

Listening and Speaking

Children are involved in listening and speaking through various classroom activities that include debates, role plays and discussions.

Learning Outcomes:

Children will be able to:

- ☑ engage meaningfully in discussions with teacher/peers on a range of topics;
- ☑ respond to specific questions and make comments and elaborate further on the topic.
- ☑ report on a topic or text, in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes,
- ☑ tell a story, or recount an experience in a logical and coherent manner, speaking clearly and at an understandable pace.
- ☑ show enthusiasm listening to English poems/songs/riddles /tongue twisters etc.
- ☑ identify key situations, share ideas and express opinions.
- ☑ take dictation of a seen passage.

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ▶ Range of topics for discussion e.g. cleanliness, road safety, computers, games etc. ▶ Develop a topic from a variety of themes in an organized manner, using appropriate facts and relevant, descriptive details to support the main ideas or themes. ▶ Tell stories, recite poems, or recount/ narrate an experience in a logical and coherent manner. ▶ Speak clearly at an understandable pace. ▶ Listen to English poems/songs/riddles /tongue twisters etc. and identify the key situations get ideas and express opinions. ▶ Listen in context to e.g. announcements etc. school and outside, speech etc. ▶ Take dictation of a seen passage. 	<ul style="list-style-type: none"> ▶ Reviewing and building on previous learning. ▶ providing a topic and encouraging children to have a discussion on it. e.g.: my favourite book / TV programme/ why recycle/Go green etc. ▶ 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.) ▶ Listening in contexts, (e.g. at the airport, assembly etc.) ▶ Introducing words specific to particular fields through a variety of listening activities such as sports, cookery, music life skills etc. ▶ Reciting poems on different themes and encouraging children to recite/sing along. 	<ul style="list-style-type: none"> ▶ Free online resources/audio/video clips/animated clips /poems/ narratives/autobiographies /biographies (5 Minutes to 20 Minutes. Can be separate or in series) ▶ Listening to Authentic themes / situations: ▶ Poetry, songs, stories, ▶ Group Discussion/ pair work ▶ Role play/dramatization. ▶ Posters/ Models/ Charts/advertisements etc.

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none"> ▶ Providing opportunities and context to speak on a specific topic and listen to others' point of view. (e.g. Health and hygiene/ self-care/ positive body image / Road safety) ▶ Creating learning situations to listen to various announcements. Speech, conversation ▶ Giving dictation of a connected passage. 	

NOTE: *The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the classroom situation allows.*

The individual needs of children with disabilities (CWD) ought to be considered and appropriate methodology and interventions adopted.

The activities suggested above are not necessarily restricted to listening and speaking. As the language teacher is aware, all four language skills are inter-related and often overlap.

Reading and Writing

Children read texts to identify and grasp the main idea for interpretation. They write paragraphs / letters on a variety of topics using a range of vocabulary.

Learning Outcomes:

Children will be able to:

- read texts with comprehension, locate details, identify/ locate the sequence of ideas and events, grasp the main idea in print and braille;
- relate ideas with their personal experiences including self-awareness;
- engage in reading beyond the text materials and enjoys reading;
- infer the meaning of unfamiliar words by reading the main context;
- use a dictionary / thesaurus (while using a computer) to look up the meaning of words;
- write at least two paragraphs of about 150 words at a more advanced level on any given topic;
- write narratives that recount a well-elaborated event or short sequence of events; that includes details to describe actions, thoughts, and feelings;
- organise and structure meaningful sentences in a sequential manner;
- use 'firstly', 'then', 'later', 'finally', etc. to link sentences to indicate passage of time and provide a sense of closure;
- draw from and write about their personal experiences or real life situations;
- use words and phrases to the class appropriate level, including those that convey emotions, actions, etc.;
- write a letter to a parent, friend, relative etc.

Reading and Writing		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Seen and unseen texts on a variety of themes for extensive and intensive reading. ➤ Picture reading. ➤ Beyond the text reading for pleasure e.g. magazines, stories, poems, narratives etc. ➤ Use of dictionary both print and online. <ul style="list-style-type: none"> • Creative writing • Paragraph writing (150 words) • Personal experience • Story • Poem • Anecdote • Letter to a friend, relative etc. • (Informal letter) ➤ Organise and structure meaningful sentences in a 	<ul style="list-style-type: none"> ➤ Introducing different kinds of texts such as prose, poetry, play for reading with comprehension. ➤ Discussing / Explaining concepts such as rhyme, rhythm, simile in a poem. ➤ Providing additional material such as stories focusing on the needs and abilities of differently abled advertisements, notices, signboards, menus, posters etc. that go beyond the text. ➤ Facilitating reading of newspapers, magazines and children-chosen texts. ➤ Encouraging children to raise questions based on their reading habits. 	<ul style="list-style-type: none"> ➤ Pictures ➤ Big books, Cartoons with audio or text. ➤ Self / teacher created materials. ➤ Magazines, newspapers. ➤ Activities/tasks for relating ideas of the text with their lives. ➤ Text types: Very short stories, poems and songs, texts with visuals, etc. ➤ Age appropriate magazines, newspapers, picture books, story books etc. <i>(for reading and to connect it to their own experiences.)</i> ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. <i>(to stimulate language.)</i> ➤ Establish a class library/Book/Reading Corner

Reading and Writing

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>sequential manner.</p> <ul style="list-style-type: none">▶ Use of 'firstly', 'then', 'later', 'finally', etc. to link sentences to indicate passage of time and provide a sense of closure.	<ul style="list-style-type: none">▶ Creating situations/context to write letters /Poems/ list/ narratives/ e-mail/ etc.▶ Encouraging children to follow the process approach of writing (brain storming, writing, reviewing, editing, rewriting).▶ Providing rubrics / checklists to revise the written material.	<ul style="list-style-type: none">▶ Locating from different sources reading material as per the interest (under supervision).

Grammar and Vocabulary in Context

Enrichment of vocabulary through introduction of a variety of idioms and phrases in context. Use of appropriate grammar in a range of written tasks.

Learning Outcomes:

Children will be able to:

- ☑ recognise and explain the meaning of common idioms, adages and proverbs;
- ☑ gain proficiency in the subject-verb agreement;
- ☑ use capital letters for appropriate words in titles, e.g. “the adventures of tom sawyer”, “stopping by the woods on a snowy evening”;
- ☑ learn the correct use of punctuations in dialogue;
- ☑ learn to use an apostrophe to show singular possession and know the difference between plurals and possessives;
- ☑ spell words correctly that are class appropriate, consulting references as and when required.

Grammar and Vocabulary in Context		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Common idioms, adages and proverbs. ➤ Subject-verb agreement. ➤ Punctuation e.g. Capital letters for appropriate words in titles, e.g. “The Adventures of Tom Sawyer”, “Stopping by the Woods on a Snowy Evening”. ➤ Apostrophe to show singular possession and knows the difference between plurals and possessives. ➤ Age appropriate vocabulary in context. ➤ Referencing as required. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Providing examples of grammar in context to make children understand the various aspects of grammar. ➤ Creating worksheets for learners to use grammar in context. ➤ Providing audio - visual and verbal clues to reinforce the use of grammar and develop language skills. ➤ Creating activities/tasks to develop vocabulary in context. 	<ul style="list-style-type: none"> ➤ Self / teacher created materials e.g. worksheets, activities. ➤ Audio, video, print / text. ➤ Authentic tasks and activities of short duration. (<i>These will be used to lead to an engagement with</i> <ul style="list-style-type: none"> ☛ words, ☛ word chunks, ☛ formulaic use ☛ collocations ☛ expressions in dialogue.) ➤ Word / Languages games. ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. (to stimulate language.)

Listening and Speaking

Listen and critically examine the topic and share views in the class or a specific situation. While speaking, the emphasis is on appropriate use of tone, stress and intonation to convey meaning.

Learning Outcomes:

Children will be able to:

- ☑ engage effectively in sharing and explaining their ideas and viewpoints;
- ☑ ask and answer questions based on the concerned topic;
- ☑ interpret and analyse content;
- ☑ evaluate and draw conclusions using key details from the text;
- ☑ use parallel resource material to reinforce learning (e.g. use material from the internet to corroborate what is being taught in class);
- ☑ interpret the speaker's message (verbal and nonverbal);
- ☑ make personal connections with texts, comparing ideas and information;
- ☑ make appropriate gestures, eye contact with peers and teachers and exhibit clarity with pace;
- ☑ take dictation of an unseen passage.

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Listen and analyse ideas and viewpoints from content across the curriculum. ➤ Raise specific questions and draw conclusions. ➤ Interpret the speaker's message (verbal and nonverbal). ➤ Give opinions while speaking ➤ Debate, discussion, drama etc. ➤ Aspects of spoken language such as tone, intonation, body language, facial expression ➤ Dictation of an unseen passage 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Singing songs and rhymes ➤ Listening to stories in audio, video and print. ➤ Teacher narration and interaction. ➤ Introducing / Familiarizing (children) to a variety of food, clothes, custom, etc. ➤ Role play, dramatization, reading aloud, recitation of rhymes, poems. ➤ Telling and re-telling of stories, ➤ interpreting pictures, sketches, cartoons. ➤ Providing a range of materials such as unseen passages/newspaper/magazine/ audio video clips etc. for listening and encouraging children to explore ideas and opinions expressed. ➤ Encouraging children to raise questions and express opinions 	<ul style="list-style-type: none"> ➤ Simple projects ➤ Picture books and children's Literature. ➤ Songs, Poems and Rhymes. ➤ Stories. ➤ Audio / video programmes of 5 to 20 minutes duration. ➤ Online resources/audio/video clips/animated clips /poems/ narratives/autobiographies /biographies [e.g.: a clip from Gulliver's Travels]. ➤ Articles, current affairs from magazines, newspapers, etc. (<i>focusing on drug menace and abuse, discrimination, stigmatization, myths and misconceptions</i>). ➤ Posters/ Models/ Charts/advertisements etc. ➤ Reading material in different areas. (<i>These will help in focusing on personalities to develop positive attitudes, values and life skills.</i>)

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>on the passage read out or the clip shown.</p> <ul style="list-style-type: none"> ➤ Creating learning situations for children to infer, interpret and evaluate the content. ➤ Encouraging children to explore and speak on related material. ➤ Stressing on the need and importance of verbal and non-verbal clues in communication. ➤ Providing opportunities and context to speak on specific topics and listen to others' point of view by use of appropriate stress, intonation, tone. ➤ Giving dictation of unseen passages as per the level, context and level of the children. ➤ Organising debate, drama and discussions forums e.g. 'Save the girl child' <p><i>NOTE: The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the classroom situation allows.</i></p> <p><i>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.</i></p>	

NOTE: *The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the classroom situation allows. The activities suggested above are not necessarily restricted to listening and speaking. As the language teacher is aware, all four language skills are inter-related and often overlap.*

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
<ul style="list-style-type: none"> ▷ Listen to a range of texts such as story, poems, narratives, lecture etc. for aural/written comprehension. ▷ Listen and comprehend issues/topics raised in spoken texts (public address, guest speaker, 	<ul style="list-style-type: none"> ▷ Reviewing and building on previous learning ▷ 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) 	<ul style="list-style-type: none"> ▷ 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
<p>televised interview, Social media/internet videos) and asks for clarification or elaboration of ideas.</p> <ul style="list-style-type: none"> ▷ Group discussions, debates, speech, drama, presentations etc. ▷ (use of graphics, images, music, sound and visual displays in presentations.) ▷ Analyse and evaluate the use of language in different contexts (newspapers, television, billboards and advertising campaigns) and its interpretation. ▷ Adapt speech to a variety of contexts and tasks e.g. <ul style="list-style-type: none"> ☛ <i>tone</i> ☛ <i>gestures</i> ☛ <i>stress</i> ☛ <i>facial expressions</i> ☛ <i>body language</i> ☛ <i>voice modulation</i> ▷ Dictation of Chunks of language. 	<ul style="list-style-type: none"> ▷ Providing issue based texts/ topics across the curriculum and encouraging children to have discussions on it. e.g. What is understood by “Gender Equality”? ▷ Creating opportunities to lead/ facilitate group discussions etc. ▷ Creating situations that require the learner to note down main ideas/ points based on text that is read out/ speech that is delivered. ▷ 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.). ▷ Encouraging children to use multi-media clips and inputs along with commentary to add depth and perspective to class presentations. ▷ Creating opportunities and situations for children to listen to, respond and question/ challenge others’ views in a well-reasoned/ logical and polite manner. ▷ Creating opportunities to question/ challenge claims made by an author and put forward an alternate view through class room discussions and debates. ▷ Ensuring that children have ample opportunities to speak/debate/ express their opinions and thoughts in the class. ▷ Encouraging the children to observe and emulate the body language/ intonation/ clarity etc. of effective speakers. ▷ Giving dictation on chunks of language. <p>NOTE: <i>The examples given above are intended merely as guidelines. The teachers are welcome to be as</i></p>	<ul style="list-style-type: none"> ▷ Posters/Models/ advertisements/ Charts etc.

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p><i>innovative as the classroom situation allows.</i></p> <p><i>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.</i></p>	

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
<ul style="list-style-type: none"> ➤ Texts (Literary and Non-literary) covering different themes and registers for comprehension and inference. The themes may include: <ul style="list-style-type: none"> ☛ <i>Self, Family, Home, Friends,</i> ☛ <i>Neighbourhood and Community at large</i> ☛ <i>The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic), heritage</i> ☛ <i>Myths/legends/ folktales)</i> ☛ <i>The World – India’s neighbours and other countries (their cultures, literature and customs)</i> ☛ <i>Adventure, Imagination and creativity</i> ☛ <i>Sports and Yoga</i> ☛ <i>Issues relating to Adolescence</i> ☛ <i>Science and Technology</i> 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ 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. ➤ Providing opportunities for the learner to read, evaluate and objectively sum up the ideas expressed in the passage. ➤ Providing a range of texts to facilitate appropriate interpretation of mood/ tone/ use of figurative language/imagery etc. ➤ Encouraging children to raise questions based on their personal reading. ➤ Discussing concepts such as rhyme, rhythm, metre, imagery, metaphors, simile etc. in a poem. 	<ul style="list-style-type: none"> ➤ Self / teacher created materials (audio-video) ➤ Magazines, newspapers ➤ Activities for relating ideas of the text with their lives. ➤ 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. ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. to stimulate language. ➤ Group/ pair work ➤ Build a class library

- ☛ *Peace and Harmony*
 - ☛ *Travel and Tourism*
 - ☛ *Mass Media*
 - ☛ *Art and Culture*
 - ☛ *Health and Reproductive health*
 - ☛ *experience of children,*
 - ☛ *Personalities & achievers,*
 - ☛ *Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation energy*
- ▷ 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
<ul style="list-style-type: none"> ▷ Simple messages, invitations, short paragraphs, letters (formal and informal) applications, ▷ Short compositions based on pictures ▷ simple narrative and descriptive pieces, etc. ▷ Creative writing: stories, poems, dialogues, etc. ▷ organise and structure thoughts in writing. ▷ Organise and structure meaningful sentences in a sequential manner. ▷ use of linkers such as ‘firstly’, ‘then’, ‘later’, ‘finally’, etc. to link 	<ul style="list-style-type: none"> ▷ Reviewing and building on previous learning ▷ Creating situations/context to write letters /narratives/ First Person accounts/ imaginative accounts/ e-mails/ etc. ▷ Providing rubric / checklists to revise and edit written material ▷ Facilitating team work and collaborative activity through assignments and projects that require children to work in groups and produce written assignments. ▷ Providing opportunities to write on a specific topic to produce a well sequenced, cohesive piece of writing 	<ul style="list-style-type: none"> ▷ Age appropriate worksheets / activities / Flashcards/ Posters/ puppets/ Charts etc. to stimulate language. ▷ Group/ pair work ▷ Newspaper/ magazines/ articles/ pictures/ advertisement etc.

sentences to indicate passage of time and provide a sense of closure.

- ▶ Age appropriate use of words and phrases
- ▶ Follow process approach to writing i.e. planning, revising, reviewing, editing, rewriting.

making appropriate use of linkers, grade appropriate vocabulary and register.

- ▶ Providing stimuli either through a picture, object/s or a set of words.
- ▶ Introducing all composition exercises as a whole class activity.
- ▶ Helping develop relevant vocabulary for the topic via discussion, brain storming and conversation.
- ▶ Creating situations for children to write notices for the class e.g. (information about an excursion, loss of pencil box etc.)
- ▶ Providing topics for letter writing appropriate to the level, interest, age of children, their experiences (example- letters to Parent, friends, relatives, community etc.).

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
<ul style="list-style-type: none"> ➤ Pronouns in the proper case, reflexive pronouns, pronoun number and person, pronoun - antecedent agreement to include indefinite pronouns. ➤ Subject-verb agreement with intervening phrases and clauses. ➤ Transitive and intransitive verbs. ➤ Tenses to convey time, sequence, state, and condition. ➤ Recognition of correct and incorrect /inappropriate 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ 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. ➤ 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). ➤ Providing worksheets/ contexts to use tenses showing/using time line. ➤ Providing audio - visual aids and verbal clues to reinforce the use of grammar 	<ul style="list-style-type: none"> ➤ Self / teacher created materials e.g. worksheets, activities on grammar in context. ➤ Audio, video, print / text ➤ Authentic tasks and activities of short duration which would bring in an engagement with <ul style="list-style-type: none"> 🔴 words, 🔴 word chunks, 🔴 formulaic use 🔴 collocations 🔴 expressions in dialogue. 🔴 Word / Languages games.

shifts in verb tense.

- ▶ Vocabulary in context as a clue to the meaning of a word or phrase.
- ▶ Age-appropriate affixes and roots as clues to the meaning of a word.
- ▶ 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.
- ▶ Figures of speech in context.

and develop language skills.

- ▶ Providing a variety of contexts for children to use language in speech and writing.
- ▶ Encouraging children to refer to dictionaries (print, digital and tactile) to understand the meaning, pronunciation, different uses of the word etc.

▶ Vocabulary in context

- ▶ 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
<ul style="list-style-type: none"> ▷ Listen to a variety of texts from different genres and registers such as story, poems, narratives, lecture, speech, dialogue etc for aural/written comprehension. ▷ Listen and comprehend issues/topics raised in spoken texts e.g. <ul style="list-style-type: none"> ☛ <i>speech</i> ☛ <i>lecture</i> ☛ <i>discourse</i> ☛ <i>debate</i> ☛ <i>discussion</i> ☛ <i>Group discussions,</i> ▷ Use of graphics, images, music, sound and visual displays in presentations. ▷ Analyse and evaluate use of language in different contexts (newspapers, 	<ul style="list-style-type: none"> ▷ Reviewing and building on previous learning ▷ 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.) ▷ Providing issue based texts/ topics and encouraging children to have discussion on it. E.g. Child rights and privileges / Global warming ▷ Creating opportunities to lead/ facilitate group discussions etc. ▷ Creating situations that require children to identify the main ideas/ points based on text that is read out/ speech that is delivered. ▷ Providing opportunities for children to express their personal opinion/ views through activities such as role-play (assigning specific roles/ perspectives 	<ul style="list-style-type: none"> ▷ Listening to authentic themes / situations based on: <ul style="list-style-type: none"> ☛ <i>poetry, songs, stories etc.</i> ☛ <i>in contexts, (e.g. at the post office, at the railway station)</i> ☛ <i>speech, conversation, lecture.</i> ☛ <i>Group Discussion</i> ☛ <i>Role play, dramatization etc.</i> ☛ <i>Decoding difficult sounds (Pronunciation)</i> ▷ Use audio / video programmes (5 – 20 minutes' duration) ▷ Posters/ Models/ advertisements/ Charts etc. ▷ Articles, current affairs etc. from magazines,

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>television, billboards and advertising campaigns) and its interpretation.</p> <ul style="list-style-type: none"> ▶ Speak in a variety of contexts and tasks e.g. <ul style="list-style-type: none"> ☛ <i>tone</i> ☛ <i>gestures</i> ☛ <i>stress</i> ☛ <i>facial expressions</i> ☛ <i>body language</i> ☛ <i>voice modulation</i> ☛ <i>choice of words</i> ▶ Collect and collate ideas and seeks clarification to keep discussions relevant. ▶ Use multi-media to make presentations on issues and social messages. 	<p>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.).</p> <ul style="list-style-type: none"> ▶ Introducing texts in different areas and focusing on developing positive attitudes, values and life skills. ▶ Encouraging children to use multi-media clips and inputs along with commentary to add depth and perspective to class presentations. ▶ Creating opportunities and situations for children to listen, respond and question/ challenge others’ views in a well-reasoned/ logical and polite manner. ▶ Creating opportunities to question / challenge claims made by an author and put forward alternate views through class room discussions and debates. ▶ Ensuring children have ample opportunities to speak/debate/ express their opinions and thoughts in the class. ▶ Encouraging children to observe and emulate the body language/ intonation/ clarity etc. of effective speakers. ▶ <i>NOTE: The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the classroom situation allows.</i> ▶ <i>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.</i> 	<p>newspapers focusing on drug abuse, discrimination etc.</p>

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
<ul style="list-style-type: none"> ➤ Literary/ non-literary texts on a wide range of themes covering different genres and registers. The themes may include: <ul style="list-style-type: none"> ☛ <i>Self, Family, Home, Friends and Pets</i> ☛ <i>Neighbourhood and Community at large</i> ☛ <i>The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic heritage)</i> ☛ <i>Myths/legends/folktales</i> ☛ <i>The World – India’s neighbours and other countries (their cultures, literature and customs)</i> ☛ <i>Adventure and Imagination</i> ☛ <i>Sports and Yoga</i> ☛ <i>Issues relating to Adolescence (drugs, values, life skills)</i> ☛ <i>Science and Technology</i> ☛ <i>Peace and Harmony</i> ☛ <i>Travel and Tourism</i> ☛ <i>Mass Media</i> ☛ <i>Art and Culture</i> ☛ <i>Health and Reproductive health</i> 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ 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. ➤ Providing opportunities for the learner to read, evaluate and objectively sum up the ideas expressed in the passage. ➤ Providing a range of texts to facilitate appropriate interpretation of mood / tone / use of figurative language / imagery etc. ➤ Encouraging children to raise questions based on their reading. 	<ul style="list-style-type: none"> ➤ Activities for relating ideas of the text with their lives. ➤ 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. ➤ Realia / Flashcards / Posters / puppets / Charts etc. to stimulate language. ➤ Group/ pair work ➤ Build a class library

Reading

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none">♥ Famous Personalities & achievers,♥ Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation of energy, Sustainable development▷ Extensive and intensive reading of the texts for comprehension, inference etc.▷ Focus on choice of vocabulary/figurative language and tone/mood used in the text.▷ 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** relevant 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
<ul style="list-style-type: none"> ➤ Write messages, invitations, short paragraphs, letters (formal and informal) applications, ➤ Simple narrative and descriptive pieces, etc. ➤ Creative writing: stories, poems etc. ➤ Organize and structure thoughts in writing. 	<ul style="list-style-type: none"> Reviewing and building on previous learning ➤ Creating situations/contexts to write letters /narratives/ first person accounts/ imaginative accounts/ e-mails/ etc. ➤ Providing rubric / checklists to revise and edit written material ➤ Discussing concepts such as rhyme, rhythm, metre, imagery, metaphors, simile etc. in a poem. ➤ Facilitating team work and 	<ul style="list-style-type: none"> ➤ Age appropriate activities / tasks/ Flashcards/ Posters/ Charts etc. to stimulate language. ➤ Newspaper/ magazines/ articles/ pictures/ advertisement etc. ➤ Group/ pair work

Writing

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ▶ Organise and structure meaningful sentences in a sequential manner. ▶ use of linkers such as however, therefore etc. to link sentences to indicate passage of time and provide a sense of closure. ▶ Age appropriate use of words and phrases ▶ Follow process approach to writing. planning, revising, reviewing editing, rewriting. 	<p>collaborative activity through assignments and projects that require children to work in groups and produce a written assignment.</p> <ul style="list-style-type: none"> ▶ 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. ▶ Creating situations for children to write notices for school e.g. (informing students about debate competition, yoga classes etc.) ▶ Providing topics to prepare poster for social / global awareness. ▶ Providing Topics for the letters from the children' context such as letters to Parent, friends, family, relatives, neighbours etc.). ▶ 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
<ul style="list-style-type: none"> ➤ Phrases and clauses in simple, compound and complex sentences. ➤ Active and passive voice. ➤ synonym, antonym and analogy in the right context. ➤ figurative language, (e.g. irony, pun, personification, alliteration, metaphor, simile, assonance, onomatopoeia). ➤ Age appropriate words and phrases and domain-specific vocabulary. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ 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.) ➤ 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). ➤ Providing audio visual aids and verbal clues to reinforce the use of grammar and develop language skills. 	<ul style="list-style-type: none"> ➤ Self / teacher created materials e.g. Activities on grammar in context. ➤ Audio, video, print / text / tactile form ➤ Authentic tasks and activities of short duration which would bring Vocabulary in context in an engagement with <ul style="list-style-type: none"> ☛ words, ☛ word chunks, ☛ formulaic use ☛ collocations ☛ expressions in dialogue. ☛ Word / Languages games. ➤ 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
<ul style="list-style-type: none"> ▷ Listen to a variety of texts from different genres and registers such as story, poems, narratives, lecture etc. for aural/written comprehension. ▷ Listen and comprehend issues/topics raised in spoken texts e.g. <ul style="list-style-type: none"> ☛ <i>speech</i> ☛ <i>lecture</i> ☛ <i>discourse</i> ☛ <i>debate</i> ☛ <i>discussion</i> ☛ <i>Group discussions</i> ▷ Use of graphics, images, music, sound and visual displays in presentations. ▷ Analyse and evaluate use of language in different contexts (newspapers, television, billboards and advertising campaigns) and its interpretation. ▷ Adapts speech to a variety of 	<ul style="list-style-type: none"> ▷ Reviewing and building on previous learning. ▷ Encouraging children to read extensively and beyond the text as preparation for the class. ▷ Creating opportunities for group/ team work and discussions in the class room (e.g. Panel discussion/ debate on topical issues like '<i>It's alright for Teachers and Students to interact on Social Media</i>' ▷ 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. ▷ NOTE: <i>The examples given above are intended merely as guidelines. The teachers are</i> 	<ul style="list-style-type: none"> ▷ Audio/video clips/ in series or as per the topic. ▷ cartoons /poems/ narratives/autobiographies /biographies/ famous speeches/ songs, lyrics/debates etc. ▷ Articles from print and digital media etc. ▷ Posters/ Models/ advertisements/ Charts etc. ▷ Language games ▷ Activities and tasks ▷ School magazine/ class news paper ▷ School Assemblies and Clubs (Speech and Drama Club/ Quiz Club etc.)

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>contexts and tasks e.g.</p> <ul style="list-style-type: none"> ☛ <i>tone</i> ☛ <i>gestures</i> ☛ <i>stress</i> ☛ <i>facial expressions</i> ☛ <i>body language</i> ☛ <i>voice modulation</i> ☛ <i>choice of words</i> <p>➤ Collect and collate ideas and seek clarification to keep discussions relevant.</p> <p>➤ Use multi-media to make presentations on issues and social messages i.e. drug abuse, values, life skills etc.</p>	<p><i>welcome to be as innovative as the class size and situation allows.</i></p> <p>➤ <i>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.</i></p>	

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
<ul style="list-style-type: none"> ➤ Literary/ non-literary texts on a wide range of themes covering different genres and registers. The themes may include: <ul style="list-style-type: none"> ➤ <i>Self, Family, Home, Friends etc.</i> ➤ <i>Neighbourhood and Community.</i> ➤ <i>The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic), heritage</i> ➤ <i>Myths/legends/folktales</i> ➤ <i>The World – India’s neighbours and other countries (their cultures, literature and customs)</i> ➤ <i>Adventure and Imagination</i> ➤ <i>Sports and Yoga</i> ➤ <i>Issues relating to Adolescence</i> ➤ <i>Science and Technology</i> ➤ <i>Peace and Harmony</i> ➤ <i>Travel and Tourism</i> ➤ <i>Mass Media</i> ➤ <i>Art and Culture</i> ➤ <i>Health and Sanitation.</i> 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing texts (different genres and forms) to comprehend, infer and evaluate from various aspects. ➤ 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. ➤ Providing texts and creating opportunities for reading and analysing details (e.g. dialogue and incidents) to comprehend the storyline and infer character traits. ➤ Introducing children to elements of suspense and 	<ul style="list-style-type: none"> ➤ Magazines, newspapers ➤ Activities for relating ideas of the text with their lives. ➤ 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. ➤ Posters/ Charts etc. to stimulate language. ➤ Group/ pair work ➤ Build a class library

- ☛ *Famous Personalities & achievers,*
- ☛ *Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation energy, sustainable development.*

- ▷ Extensive and intensive reading of the texts for comprehension, inference etc.
- ▷ Focus on choice of vocabulary/figurative language and tone/mood used in the text.
- ▷ Deconstruct the textual piece to understand the
 - ▷ central theme
 - ▷ point of view
 - ▷ character
 - ▷ plot
 - ▷ dialogue / incident
 - ▷ structure
 - ▷ suspense
 - ▷ humour
 - ▷ points of view
- ▷ Evaluate and analyse the text from the point of view of its
 - ▷ production
 - ▷ drama
 - ▷ Film content.

humour by reading aloud some examples of such kinds of writing.

- ▷ 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.
- ▷ 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.;
- ✓ **prepare** 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
<p>Write a:</p> <ul style="list-style-type: none"> ▶ Paragraph (250 -300 words) ▶ Letter (formal, informal) ▶ Advertisement ▶ Diary ▶ Journal ▶ Notice ▶ Poster ▶ Articles ▶ Report ▶ Personal narrative ▶ Anecdote ▶ Story ▶ poem ▶ feature ▶ dialogues ▶ Write across disciplines. ▶ Use of technology as a resource to enhance research work. ▶ process approach to writing by planning, writing, revising, editing, and rewriting 	<ul style="list-style-type: none"> ▶ Reviewing and building on previous learning ▶ Providing contexts/ situations from within the range of the learner's experience (example- letters to Principal, Teacher, Editor, Librarian etc.) ▶ Creating situations for children to follow the five step process to writing. ▶ 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). ▶ Creating an environment for children to expand their vocabulary to be utilized in their written compositions. (e.g. through 'word mapping' / brainstorming) ▶ 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. ▶ 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. ▶ Providing rubrics / checklists to revise and edit written material 	<ul style="list-style-type: none"> ▶ Age appropriate Tasks/activities / Flashcards/ Posters/ Charts etc. to stimulate language. ▶ Newspaper/ magazines/ articles/ pictures/ advertisement etc. ▶ 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
<ul style="list-style-type: none"> ➤ Phrases and clauses and their function in specific sentences. ➤ Sentenced Analysis: main clause and subordinate clause (s). ➤ Sentence transformation from simple to complex /compound sentences. ➤ Use phrases, idioms figure of speech in context. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing examples of grammar in context to make children understand the various aspects of grammar. ➤ Creating tasks and activities for children to use grammar in the related context. ➤ Using audio visual aids and verbal clues to reinforce the use of grammar and develop language skills. ➤ Providing a variety of contexts for children to be able to use vocabulary in context. 	<ul style="list-style-type: none"> ➤ Self / teacher created materials e.g. contextual tasks, activities on grammar in context. ➤ Audio, video, print / text / tactile form ➤ Authentic tasks and activities of short duration which would bring Vocabulary in context in an engagement with <ul style="list-style-type: none"> ☛ <i>words,</i> ☛ <i>word chunks,</i> ☛ <i>formulaic use</i> ☛ <i>collocations</i> ☛ <i>expressions in dialogue.</i> ☛ <i>Word / Languages games.</i> ➤ Posters / Charts to stimulate language. ➤ 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 Babbitt
- 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 Dahl/ 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.