

## Listening and Speaking

Children are involved in listening and speaking through various classroom activities that include debates, role plays and discussions.

### Learning Outcomes:

Children will be able to:

- engage meaningfully in discussions with teacher/peers on a range of topics;
- respond to specific questions and make comments and elaborate further on the topic.
- report on a topic or text, in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes,
- tell a story, or recount an experience in a logical and coherent manner, speaking clearly and at an understandable pace.
- show enthusiasm listening to English poems/songs/riddles /tongue twisters etc.
- identify key situations, share ideas and express opinions.
- take dictation of a seen passage.

| <b>Listening and Speaking</b>   |   |  |
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| <b>Suggested Areas/Content</b>  | <b>Suggested Transactional Processes</b>  | <b>Suggested Learning Resources</b>  |
| <ul style="list-style-type: none"> <li>➤ Range of topics for discussion e.g. cleanliness, road safety, computers, games etc.</li> <li>➤ Develop a topic from a variety of themes in an organized manner, using appropriate facts and relevant, descriptive details to support the main ideas or themes.</li> <li>➤ Tell stories, recite poems, or recount/ narrate an experience in a logical and coherent manner.</li> <li>➤ Speak clearly at an understandable pace.</li> <li>➤ Listen to English poems/songs/riddles /tongue twisters etc. and identify the key situations get ideas and express opinions.</li> <li>➤ Listen in context to e.g. announcements etc. school and outside, speech etc.</li> <li>➤ Take dictation of a seen passage.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reviewing and building on previous learning.</li> <li>➤ providing a topic and encouraging children to have a discussion on it. e.g.: my favourite book / TV programme/ why recycle/Go green etc.</li> <li>➤ 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.)</li> <li>➤ Listening in contexts, (e.g. at the airport, assembly etc.)</li> <li>➤ Introducing words specific to particular fields through a variety of listening activities such as sports, cookery, music life skills etc.</li> <li>➤ Reciting poems on different themes and encouraging children to recite/sing along.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Free online resources/audio/video clips/animated clips /poems/ narratives/autobiographies /biographies (5 Minutes to 20 Minutes. Can be separate or in series)</li> <li>➤ Listening to Authentic themes / situations:</li> <li>➤ Poetry, songs, stories,</li> <li>➤ Group Discussion/ pair work</li> <li>➤ Role play/dramatization.</li> <li>➤ Posters/ Models/ Charts/advertisements etc.</li> </ul> |

## Listening and Speaking

| Suggested Areas/Content | Suggested Transactional Processes  | Suggested Learning Resources |
|-------------------------|--|------------------------------|
|                         | <ul style="list-style-type: none"><li>▶ Providing opportunities and context to speak on a specific topic and listen to others' point of view. (e.g. Health and hygiene/ self-care/ positive body image / Road safety)</li><li>▶ Creating learning situations to listen to various announcements. Speech, conversation</li><li>▶ Giving dictation of a connected passage.</li></ul> |                              |

**NOTE:** *The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the classroom situation allows.*

*The individual needs of children with disabilities (CWD) ought to be considered and appropriate methodology and interventions adopted.*

*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.*

## Reading and Writing

Children read texts to identify and grasp the main idea for interpretation. They write paragraphs / letters on a variety of topics using a range of vocabulary.

### Learning Outcomes:

Children will be able to:

- read texts with comprehension, locate details, identify/ locate the sequence of ideas and events, grasp the main idea in print and braille;
- relate ideas with their personal experiences including self-awareness;
- engage in reading beyond the text materials and enjoys reading;
- infer the meaning of unfamiliar words by reading the main context;
- use a dictionary / thesaurus (while using a computer) to look up the meaning of words;
- write at least two paragraphs of about 150 words at a more advanced level on any given topic;
- write narratives that recount a well-elaborated event or short sequence of events; that includes details to describe actions, thoughts, and feelings;
- organise and structure meaningful sentences in a sequential manner;
- use 'firstly', 'then', 'later', 'finally', etc. to link sentences to indicate passage of time and provide a sense of closure;
- draw from and write about their personal experiences or real life situations;
- use words and phrases to the class appropriate level, including those that convey emotions, actions, etc.;
- write a letter to a parent, friend, relative etc.

| <b>Reading and Writing</b>   |   |   |
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| <b>Suggested Areas/Content</b>   | <b>Suggested Transactional Processes</b>  | <b>Suggested Learning Resources</b>   |
| <ul style="list-style-type: none"> <li>➤ Seen and unseen texts on a variety of themes for extensive and intensive reading.</li> <li>➤ Picture reading.</li> <li>➤ Beyond the text reading for pleasure e.g. magazines, stories, poems, narratives etc.</li> <li>➤ Use of dictionary both print and online.                             <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Paragraph writing (150 words)</li> <li>• Personal experience</li> <li>• Story</li> <li>• Poem</li> <li>• Anecdote</li> <li>• Letter to a friend, relative etc.</li> <li>• (Informal letter)</li> </ul> </li> <li>➤ Organise and structure meaningful sentences in a</li> </ul> | <ul style="list-style-type: none"> <li>➤ Introducing different kinds of texts such as prose, poetry, play for reading with comprehension.</li> <li>➤ Discussing / Explaining concepts such as rhyme, rhythm, simile in a poem.</li> <li>➤ Providing additional material such as stories focusing on the needs and abilities of differently abled advertisements, notices, signboards, menus, posters etc. that go beyond the text.</li> <li>➤ Facilitating reading of newspapers, magazines and children-chosen texts.</li> <li>➤ Encouraging children to raise questions based on their reading habits.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Pictures</li> <li>➤ Big books, Cartoons with audio or text.</li> <li>➤ Self / teacher created materials.</li> <li>➤ Magazines, newspapers.</li> <li>➤ Activities/tasks for relating ideas of the text with their lives.</li> <li>➤ Text types: Very short stories, poems and songs, texts with visuals, etc.</li> <li>➤ Age appropriate magazines, newspapers, picture books, story books etc. <i>(for reading and to connect it to their own experiences.)</i></li> <li>➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. <i>(to stimulate language.)</i></li> <li>➤ Establish a class library/Book/Reading Corner</li> </ul> |

## Reading and Writing

| Suggested Areas/Content  | Suggested Transactional Processes   | Suggested Learning Resources  |
|--|---|---|
| <p>sequential manner.</p> <ul style="list-style-type: none"><li>▶ Use of 'firstly', 'then', 'later', 'finally', etc. to link sentences to indicate passage of time and provide a sense of closure.</li></ul> | <ul style="list-style-type: none"><li>▶ Creating situations/context to write letters /Poems/ list/ narratives/ e-mail/ etc.</li><li>▶ Encouraging children to follow the process approach of writing (brain storming, writing, reviewing, editing, rewriting).</li><li>▶ Providing rubrics / checklists to revise the written material.</li></ul> | <ul style="list-style-type: none"><li>▶ Locating from different sources reading material as per the interest (under supervision).</li></ul> |

## Grammar and Vocabulary in Context

Enrichment of vocabulary through introduction of a variety of idioms and phrases in context. Use of appropriate grammar in a range of written tasks.

### Learning Outcomes:

Children will be able to:

- ☑ recognise and explain the meaning of common idioms, adages and proverbs;
- ☑ gain proficiency in the subject-verb agreement;
- ☑ use capital letters for appropriate words in titles, e.g. “the adventures of tom sawyer”, “stopping by the woods on a snowy evening”;
- ☑ learn the correct use of punctuations in dialogue;
- ☑ learn to use an apostrophe to show singular possession and know the difference between plurals and possessives;
- ☑ spell words correctly that are class appropriate, consulting references as and when required.

## Grammar and Vocabulary in Context

| Suggested Areas/Content  | Suggested Transactional Processes  | Suggested Learning Resources   |
|--|--|--|
| <ul style="list-style-type: none"> <li>➤ Common idioms, adages and proverbs.</li> <li>➤ Subject-verb agreement.</li> <li>➤ Punctuation e.g. Capital letters for appropriate words in titles, e.g. “The Adventures of Tom Sawyer”, “Stopping by the Woods on a Snowy Evening”.</li> <li>➤ Apostrophe to show singular possession and knows the difference between plurals and possessives.</li> <li>➤ Age appropriate vocabulary in context.</li> <li>➤ Referencing as required.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reviewing and building on previous learning.</li> <li>➤ Providing examples of grammar in context to make children understand the various aspects of grammar.</li> <li>➤ Creating worksheets for learners to use grammar in context.</li> <li>➤ Providing audio - visual and verbal clues to reinforce the use of grammar and develop language skills.</li> <li>➤ Creating activities/tasks to develop vocabulary in context.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Self / teacher created materials e.g. worksheets, activities.</li> <li>➤ Audio, video, print / text.</li> <li>➤ Authentic tasks and activities of short duration. (<i>These will be used to lead to an engagement with</i> <ul style="list-style-type: none"> <li>☛ words,</li> <li>☛ word chunks,</li> <li>☛ formulaic use</li> <li>☛ collocations</li> <li>☛ expressions in dialogue.)</li> </ul> </li> <li>➤ Word / Languages games.</li> <li>➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. (to <i>stimulate language.</i>)</li> </ul> |