

Listening and Speaking

Listen and critically examine the topic and share views in the class or a specific situation. While speaking, the emphasis is on appropriate use of tone, stress and intonation to convey meaning.

Learning Outcomes:

Children will be able to:

- ☑ engage effectively in sharing and explaining their ideas and viewpoints;
- ☑ ask and answer questions based on the concerned topic;
- ☑ interpret and analyse content;
- ☑ evaluate and draw conclusions using key details from the text;
- ☑ use parallel resource material to reinforce learning (e.g. use material from the internet to corroborate what is being taught in class);
- ☑ interpret the speaker's message (verbal and nonverbal);
- ☑ make personal connections with texts, comparing ideas and information;
- ☑ make appropriate gestures, eye contact with peers and teachers and exhibit clarity with pace;
- ☑ take dictation of an unseen passage.

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Listen and analyse ideas and viewpoints from content across the curriculum. ➤ Raise specific questions and draw conclusions. ➤ Interpret the speaker's message (verbal and nonverbal). ➤ Give opinions while speaking ➤ Debate, discussion, drama etc. ➤ Aspects of spoken language such as tone, intonation, body language, facial expression ➤ Dictation of an unseen passage	➤ Reviewing and building on previous learning. ➤ Singing songs and rhymes ➤ Listening to stories in audio, video and print. ➤ Teacher narration and interaction. ➤ Introducing / Familiarizing (children) to a variety of food, clothes, custom, etc. ➤ Role play, dramatization, reading aloud, recitation of rhymes, poems. ➤ Telling and re-telling of stories, ➤ interpreting pictures, sketches, cartoons. ➤ Providing a range of materials such as unseen passages/newspaper/magazine/ audio video clips etc. for listening and encouraging children to explore ideas and opinions expressed. ➤ Encouraging children to raise questions and express opinions	➤ Simple projects ➤ Picture books and children's Literature. ➤ Songs, Poems and Rhymes. ➤ Stories. ➤ Audio / video programmes of 5 to 20 minutes duration. ➤ Online resources/audio/video clips/animated clips /poems/ narratives/autobiographies /biographies [e.g.: a clip from Gulliver's Travels]. ➤ Articles, current affairs from magazines, newspapers, etc. (<i>focusing on drug menace and abuse, discrimination, stigmatization, myths and misconceptions</i>). ➤ Posters/ Models/ Charts/advertisements etc. ➤ Reading material in different areas. (<i>These will help in focusing on personalities to develop positive attitudes, values and life skills.</i>)

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	on the passage read out or the clip shown. ➤ Creating learning situations for children to infer, interpret and evaluate the content. ➤ Encouraging children to explore and speak on related material. ➤ Stressing on the need and importance of verbal and non-verbal clues in communication. ➤ Providing opportunities and context to speak on specific topics and listen to others' point of view by use of appropriate stress, intonation, tone. ➤ Giving dictation of unseen passages as per the level, context and level of the children. ➤ Organising debate, drama and discussions forums e.g. 'Save the girl child' <i>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.</i>	

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Reading and Writing

Read seen and unseen text to analyse and evaluate the ideas to draw conclusions. Writing encompasses process approach that reflects use of phrases, idioms, metaphors etc.

Learning Outcomes:

Children will be able to:

- ☑ identify the main aspects of a text and explain how they are supported by key details;
- ☑ comprehend and identify the broad outline of the narrative;
- ☑ explain events, procedures, share ideas, or concepts including what happened and why, based on specific information in the text;
- ☑ link opinion and reasons using words, phrases, and clauses;
- ☑ infer the meaning of words and phrases as they are used in a text, including figurative language such as similes;
- ☑ use technology to gather information for project presentation;
- ☑ 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; include 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;
- ☑ write short notes, write ups based on positive self-concept, understanding and respecting diversity and responsible behaviour from personal experiences or real life situations;
- ☑ use words and phrases at the grade appropriate level, including those that convey emotions, actions, etc.;
- ☑ follow process approach to writing - planning, writing, revising, editing, rewriting.

Reading and Writing

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Read seen and unseen texts on a variety of themes to comprehend, infer and interpret (intensive reading) ➤ Texts can be: ☛ Prose ☛ Poetry ☛ Drama ☛ Diary ☛ Anecdote ☛ Jokes ☛ Riddles ☛ Auto/biographies ☛ Picture reading ☛ Article Report etc. ➤ Reading for pleasure e.g. magazines, stories, poems, narratives from other subject areas.	➤ Reviewing and building on previous learning. ➤ Providing texts (different forms) comprehend, infer and evaluate. ➤ Encouraging children to evaluate, present own view points and connect to the world outside. ➤ Creating opportunities for reading across curriculum. ➤ Encouraging the children to read and appreciate the usage of language in the text. ➤ Creating situations for children to follow the process to write. ➤ Providing opportunities to children to learn new words to	➤ Pictures ➤ Books, Cartoons with audio or text. ➤ Self / teacher created materials. ➤ Magazines, newspapers ➤ Text types: Very short stories, poems and songs, texts with visuals, etc. Age appropriate magazines, newspapers, picture books, story books etc. <i>(for reading and connecting it to their own experiences.)</i> ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. <i>(to stimulate language.)</i> ➤ Establish a class library /Reading Corner.

Reading and Writing

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Use of dictionary both print and online. ➤ Creative writing ➤ Paragraph writing (150 words) ➤ Personal experience ➤ Story ➤ Poem ➤ Anecdote ➤ Letter to a friend, relative etc. ➤ Organise and structure meaningful sentences in a sequential manner. ➤ Use of 'firstly', 'then', 'later', 'finally', etc. to link sentences to indicate the passage of time and provide a sense of closure. ➤ Process approach to writing. ➤ Write Notice, message etc.	incorporate / include in their writing. E.g.: verbal, audio visual stimulus, brainstorming etc. ➤ Familiarizing children with the basic process of writing. ➤ Providing opportunities to develop different styles/ types of writing e.g. ☛ <i>a short description of a person, thing, place or experience.</i> ☛ <i>notice,</i> ☛ <i>message for concerned individuals.</i> ☛ <i>short composition based on pictures.</i> ☛ <i>Giving dictation from a range of texts.</i>	

Grammar and Vocabulary in Context

Children use age appropriate vocabulary. They understand the use of grammar, reflected through the use of simple and compound sentences with appropriate use of punctuations, prepositions etc.

Learning Outcomes:

Children will be able to:

-  use vocabulary as per different registers of language;
-  understand and use adverbs and their kinds;
-  use conjunctions, prepositions, and interjections;
-  learn the meaning and use of common idioms and proverbs;
-  use plural possessives, adjective and adverb comparisons, apostrophes in contractions (basic examples – can't, won't etc.);
-  introduce and reinforce the use of irregular verbs in their simple and continuous tense. (break, broke, broken – eat, ate, eaten);
-  use correct spelling of commonly used words;
-  learn to use direct and reported speech in dialogues;
-  develop higher level of proficiency in the use of subject verb agreement.

Grammar and Vocabulary in Context

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
➤ Adverbs, conjunctions, prepositions, and interjections. ➤ Common idioms and proverbs. ➤ Plural possessives, adjective and adverb comparisons, apostrophes in contractions ➤ Irregular verbs in their simple and continuous tense. ➤ Vocabulary in context as per the register for e.g. cookery, yoga, sports etc. ➤ Direct and reported speech in dialogues. ➤ Subject verb agreement.	➤ Reviewing and building on previous learning. ➤ Providing examples of grammar in context to make children understand various aspects of grammar e.g. (basic examples of possessive pronouns – can't, won't etc.). ➤ Creating and using worksheets /tasks for children to use grammar in context e.g. (Break, broke, broken – eat, ate, eaten) ➤ Providing audio - visual and verbal clues to reinforce the use of grammar and develop language skills. ➤ Creating opportunities for use of idioms, phrases and vocabulary in context e.g. use of phrases: look: look down, look up. Look down upon, look into etc.	➤ Self / teacher created materials e.g. worksheets, activities/tasks on grammar in context. ➤ Audio, video, print /text (tactile form) ➤ Authentic tasks and activities of short duration which would bring in an engagement with ☛ words, ☛ word chunks, ☛ formulaic use ☛ collocations ☛ expressions in dialogue. ☛ Word / Languages games. ➤ Vocabulary in context ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. (to stimulate language.)