

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> <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"> ♥ 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.