

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,

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<p>television, billboards and advertising campaigns) and its interpretation.</p> <p>➤ Speak in a variety of 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 seeks clarification to keep discussions relevant.</p> <p>➤ Use multi-media to make presentations on issues and social messages.</p>	<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> <p>➤ Introducing texts in different areas and focusing on developing positive attitudes, values and life skills.</p> <p>➤ Encouraging children to use multi-media clips and inputs along with commentary to add depth and perspective to class presentations.</p> <p>➤ Creating opportunities and situations for children to listen, respond and question/ challenge others' views in a well-reasoned/ logical and polite manner.</p> <p>➤ Creating opportunities to question / challenge claims made by an author and put forward alternate views through class room discussions and debates.</p> <p>➤ Ensuring children have ample opportunities to speak/debate/ express their opinions and thoughts in the class.</p> <p>➤ Encouraging children to observe and emulate the body language/ intonation/ clarity etc. of effective speakers.</p> <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>	<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"> ♥ <i>Famous Personalities & achievers,</i> ♥ <i>Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation of energy, Sustainable development</i> ▷ 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"> ☛ speech ☛ lecture ☛ discourse ☛ debate ☛ discussion ☛ Group discussions ➤ 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: The examples given above are intended merely as guidelines. The teachers are 	<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"> ☛ words, ☛ word chunks, ☛ formulaic use ☛ collocations ☛ expressions in dialogue. ☛ Word / Languages games. ➤ Posters / Charts to stimulate language. ➤ Newspapers articles