborative activity through assignments and projects that require children to work in groups and produce written assignments.<br>Providing opportunities to write on a specific topic to produce a well sequenced, cohesive piece of writing | Age appropriate worksheets / activities / Flashcards/ Posters/ puppets/ Charts etc. to stimulate language.<br>Group/ pair work<br>Newspaper/ magazines/ articles/ pictures/ advertisement etc. |

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| sentences to indicate passage of time and provide a sense of closure.<br>- Age appropriate use of words and phrases<br>- Follow process approach to writing i.e. planning, revising, reviewing, editing, rewriting. | making appropriate use of linkers, grade appropriate vocabulary and register.<br>- Providing stimuli either through a picture, object/s or a set of words.<br>- Introducing all composition exercises as a whole class activity.<br>- Helping develop relevant vocabulary for the topic via discussion, brain storming and conversation.<br>- Creating situations for children to write notices for the class e.g. (information about an excursion, loss of pencil box etc.)<br>- Providing topics for letter writing appropriate to the level, interest, age of children, their experiences (example- letters to Parent, friends, relatives, community etc.).<br>*Providing Topics for the letters from the children' context such as letters to Parent, friends, family, relatives, community, etc.).* | |

# Grammar and Vocabulary in Context

**Children use context to understand and develop vocabulary and grammar. They use basic grammar appropriately while speaking and writing.**

## Learning Outcomes:

Children will be able to:

- **use English according to the basic** conventions of English grammar and usage when writing or speaking;
- **use** pronouns in the proper case and reflexive pronouns appropriately;
- **recognise correct and** incorrect / inappropriate shifts in pronoun number and person;
- **follow the basic conventions of English language** when writing, speaking, reading, or listening using varied sentence patterns for meaning, reader/listener interest, and style;
- **use context as a clue** to the meaning of a word or phrase;
- **use** common, grade-appropriate affixes and roots as clues to the meaning of a word;
- **consult reference materials**, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech;
- interpret figures of speech in context;
- **use subject-verb** agreement with intervening phrases and clauses;
- **learn the use of and the difference** between transitive and intransitive verbs;
- **use pronoun - antecedent** agreement to include indefinite pronouns;
- **follow consistent** tense inflections across paragraphs;
- use the **correct spelling** for frequently used words;
- form and use perfect verb tenses to convey time, sequence, state, and condition.
- recognise correct and inappropriate shifts in verb tense.

## Grammar and Vocabulary in Context

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| ▸ Pronouns in the proper case, reflexive pronouns, pronoun number and person, pronoun - antecedent agreement to include indefinite pronouns.<br>▸ Subject-verb agreement with intervening phrases and clauses.<br>▸ Transitive and intransitive verbs.<br>▸ Tenses to convey time, sequence, state, and condition.<br>▸ Recognition of correct and incorrect /inappropriate | ▸ Reviewing and building on previous learning.<br>▸ Providing examples of grammar in context to make children understand its various aspects that include a focus on the use of pronouns, reflexive pronouns, phrases, clauses, transitive and intransitive verb etc.<br>▸ Creating activities / tasks for children to use grammar in context/ identify and use figurative language (e.g. irony, pun, personification, alliteration, metaphor, simile, assonance, onomatopoeia).<br>▸ Providing worksheets/ contexts to use tenses showing/using time line.<br>▸ Providing audio - visual aids and verbal clues to reinforce the use of grammar | ▸ Self / teacher created materials e.g. worksheets, activities on grammar in context.<br>▸ Audio, video, print / text<br>▸ Authentic tasks and activities of short duration which would bring in an engagement with<br>☛ *words,*<br>☛ *word chunks,*<br>☛ *formulaic use*<br>☛ *collocations*<br>☛ *expressions in dialogue.*<br>☛ *Word / Languages games.* |

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| shifts in verb tense.<br>• Vocabulary in context as a clue to the meaning of a word or phrase.<br>• Age-appropriate affixes and roots as clues to the meaning of a word.<br>• Dictionary and reference materials, print, digital and tactile, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.<br>• Figures of speech in context. | and develop language skills.<br>• Providing a variety of contexts for children to use language in speech and writing.<br>• Encouraging children to refer to dictionaries (print, digital and tactile) to understand the meaning, pronunciation, different uses of the word etc. | • Vocabulary in context<br>• Realia / Flashcards/ Posters / puppets/ Charts etc. to stimulate language. |

## Listening and Speaking

**Listen to different text across the curriculum, discourses (verbal & nonverbal) through various media and respond accordingly. Speak on a wide range of topics / situations both in school and outside.**

### Learning Outcomes:

Children will be able to:

- **listen** keenly, answer accurately and respond with appreciation to a variety of questions on a text (seen and unseen) for aural/ written comprehension;
- **participate** in group discussions taking on the role of leader, facilitator, or listener, with the ability to critique;
- **collate** ideas and seeks clarification to keep discussions relevant;
- **apply** strategies for making listening effective in the classroom;
- **record** / recollect the understanding of the flow of ideas by taking notes;
- compile information/ share ideas in texts, discussions, and uses class-level vocabulary to make a presentation;
- **display** analytical and persuasive skills through debates and discourse on contemporary issues or current affairs;
- use/ apply multi-media to make presentations on issues and social messages;
- **develop** techniques of becoming an effective speaker with the right modulation of voice, physical gestures, choice of words, informal/technical language.

### Listening and Speaking

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| ▸ Listen to a variety of texts from different genres and registers such as story, poems, narratives, lecture, speech, dialogue etc for aural/written comprehension.<br>▸ Listen and comprehend issues/topics raised in spoken texts e.g.<br>☛ *speech*<br>☛ *lecture*<br>☛ *discourse*<br>☛ *debate*<br>☛ *discussion*<br>☛ *Group discussions,*<br>▸ Use of graphics, images, music, sound and visual displays in presentations.<br>▸ Analyse and evaluate use of language in different contexts (newspapers, | ▸ Reviewing and building on previous learning<br>▸ Reading aloud/ playing audio recordings of poems, narratives, anecdotes, etc. and asking them to identify the main ideas (E.g. listen to an autobiography read aloud and create your own.)<br>▸ Providing issue based texts/ topics and encouraging children to have discussion on it. E.g. Child rights and privileges / Global warming<br>▸ Creating opportunities to lead/ facilitate group discussions etc.<br>▸ Creating situations that require children to identify the main ideas/ points based on text that is read out/ speech that is delivered.<br>▸ Providing opportunities for children to express their personal opinion/ views through activities such as role-play (assigning specific roles/ perspectives | ▸ Listening to authentic themes / situations based on:<br>☛ *poetry, songs, stories etc.*<br>☛ *in contexts, (e.g. at the post office, at the railway station)*<br>☛ *speech, conversation, lecture.*<br>☛ *Group Discussion*<br>☛ *Role play, dramatization etc.*<br>☛ *Decoding difficult sounds (Pronunciation)*<br>▸ Use audio / video programmes (5 – 20 minutes' duration)<br>▸ Posters/ Models/ advertisements/ Charts etc.<br>▸ Articles, current affairs etc. from magazines, |

## Listening and Speaking

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
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| television, billboards and advertising campaigns) and its interpretation.<br>• Speak in a variety of contexts and tasks e.g.<br>☛ *tone*<br>☛ *gestures*<br>☛ *stress*<br>☛ *facial expressions*<br>☛ *body language*<br>☛ *voice modulation*<br>☛ *choice of words*<br>• Collect and collate ideas and seeks clarification to keep discussions relevant.<br>• Use multi-media to make presentations on issues and social messages. | from which to approach the topic under discussion. E.g. 'Why do we need rules in school' – to be discussed from the point of view of the Principal/ teacher/ School leaders/ Students etc.).<br>• Introducing texts in different areas and focusing on developing positive attitudes, values and life skills.<br>• Encouraging children to use multi-media clips and inputs along with commentary to add depth and perspective to class presentations.<br>• Creating opportunities and situations for children to listen, respond and question/ challenge others' views in a well-reasoned/ logical and polite manner.<br>• Creating opportunities to question / challenge claims made by an author and put forward alternate views through class room discussions and debates.<br>• Ensuring children have ample opportunities to speak/debate/ express their opinions and thoughts in the class.<br>• Encouraging children to observe and emulate the body language/ intonation/ clarity etc. of effective speakers.<br>• *NOTE: The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the classroom situation allows.*<br>• *The activities suggested above are not necessarily restricted to listening and speaking. As the language teacher is well aware, all four language skills are inter-related and often overlap.* | newspapers focusing on drug abuse, discrimination etc. |

**NOTE:** Recitation should form an integral part of the school class-table and may be evaluated and included for Internal Assessment.

# Reading

**Children read, analyse and evaluate a range of texts (seen /unseen) and raise questions on pertinent issues and themes.**

## Learning Outcomes:

Children will be able to:

- **read, comprehend and analyse** literary/ non-literary texts, cull out salient points of what the writer states with textual evidence to support claims;
- **identify** central ideas in a text and **evaluate** the connections with less important issues dealt with in the text, collate those into an objective summary without personal opinion/judgment;
- **comment** on the choice of vocabulary/figurative language and tone/mood used in the text;
- **deconstruct** the textual piece into sections to enhance understanding of the structure used by author;
- **question** views expressed by authors and suggests an alternative argument.

## Reading

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| Literary/ non-literary texts on a wide range of themes covering different genres and registers. The themes may include:<br>☛ *Self, Family, Home, Friends and Pets*<br>☛ *Neighbourhood and Community at large*<br>☛ *The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic heritage*<br>☛ *Myths/legends/folktales)*<br>☛ *The World – India's neighbours and other countries (their cultures, literature and customs)*<br>☛ *Adventure and Imagination*<br>☛ *Sports and Yoga*<br>☛ *Issues relating to Adolescence (drugs, values, life skills)*<br>☛ *Science and Technology*<br>☛ *Peace and Harmony*<br>☛ *Travel and Tourism*<br>☛ *Mass Media*<br>☛ *Art and Culture*<br>☛ *Health and Reproductive health* | Reviewing and building on previous learning<br>Introducing different types of texts such as prose, poetry, drama, travelogue, feature, autobiography, speech, article, etc. for comprehension and appreciation of different forms of literature.<br>Providing opportunities for the learner to read, evaluate and objectively sum up the ideas expressed in the passage.<br>Providing a range of texts to facilitate appropriate interpretation of mood / tone / use of figurative language / imagery etc.<br>Encouraging children to raise questions based on their reading. | Activities for relating ideas of the text with their lives.<br>Text types: Very short stories, poems and songs, texts with visuals, etc. Age appropriate magazines, newspapers, picture books, story books / tactile material etc. for reading and connect it to their own experiences.<br>Realia / Flashcards / Posters / puppets / Charts etc. to stimulate language.<br>Group/ pair work<br>Build a class library |

| Reading | | |
|---|---|---|
| **Suggested areas/Content** | **Suggested Transactional Processes** | **Suggested Learning Resources** |
| ☛ *Famous Personalities & achievers,*<br>☛ *Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation of energy, Sustainable development*<br>➢ Extensive and intensive reading of the texts for comprehension, inference etc.<br>➢ Focus on choice of vocabulary/figurative language and tone/mood used in the text.<br>➢ Deconstruct the textual piece to enhance understanding of the structure used by author. | | |

# Writing

**Children develop a diverse and creative style of writing. They express themselves through stories, poems and anecdotal records, narratives, etc.**

## Learning Outcomes:

Children will be able to:

- **develop** different styles of writing with focus on adjusting to the task, purpose and audience;
- **analyse r**elevant ideas/ concepts; selects appropriate introductory strategies, develops logical arguments, give examples and use appropriate quotations to support arguments;
- **connect** relevant ideas and formulates appropriate conclusions;
- **focus** on the use of grade appropriate vocabulary, using precise phrases, sensory language to make the writing vivid and vibrant;
- **work** on small projects individually and in groups to provide opportunities for collaborative work and help foster greater interaction among students;
- **develop** age appropriate skills of writing on a range of disciplines;
- **apply** technology as a resource to enhance research work.

**Creative writing**

- **write a composition (**three or more paragraphs) of about 200 - 250 words at a more advanced level on any given topic;
- **write a short story, poem,** dialogues based on inputs provided in the class or through personal experience;
- **write narratives** that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings;
- write notices for school, prepares posters etc.;
- **organise and structure** meaningful sentences in a sequential manner;
- **use linkers such as however, therefore etc.** to link sentences to indicate flow of ideas;
- draw from personal experiences or real life situations;
- prepare posters/ notices/ messages /informal letter/ invitation/ greetings etc.

## Writing

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| ▸ Write messages, invitations, short paragraphs, letters (formal and informal) applications,<br>▸ Simple narrative and descriptive pieces, etc.<br>▸ Creative writing: stories, poems etc.<br>▸ Organize and structure thoughts in writing. | Reviewing and building on previous learning<br>▸ Creating situations/contexts to write letters /narratives/ first person accounts/ imaginative accounts/ e-mails/ etc.<br>▸ Providing rubric / checklists to revise and edit written material<br>▸ Discussing concepts such as rhyme, rhythm, metre, imagery, metaphors, simile etc. in a poem.<br>▸ Facilitating team work and | ▸ Age appropriate activities / tasks/ Flashcards/ Posters/ Charts etc. to stimulate language.<br>▸ Newspaper/ magazines/ articles/ pictures/ advertisement etc.<br>▸ Group/ pair work |

| Writing | | |
|---|---|---|
| **Suggested areas/Content** | **Suggested Transactional Processes** | **Suggested Learning Resources** |
| ➢ Organise and structure meaningful sentences in a sequential manner.<br>➢ use of linkers such as however, therefore etc. to link sentences to indicate passage of time and provide a sense of closure.<br>➢ Age appropriate use of words and phrases<br>➢ Follow process approach to writing. planning, revising, reviewing editing, rewriting. | collaborative activity through assignments and projects that require children to work in groups and produce a written assignment.<br>➢ Providing opportunities to write on a specific topic to produce a well sequenced, cohesive piece of writing making appropriate use of linkers, grade appropriate vocabulary and register.<br>➢ Creating situations for children to write notices for school e.g. (informing students about debate competition, yoga classes etc.)<br>➢ Providing topics to prepare poster for social / global awareness.<br>➢ Providing Topics for the letters from the children' context such as letters to Parent, friends, family, relatives, neighbours etc.).<br>➢ Creating learning situations for children to be able to write greetings and invitation (e.g. inviting the Head teacher as a judge for class debate.) | |

# Grammar and Vocabulary in Context

**Children use a varied range of vocabulary and grammar in context that reflects their complex use of language.**

## Learning Outcomes:

Children will be able to:

- **identify and understand** the difference between phrases and clauses in simple, compound and complex sentences;
- comprehend the difference in the function of an active and a passive voice. **demonstrate** the ability to transform from one voice to the other;
- **identify and classify synonym**, antonym and analogy in the right context;
- **demonstrate** a further understanding of figurative language, (e.g. irony, pun, personification, alliteration, metaphor, simile, assonance, onomatopoeia);
- **identify** connections/relationships; recognises literary allusions and their sources;
- **acquire** grade-appropriate words and phrases and domain-specific vocabulary to convey comprehension and clear expression;
- **use** language appropriate to context.

## Grammar and Vocabulary in Context

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| Phrases and clauses in simple, compound and complex sentences.<br>Active and passive voice.<br>synonym, antonym and analogy in the right context.<br>figurative language, (e.g. irony, pun, personification, alliteration, metaphor, simile, assonance, onomatopoeia).<br>Age appropriate words and phrases and domain-specific vocabulary. | Reviewing and building on previous learning<br>Providing examples of grammar in context to make children understand various aspects of grammar such as phrases, clauses, active and passive voice (used in newspaper reporting/ in recording experiments in a science lab etc.)<br>Creating activities/tasks for children to be able to use grammar in context/ identify and use figurative language (e.g. irony, pun, personification, alliteration, metaphor, simile, assonance, onomatopoeia).<br>Providing audio visual aids and verbal clues to reinforce the use of grammar and develop language skills. | Self / teacher created materials e.g. Activities on grammar in context.<br>Audio, video, print / text / tactile form<br>Authentic tasks and activities of short duration which would bring Vocabulary in context in an engagement with<br>☛ *words,*<br>☛ *word chunks,*<br>☛ *formulaic use*<br>☛ *collocations*<br>☛ *expressions in dialogue.*<br>☛ *Word / Languages games.*<br>Posters/ puppets/ Charts etc. to stimulate language. |

## Listening and Speaking

**Children listen to an advanced level of academic discourse and prepare notes and summary for further deliberations using multimedia presentations.**

### Learning Outcomes:

Children will be able to:

- **listen** with interest, answer accurately and respond with an appreciation to a variety of questions in a text (seen and unseen) for aural/ written comprehension;
- **listen** to a talk /presentation /lecture and prepares notes;
- **prepare and participate** in class/ school-level discussions (having read/ researched material that is being studied);
- **engage** effectively in a range of collaborative discussions (group/ teacher-led) on class level texts, topics and issues;
- Build on others' ideas and express their own views clearly;
- make a planned oral presentation to a specific audience for an intended purpose;
- **integrate** multimedia and visual displays into presentations.

### Listening and Speaking

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| ▸ Listen to a variety of texts from different genres and registers such as story, poems, narratives, lecture etc. for aural/written comprehension.<br>▸ Listen and comprehend issues/topics raised in spoken texts e.g.<br>☛ *speech*<br>☛ *lecture*<br>☛ *discourse*<br>☛ *debate*<br>☛ *discussion*<br>☛ *Group discussions*<br>▸ Use of graphics, images, music, sound and visual displays in presentations.<br>▸ Analyse and evaluate use of language in different contexts (newspapers, television, billboards and advertising campaigns) and its interpretation.<br>▸ Adapts speech to a variety of | ▸ Reviewing and building on previous learning.<br>▸ Encouraging children to read extensively and beyond the text as preparation for the class.<br>▸ Creating opportunities for group/ team work and discussions in the class room (e.g. Panel discussion/ debate on topical issues like *'It's alright for Teachers and Students to interact on Social Media'*<br>▸ Creating opportunities for children to make a presentation to a target audience (e.g. conduct Morning Assembly at school/ deliver a welcome address/ vote of thanks at a school function.<br>▸ ***NOTE**: The examples given above are intended merely as guidelines. The teachers are* | ▸ Audio/video clips/ in series or as per the topic.<br>▸ cartoons /poems/ narratives/autobiographies /biographies/ famous speeches/ songs, lyrics/debates etc.<br>▸ Articles from print and digital media etc.<br>▸ Posters/ Models/ advertisements/ Charts etc.<br>▸ Language games<br>▸ Activities and tasks<br>▸ School magazine/ class news paper<br>▸ School Assemblies and Clubs (Speech and Drama Club/ Quiz Club etc.) |

| Listening and Speaking | | |
|---|---|---|
| **Suggested areas/Content** | **Suggested Transactional Processes** | **Suggested Learning Resources** |
| contexts and tasks e.g.<br>☛ *tone*<br>☛ *gestures*<br>☛ *stress*<br>☛ *facial expressions*<br>☛ *body language*<br>☛ *voice modulation*<br>☛ *choice of words*<br>➢ Collect and collate ideas and seek clarification to keep discussions relevant.<br>➢ Use multi-media to make presentations on issues and social messages i.e. drug abuse, values, life skills etc. | *welcome to be as innovative as the class size and situation allows.*<br>➢ *The activities suggested above are not necessarily restricted to listening and speaking. As the language teacher is well aware, all four language skills are inter-related and often overlap.* | |

## Reading

**Children read and critically evaluate the text from socio – political and cultural context along with other texts. They explore translated texts including myths, folktales, legends etc.**

### Learning Outcomes:

Children will be able to:

- **identify** the central theme of a given text and trace its development;
- use text to support argument and point of view about character and plot;
- **interpret** how particular lines of dialogue/ incidents in a story or drama propel the action or reveal aspects of character;
- **analyse/** how differences in the points of view of the characters and the audience or reader create such effects as suspense or humour;
- **evaluate** the extent to which a filmed/ live production of a story or drama stays faithful to/ departs from the text;
- **examine** the extent to which a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories, or religious works;
- read, and comprehend literature, including stories, prose pieces, dramas and poems at the high end of grades VI to VIII text complexity band independently and proficiently.

### Reading

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| ▸ Literary/ non-literary texts on a wide range of themes covering different genres and registers. The themes may include:<br>☛ *Self, Family, Home, Friends etc.*<br>☛ *Neighbourhood and Community.*<br>☛ *The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic), heritage*<br>☛ *Myths/legends/folktales)*<br>☛ *The World – India's neighbours and other countries (their cultures, literature and customs)*<br>☛ *Adventure and Imagination*<br>☛ *Sports and Yoga*<br>☛ *Issues relating to Adolescence*<br>☛ *Science and Technology*<br>☛ *Peace and Harmony*<br>☛ *Travel and Tourism*<br>☛ *Mass Media*<br>☛ *Art and Culture*<br>☛ *Health and Sanitation.* | ▸ Reviewing and building on previous learning<br>▸ Providing texts (different genres and forms) to comprehend, infer and evaluate from various aspects.<br>▸ Encouraging children to identify and use ideas and views drawn from the text to evaluate, support and to present one's own point of view.<br>▸ Providing texts and creating opportunities for reading and analysing details (e.g. dialogue and incidents) to comprehend the storyline and infer character traits.<br>▸ Introducing children to elements of suspense and | ▸ Magazines, newspapers<br>▸ Activities for relating ideas of the text with their lives.<br>▸ Text types: Very short stories, poems and songs, texts with visuals, etc. Age appropriate magazines, newspapers, picture books, story books etc. for reading and connect it to their own experiences.<br>▸ Posters/ Charts etc. to stimulate language.<br>▸ Group/ pair work<br>▸ Build a class library |

| | | |
|---|---|---|
| ☛ *Famous Personalities & achievers,*<br>☛ *Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation energy, sustainable development.*<br>➢ Extensive and intensive reading of the texts for comprehension, inference etc.<br>➢ Focus on choice of vocabulary/figurative language and tone/mood used in the text.<br>➢ Deconstruct the textual piece to understand the<br>➢ central theme<br>➢ point of view<br>➢ character<br>➢ plot<br>➢ dialogue / incident<br>➢ structure<br>➢ suspense<br>➢ humour<br>➢ points of view<br>➢ Evaluate and analyse the text from the point of view of its<br>➢ production<br>➢ drama<br>➢ Film content. | humour by reading aloud some examples of such kinds of writing.<br>➢ Facilitating the critical appreciation of books/ films based on books by encouraging children to read and critically appreciate the text as well as watch the film based on the book.<br>➢ Encouraging children to establish links/ make comparisons between themes, characters, patterns of events in modern writing and traditional characters, myths and legends. | |

# Writing

**Children write coherently and logically defend their writings through active research. There is a continuum in their creative writing.**

## Learning Outcomes:

Children will be able to:

- **develop** different styles of writing as per the genre/ form with a sense of audience;
- relate and connect ideas/ concepts; selects appropriate introductory strategies, develop logical arguments, gives examples and use appropriate quotations to support arguments;
- **connect** relevant ideas and formulates appropriate conclusions;
- **focus** on the use of grade appropriate vocabulary, using precise phrases, sensory language to make the writing vivid and vibrant;
- work on short projects individually and in groups for collaborative work and help foster greater interaction among students;
- **develop** age appropriate skills of writing across disciplines;
- use technology as a resource to enhance research work;
- draw from personal experience or real life situations;
- take a stand / debate on argumentative topics and logically defend his/her point of view;
- demonstrate the ability to use words and phrases to the grade appropriate level, including those that convey emotions, actions, etc.

**Creative writing**

- **write** narratives that recount a well-elaborated event or short sequence of events; includes details to describe actions, thoughts, and feelings;
- **write creative pieces** such as story, poems, travelogues, features, etc.;
- **prepar**e advertisements/posters/ notices etc. on various topics;
- write formal/informal letters using the prescribed format;
- **write** four or more paragraphs of about 250 - 300 words at a more advanced level on any given topic;
- **produce** original compositions (prose/ poetry) that are imaginative/ descriptive/ narrative/ argumentative, anecdotal;
- Adopt the process approach to writing by planning, writing, revising, editing, and rewriting.

## Reading and Writing

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| Write a:<br>• Paragraph (250 -300 words)<br>• Letter (formal, informal)<br>• Advertisement<br>• Diary<br>• Journal<br>• Notice<br>• Poster<br>• Articles<br>• Report<br>• Personal narrative<br>• Anecdote<br>• Story<br>• poem<br>• feature<br>• dialogues<br>• Write across disciplines.<br>• Use of technology as a resource to enhance research work.<br>• process approach to writing by planning, writing, revising, editing, and rewriting | • Reviewing and building on previous learning<br>• Providing contexts/ situations from within the range of the learner's experience (example- letters to Principal, Teacher, Editor, Librarian etc.)<br>• Creating situations for children to follow the five step process to writing.<br>• Facilitating the writing process through class level discussions/or by providing a wide range of writing prompts (including a picture, object/s or a set of words E.g. giving the opening or closing lines of a story and instructing the learner to write an original short story that incorporates the given lines).<br>• Creating an environment for children to expand their vocabulary to be utilized in their written compositions. (e.g. through 'word mapping' / brainstorming)<br>• Providing opportunities for children to correctly identify the elements of a short story (plot, character, setting etc.) and incorporate them into their own writing styles.<br>• Creating opportunities for children to express their own personal opinion/ respond to a debatable topic at class level discussions/ debates (E.g. Imagination, not information is responsible for human progress.) Encouraging children to base their arguments on reason and logic rather than sentiment.<br>• Providing rubrics / checklists to revise and edit written material | • Age appropriate Tasks/activities / Flashcards/ Posters/ Charts etc. to stimulate language.<br>• Newspaper/ magazines/ articles/ pictures/ advertisement etc.<br>• Group/ pair work |

# Grammar and Vocabulary in Context

**Children develop a rational outlook to the different functions of grammar and use it accordingly in diverse context that may include e- content.**

## Learning Outcomes:

Children will be able to:

- **identify** and understand the difference between phrases and clauses and their function in specific sentences;
- **analyse** a given sentence and identify the main clause and classify the subordinate clause (s);
- **transform** sentences from simple to complex /compound sentences;
- use vocabulary for different registers as per the context;
- adopt technology including the internet, to produce and present relationships between information and ideas efficiently as well as to interact and collaborate with others;
- **assess** and acknowledge information from print and digital sources.

## Grammar and Vocabulary in Context

| Suggested areas/Content | Suggested Transactional Processes | Suggested Learning Resources |
|---|---|---|
| Phrases and clauses and their function in specific sentences.<br>Sentenced Analysis:<br>main clause and subordinate clause (s).<br>Sentence transformation from simple to complex /compound sentences.<br>Use phrases, idioms figure of speech in context. | Reviewing and building on previous learning<br>Providing examples of grammar in context to make children understand the various aspects of grammar.<br>Creating tasks and activities for children to use grammar in the related context.<br>Using audio visual aids and verbal clues to reinforce the use of grammar and develop language skills.<br>Providing a variety of contexts for children to be able to use vocabulary in context. | Self / teacher created materials e.g. contextual tasks, activities on grammar in context.<br>Audio, video, print / text / tactile form<br>Authentic tasks and activities of short duration which would bring Vocabulary in context in an engagement with<br>☛ *words,*<br>☛ *word chunks,*<br>☛ *formulaic use*<br>☛ *collocations*<br>☛ *expressions in dialogue.*<br>☛ *Word / Languages games.*<br>Posters / Charts to stimulate language.<br>Newspapers articles |

# ENGLISH LITERATURE

Literature encompasses both literary and non-literary writings. Literary writing is an expression of life through the medium of language that is aesthetically pleasing. Literature makes us think about ourselves and our society, allows us to enjoy language and beauty. It helps us appreciate life in its myriad colours along with language learning. Children get exposure to rich use of language through carefully structured sentences and words. Different forms of literature such as prose, poetry, and drama use rhyme, rhythm, alliteration, irony, dialogue and a number of other devices that help develop appreciation and language. These forms of literature introduce children to a range of writings such as story, bio/autobiography, letter, poetic drama, different genres of poetry etc. In literary writing, imagination plays the most important role that would help develop creative expression, sensitization to local and global issues. Non- literary texts such as reports, articles etc. provide academic information thereby enriching the repertoire of children.

## Suggested Reading List

### Classes VI & VII

- Novels by Gerard Durrell
- Malgudi Days - R.K. Narayan
- I am Malala – Malala Yousafzai
- Detective stories – Agatha Christie
- The Lost World – Sir Arthur Conan Doyle
- The Happy Prince and Other Tales – Oscar Wilde
- Animal Farm – George Orwell
- Tuck Everlasting – Natalie Babbit
- Short Stories (O' Henry/ Saki/ Leo Tolstoy/Rudyard Kipling/ Guy De Maupassant/Mark Twain/ Oscar Wilde/Jorge Luis Borges/William Faulkner/Anton Chekhov/ Edgar Allen Poe/Franz Kafka/Earnest Hemingway /Flannery O'Connor/James Joyce/Ray Bradbury/Roald Dhal/ Nicolai Gogol and Translations from Indian writers like Tagore, Premchand etc.)
- Something Out of nothing
- Marie Curie and Radium – Carl Killough
- Ignited minds – APJ Kalam
- Graphic Novels: Tin Tin Series/ Asterix series

### Class VIII

- Lord of the Flies – William Golding
- A Wizard of Earth Sea – Ursula Le Guin
- The Hobbit – J.R.R. Tolkien
- Watership Down – Richard Adams
- To Kill a Mockingbird – Harper Lee
- The Boy in the Striped Pyjamas – John Boyne
- A tale of Two Cities – Charles Dickens
- Les Miserables – Victor Hugo (Abridged)
- Sherlock Holmes – Sir Arthur Conan Doyle
- The Old Man and the Sea – Ernest Hemingway
- The Pearl– John Steinbeck
- P.G. Wodehouse (Jeeves/ Blandings Castle etc.)
- The Ramayana/ Mahabharata – C. Rajagopalachari
- Graphic Novels (e.g. Maus – Art Spiegelman)
- David Copperfield - Charles Dickens

The above list is only recommended reading - Teachers are welcome to exercise flexibility in an age appropriate selection of books that may include traditional and contemporary authors.