

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.

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<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.

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	<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
<p>▷ Texts (Literary and Non-literary) covering different themes and registers for comprehension and inference. The themes may include:</p> <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 / Language 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.