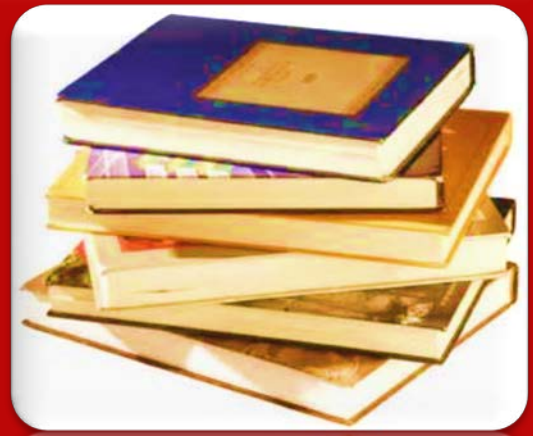


English



Class VI

The Revision in Curriculum envisages the following:

- 1) The retention of teaching core aspects of language learning i.e. the Listening, Speaking, Reading and Writing (LSRW) skills.
- 2) It is recommended that the Literature classroom and the Literature Reader be used as spaces and tools to teach English Language. This will automatically ensure the following:
 - The fulfilling of the Curricular objective of teaching Language skills, Grammar and Vocabulary in context.
 - It will free up time for the teacher of English who will now not be required to teach the text as a fact-based subject.
 - It will help make concepts clearer and less abstract as grammar and vocabulary will now be studied in the context of the Literature lesson in which they are encountered by the student.
 - When the Literature Reader is used as a source for **comprehension passages**, the children will better understand the use and application of language skills, grammar and vocabulary.
 - It will reinforce the idea that language skills cannot be studied or acquired in isolation in the 'language' classes alone but can indeed be acquired more naturally through the study of different texts and subjects.
 - It will promote understanding and application rather than just rote learning of Literature.
 - The teacher will be able to use the Literature Reader to teach the components of Grammar in the context of the stories and poems in the Literature text.

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 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;
- ✔ **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, televised interview, Social media/internet videos) and 	<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) ➤ Providing issue-based texts/ topics across the curriculum and encouraging children to have discussions on it. e.g. 	<ul style="list-style-type: none"> ➤ Online resources including /audio/video clips/cartoons /poems/ narratives/autobiographies /biographies/ famous speeches, debates, drama etc. ➤ Posters/Models/ advertisements/ Charts etc.

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>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. 	<p>What is understood by “Gender Equality”?</p> <ul style="list-style-type: none"> ➤ 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><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 / tasks suggested above are not necessarily restricted to listening and speaking. As the language teacher</i></p>	

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<i>is well aware, all four language skills are inter-related and often overlap.</i>	

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> ☛ <i>Peace and Harmony</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 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 connect it to their own experiences. ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. to stimulate language. ➤ Group/ pair work ➤ Build a class library

<ul style="list-style-type: none">☛ <i>Travel and Tourism</i>☛ <i>Mass Media</i>☛ <i>Art and Culture</i>☛ <i>Health and Reproductive health</i>☛ <i>experience of children,</i>☛ <i>Personalities & achievers,</i>☛ <i>Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation energy</i> <p>➤ Extensive and intensive reading of the texts</p>		
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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 narratives using relevant descriptive details, and well-structured sentences and sequence;
- ✔ produce clear and **coherent writing keeping in view** the organization and style that are appropriate to task, purpose, and audience;
- ✔ **use precise and descriptive vocabulary** to create tone and voice, varies 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;
- ✔ 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 informal letters.

Writing		
Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Simple messages, invitations, short paragraphs, informal letters applications (Only content, format not required) ➤ Short compositions based on pictures ➤ Simple stories and descriptive pieces, 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 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. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Creating situations/context to write letters /narratives/ First Person accounts/ imaginative accounts etc. ➤ Providing rubrics / checklists to revise and edit written material ➤ Facilitating teamwork 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 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 	<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.

	<p>for the topic via discussion, brain storming and conversation.</p> <ul style="list-style-type: none">➤ Providing topics for letter writing as per the level, interest, age of children, their experiences (example- letters to Parent, friends, relatives, etc.).➤ Providing Topics for the letters from the children' context such as letters to Parent, friends, family, relatives, etc.	
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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 as per the basic** conventions of English grammar and usage when writing or speaking;
- ✔ **use** personal pronouns 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 its part of speech;
- ✔ interpret figures of speech in context –through the literature text and application (definitions not required);
- ✔ **use subject-verb** agreement;
- ✔ use the **correct spelling** for frequently used words;
- ✔ form and use simple and continuous verb tenses to convey various times, sequences, states, and conditions. 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 – Personal, reflexive pronouns, pronoun number and person, ➤ Subject-verb agreement ➤ Tenses to convey various times, sequences, states, and conditions. ➤ Recognition of correct and incorrect /inappropriate 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 	<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, etc. ➤ Creating activities / tasks for children to use grammar in context/ identify and use figurative language (e.g. personification; alliteration, simile, onomatopoeia – in the context of the Literature Class/ Poetry class. Only identification, definitions not required). ➤ Providing worksheets/ contexts to use tenses showing/using timeline. ➤ 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 / Languages games. ➤ Vocabulary in context ➤ Realia / Flashcards/ Posters / puppets/ Charts etc. to

<p>tactile, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>➤ Figures of speech in context.</p>	<p>and develop language skills.</p> <p>➤ Providing a variety of contexts for children to use language in speech and writing.</p> <p>➤ Encouraging children to refer to dictionaries (print, digital and tactile) to understand the meaning, pronunciation, different uses of the word etc.</p>	<p>stimulate language.</p>
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ENGLISH LITERATURE

Literature encompasses both literary and non-literary writings. Literary writing is an expression of life through the medium of language that is aesthetically pleasing. Literature makes us think about ourselves and our society, allows us to enjoy language and beauty. It helps us appreciate life in its myriad colours along with language learning. Children get exposure to rich use of language through carefully structured sentences and words. Different forms of literature such as prose, poetry, and drama use rhyme, rhythm, alliteration, irony, dialogue and a number of other devices that help develop appreciation and language. These forms of literature introduce children to a range of writings such as story, bio/autobiography, letter, poetic drama, different genres of poetry etc. In literary writing, imagination plays the most important role that would help develop creative expression, sensitization to local and global issues. Non-literary texts such as reports, articles etc. provide academic information thereby enriching the repertoire of children.

Suggested Reading List

Classes VI & VII

- ↳ Novels by Gerard Durrell
- ↳ Malgudi Days - R.K. Narayan
- ↳ I am Malala – Malala Yousafzai
- ↳ Detective stories – Agatha Christie
- ↳ The Lost World – Sir Arthur Conan Doyle
- ↳ The Happy Prince and Other Tales – Oscar Wilde
- ↳ Animal Farm – George Orwell
- ↳ Tuck Everlasting – Natalie Babbit
- ↳ Short Stories (O’ Henry/ Saki/ Leo Tolstoy/Rudyard Kipling/ Guy De Maupassant/Mark Twain/ Oscar Wilde/Jorge Luis Borges/William Faulkner/Anton Chekhov/ Edgar Allen Poe/Franz Kafka/Earnest Hemingway /Flannery O’Connor/James Joyce/Ray Bradbury/Roald Dhal/ Nicolai Gogol and Translations from Indian writers like Tagore, Premchand , etc.)
- ↳ Something Out of nothing
- ↳ Marie Curie and Radium – Carl Killough
- ↳ Ignited minds – APJ Kalam
- ↳ Graphic Novels: Tintin Series/ Asterix series

Class VIII

- ↳ Lord of the Flies – William Golding
- ↳ A Wizard of Earth Sea – Ursula Le Guin
- ↳ The Hobbit – J.R.R. Tolkien
- ↳ Watership Down – Richard Adams
- ↳ To Kill a Mockingbird – Harper Lee
- ↳ The Boy in the Striped Pyjamas – John Boyne
- ↳ A tale of Two Cities – Charles Dickens

- ↳ Les Misérables – Victor Hugo (Abridged)
- ↳ Sherlock Holmes – Sir Arthur Conan Doyle
- ↳ The Old Man and the Sea – Ernest Hemingway
- ↳ The Pearl– John Steinbeck
- ↳ P.G. Wodehouse (Jeeves/ Blandings Castle etc.)
- ↳ The Ramayana/ Mahabharata – C. Rajagopalachari
- ↳ Graphic Novels (e.g. Maus – Art Spiegelman)
- ↳ David Copperfield - Charles Dickens

The above list is only recommended reading - Teachers are welcome to exercise flexibility in an age appropriate selection of books that may include traditional and contemporary authors.