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. ▸ Listen and comprehend issues/topics raised in spoken texts e.g. ☛ *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,	▸ 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	▸ Listening to authentic themes / situations based on: ☛ *poetry, songs, stories etc.* ☛ *in contexts, (e.g. at the post office, at the railway station)* ☛ *speech, conversation, lecture.* ☛ *Group Discussion* ☛ *Role play, dramatization etc.* ☛ *Decoding difficult sounds (Pronunciation)* ▸ 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
television, billboards and advertising campaigns) and its interpretation. ➢ Speak in a variety of contexts and tasks e.g. ☛ *tone* ☛ *gestures* ☛ *stress* ☛ *facial expressions* ☛ *body language* ☛ *voice modulation* ☛ *choice of words* ➢ Collect and collate ideas and seeks clarification to keep discussions relevant. ➢ 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.). ➢ 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. ➢ *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 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: ☛ *Self, Family, Home, Friends and Pets* ☛ *Neighbourhood and Community at large* ☛ *The Nation – diversity (socio-cultural, religious and ethnic, as well as linguistic heritage* ☛ *Myths/legends/folktales)* ☛ *The World – India's neighbours and other countries (their cultures, literature and customs)* ☛ *Adventure and Imagination* ☛ *Sports and Yoga* ☛ *Issues relating to Adolescence (drugs, values, life skills)* ☛ *Science and Technology* ☛ *Peace and Harmony* ☛ *Travel and Tourism* ☛ *Mass Media* ☛ *Art and Culture* ☛ *Health and Reproductive health*	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.	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**
☛ *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 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, ▸ Simple narrative and descriptive pieces, etc. ▸ Creative writing: stories, poems etc. ▸ Organize and structure thoughts in writing.	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	▸ 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**
➢ 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.	collaborative activity through assignments and projects that require children to work in groups and produce a written assignment. ➢ 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
▸ 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.	▸ 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.	▸ 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 ☛ *words,* ☛ *word chunks,* ☛ *formulaic use* ☛ *collocations* ☛ *expressions in dialogue.* ☛ *Word / Languages games.* ▸ Posters/ puppets/ Charts etc. to stimulate language.