

English



Class VII

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

Listen to different texts 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;

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. ▷ Speak in 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> 	<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 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.). 	<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, newspapers focusing on drug abuse, discrimination etc.

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ☛ <i>choice of words</i> ➤ Collect and collate ideas and seeks clarification to keep discussions relevant. 	<ul style="list-style-type: none"> ➤ Introducing texts in different areas and focusing on developing positive attitudes, values and life skills. ➤ Creating opportunities and situations for children to listen, 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 alternate views through classroom discussions and debates. ➤ Ensuring children have ample opportunities to speak/debate/ express their opinions and thoughts in the class. ➤ <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> ➤ <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> 	

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;
- ✔ **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> ☛ <i>Famous Personalities & achievers,</i> ☛ <i>Environmental concerns –</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
<p><i>water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation of energy, Sustainable development</i></p> <ul style="list-style-type: none">➤ 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;
- ✔ **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** 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;
- ✔ **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** informal letter in the prescribed format;
- ✔ **prepare** notices/ invitations/ greetings etc.

Writing		
Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Write messages, invitations, short paragraphs, informal letters and applications, ➤ Simple narrative and descriptive pieces, etc. ➤ Creative writing: stories, First Person Account (e.g. Give an account of the very first time that you helped your mother in the kitchen) ➤ Organize and structure thoughts in writing. ➤ Organise and structure meaningful sentences in a sequential manner. ➤ Use of linkers such as however, therefore etc. to link sentences to 	<ul style="list-style-type: none"> Reviewing and building on previous learning ➤ Creating situations/ contexts to write letters /narratives/ first person accounts/ imaginative accounts ➤ Providing rubrics / checklists to revise and edit written material ➤ Discussing concepts such as rhyme, imagery, metaphors, simile etc. in a poem. ➤ Providing opportunities to write on a specific topic to produce a well sequenced, 	<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
<p>indicate passage of time and provide a sense of closure.</p> <ul style="list-style-type: none"> ➤ Age appropriate use of words and phrases ➤ Follow process approach to writing. planning, revising, reviewing editing, rewriting. ➤ Prepare informal letters in the prescribed format ➤ Prepare notices/invitations/greetings 	<p>cohesive piece of writing making appropriate use of linkers, grade appropriate vocabulary and register.</p> <ul style="list-style-type: none"> ➤ Providing topics to prepare poster for social / global awareness. ➤ Providing Topics for the letters from the children's context such as letters to Parent, friends, family, relatives, neighbours etc.). ➤ Creating learning situations for children to be able to write greetings and invitation 	

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** phrases and clauses;
- ☑ Identify a verb in the active/passive voice and **demonstrate** the ability to transform from one voice to the other;
- ☑ **demonstrate** a further understanding of figurative language, (e.g. pun, personification, alliteration, metaphor, simile, onomatopoeia in the context of the Literature class ONLY);
- ☑ **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; ➤ Active and passive voice. ➤ Synonym, antonym and analogy in the right context. ➤ Figurative language, (e.g. pun, personification, alliteration, metaphor, simile, 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. pun, personification, alliteration, metaphor, simile, 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"> ☛ <i>words,</i> ☛ <i>word chunks,</i> ☛ <i>formulaic use</i> ☛ <i>collocations</i> ☛ <i>expressions</i> <i>in</i> <i>dialogue.</i> ☛ <i>Word / Languages</i> <i>games.</i> ➤ Posters/ puppets/ Charts etc. to stimulate language.

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.