

## Listening and Speaking

Listening and Speaking are further reinforced by providing meaningful context and tasks. Children listen with comprehension and locate key ideas. They speak about given situations and are expressive.

### Learning Outcomes:

Children will be able to:

- ☑ engage in role play, skit and conversation;
- ☑ narrate/retell / relate a story with appropriate facts and relevant, descriptive details, speak audibly in coherent sentences;
- ☑ contribute meaningfully to a small group or class discussion to develop a topic;
- ☑ maintain focus on the topic being discussed;
- ☑ identify the key ideas from a text that is read aloud;
- ☑ ask and answer questions about what a speaker says in order to clarify, comprehend and gather additional information on the topic discussed;
- ☑ narrate stories / recite poems aloud with expression;
- ☑ produce complete sentences when assigned to task and situation in order to provide requested detail or clarification;
- ☑ use vocabulary in context to ask questions and provide information.

## Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>➤ Build on conversation skills such as                             <ul style="list-style-type: none"> <li>☛ <i>role play</i></li> <li>☛ <i>skits</i></li> <li>☛ <i>dialogue</i></li> </ul> </li> <li>➤ Story telling                             <ul style="list-style-type: none"> <li>☛ <i>picture story</i></li> <li>☛ <i>retelling / relating a story</i></li> <li>☛ <i>describing facts and relevant details,</i></li> <li>☛ <i>speak audibly in coherent sentences.</i></li> </ul> </li> <li>➤ Class discussions on age appropriate topics e.g. self, family, Surroundings etc.</li> <li>➤ listen to a variety of texts such as poems, stories etc. and identify the main ideas.</li> <li>➤ Ask/enquire and answers questions about the story, characters, situations etc.</li> <li>➤ Poem recitation with</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Reviewing and building on previous learning</b></li> <li>➤ Creating learning situations to listen and talk about themselves, their immediate environment (people and places etc.) e.g. my school, my family /my neighbours</li> <li>➤ Playing audio recordings of poems, stories, anecdotes, etc. and asking them to identify the main idea, describe the events of the story etc.</li> <li>➤ Drawing their attention towards new words and their use in context.</li> <li>➤ Reciting poems on different themes and encouraging learners to recite/sing with them with the desired actions &amp; expressions.</li> <li>➤ Providing opportunities and context to speak and listen to others for e.g.: daily routine</li> <li>➤ Giving dictation of familiar words and simple sentences to enable the learner to listen and write (listening is linked to speaking and writing)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Resources such as audio/video clips/cartoons for poems/stories e.g.: learners listen to a poem/ story/ dialogue and enact it.</li> <li>➤ Read aloud from magazines, newspapers, picture books etc. and encourage them to talk about it and connect it to their own experiences.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>➤ Realia/ Flashcards/ Posters/ Puppets/ Charts etc. to learn language.</li> </ul>

## Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
expression and actions. ➤ Develop vocabulary in context ➤ Dictation in context	<b>NOTE:</b> <i>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.</i>	

**NOTE:** Recitation should form an integral part of the school time -table and may be evaluated and included for Internal Assessment.

## Reading and Writing

Children read seen texts/ pictures and interpret them accordingly. They further develop an interest in reading. Establish a link between thinking and writing.

### Learning Outcomes:

Children will be able to:

- interpret a picture using simple questions;
- comprehend a passage, describes the characters/ feelings and expresses/say how their actions contribute to the sequence of the events;
- rearrange pictures in a sequential order;
- recall and retell orally and write stories /folktales /myths from diverse cultures that relate to the text and those related to their own development.;
- read aloud / silently with comprehension;
- write answers to comprehension questions on reading and understanding the text;
- take dictation - three and four letter words and sentences;
- write stand-alone sentences of 8-10 lines on a given topic (e.g. “a visit to the zoo”, “class picnic”, “my favourite food”, etc.);
- draw from and write about personal experiences or real life situations.

<b>Reading and Writing</b>		
<b>Suggested Areas/Content</b>	<b>Suggested Transactional Processes</b>	<b>Suggested Learning Resources</b>
<ul style="list-style-type: none"> <li>➤ Picture reading, rearrangement of pictures in sequence</li> <li>➤ Texts for reading with comprehension for example describe:                             <ul style="list-style-type: none"> <li>☛ the characters</li> <li>☛ actions</li> <li>☛ sequence of events.</li> </ul> </li> <li>➤ Relate to the stories /folktales /myths from diverse cultures with their own experiences</li> <li>➤ Read aloud / silently with comprehension.</li> <li>➤ Dictation – for example three and four letter words and sentences</li> <li>➤ Write stand-alone sentences of 8-10 lines on a given topic e.g.                             <ul style="list-style-type: none"> <li>☛ A Visit to the Zoo</li> <li>☛ Class Picnic</li> <li>☛ My Favourite Food etc.</li> </ul> </li> <li>➤ Write about personal experiences or real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reviewing and building on previous learning</li> <li>➤ Introducing different kinds of texts such as stories, poems, for reading with comprehension.</li> <li>➤ Encouraging learners to raise questions based on their reading habits.</li> <li>➤ Facilitating reading from children’s magazines and children’s section of newspapers</li> <li>➤ enriching reading habits through exposure to school library, reading corner.</li> <li>➤ Providing visuals or pointing to illustrations in texts for sorting and sequencing.</li> <li>➤ Encouraging children to prepare questions and draw conclusions on a comprehension passage.</li> <li>➤ Brainstorming for ideas and vocabulary to be able to write / speak sentences related to the given topic / topics of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Magazines, newspapers, picture books, story books etc.</li> <li>➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc.</li> <li>➤ Establish and use a Book /reading Corner</li> </ul>

## Grammar and Vocabulary in Context

Grammar and vocabulary are developed through contextual activities/tasks. Children use new words learnt that are reflected in their writing.

### Learning Outcomes:

Children will be able to:

- recognise nouns as 'naming words', verbs as 'action words', adjectives as 'describing words', conjunctions (and & but) as 'joining words' and prepositions as 'position words' in context;
- learn the correct use of common and proper nouns, countable and uncountable nouns in context;
- apply the correct use of punctuation (including use of capital letters, commas and question marks);
- study the correct use of 'myself', 'ourselves', 'him/ herself', etc.;
- derive the meaning for a word from its context;
- use words and phrases and vocabulary appropriate to the age level;
- identify and use homophones, antonyms and synonyms etc. in context.

## Grammar and Vocabulary in Context

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> <li>▷ Grammar in context                             <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Conjunctions</li> <li>• prepositions</li> </ul> </li> <li>▷ proper nouns, countable and uncountable nouns</li> <li>▷ punctuation (including use of capital letters, commas and question marks).</li> <li>▷ Personal pronouns e.g.                             <ul style="list-style-type: none"> <li>• myself</li> <li>• ourselves</li> <li>• himself / herself etc.</li> </ul> </li> <li>▷ Derive the meaning for /of a word from its context.</li> <li>▷ Vocabulary in context appropriate to the level.</li> <li>▷ Use of homophones, antonyms and synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Reviewing and building on previous learning.</li> <li>▷ Providing visuals/ verbal clues to introduce use of grammatical elements at this level.</li> <li>▷ Providing worksheets with pictures, illustrations etc. to help learners use grammar in context. e.g.: using pictures to teach position.</li> <li>▷ Drawing attention of children to the correct use of punctuation through practice</li> <li>▷ Creating worksheets and activities and tasks on various aspects of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▷ Age appropriate worksheets /activities/tasks for grammar in and vocabulary in context.</li> <li>▷ Activities with Pictures</li> <li>▷ Charts/ posters / flash cards for doing activities</li> <li>▷ Online activities</li> <li>▷ Regalia/ Flashcards/ Posters/ puppets/ Charts etc.</li> </ul>