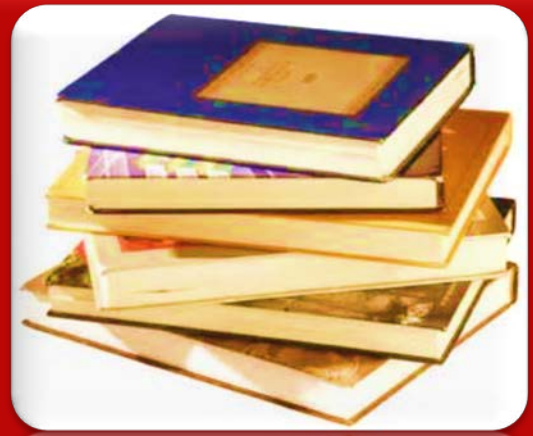


English



Class VIII

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

Children listen to an advanced level of academic discourse and prepare notes and summary for further deliberations using multimedia presentations.

Learning Outcomes:

Children will be able to:

- ☑ **listen** with interest, answer accurately and respond with an appreciation to a variety of questions in a text (seen and unseen) for aural/ written comprehension;
- ☑ **listen** to a talk /presentation /lecture and prepares notes;
- ☑ **prepare and participate** in class/ school-level discussions (having read/ researched material that is being studied);
- ☑ **engage** effectively in a range of collaborative discussions (group/ teacher-led) on class level texts, topics and issues;
- ☑ **build on** others' ideas and express their own views clearly;
- ☑ make a planned oral presentation to a specific audience for an intended purpose;

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 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> ➤ Analyse and evaluate use of language in different contexts (newspapers, television, billboards and advertising campaigns) and its interpretation. ➤ Adapts 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> 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Encouraging children to read extensively and beyond the text as preparation for the class. ➤ Creating opportunities for group/ teamwork and discussions in the classroom (e.g. Panel discussion/ debate on topical issues like '<i>It's alright for Teachers and Students to interact on Social Media</i>' ➤ NOTE: <i>The examples given above are intended merely as guidelines. The teachers are welcome to be as innovative as the class size and 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> 	<ul style="list-style-type: none"> ➤ Audio/video clips/ in series or as per the topic. ➤ cartoons/poems/ narratives/autobiographies /biographies/ famous speeches/ songs, lyrics/debates etc. ➤ Articles from print and digital media etc. ➤ Posters/ Models/ advertisements/ Charts etc. ➤ Language games ➤ Activities and tasks ➤ School magazine/ class news paper ➤ School Assemblies and Clubs (Speech and Drama Club/ Quiz Club etc.)

Listening and Speaking

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none">☛ <i>voice modulation</i>☛ <i>choice of words</i>➤ Collect and collate ideas and seek clarification to keep discussions relevant.		

Reading

Children read and critically evaluate the text from socio - political and cultural context along with other texts. They explore translated texts including myths, folktales, legends etc.

Learning Outcomes:

Children will be able to:

- ☑ **identify** the central theme of a given text and trace its development;
- ☑ use text to support argument and point of view about character and plot;
- ☑ **interpret** how particular lines of dialogue/ incidents in a story or drama propel the action or reveal aspects of character;
- ☑ **analyse**/ how differences in the points of view of the characters and the audience or reader create such effects as suspense or humour;
- ☑ **evaluate** the extent to which a filmed/ live production of a story or drama stays faithful to/ departs from the text;
- ☑ **examine** the extent to which a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories, or religious works;
- ☑ **read and comprehend** texts (including stories, prose pieces, poems and drama) independently and proficiently.

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 etc.</i> ☛ <i>Neighbourhood and Community.</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</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 Sanitation.</i> ☛ <i>Famous Personalities & achievers,</i> 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing texts (different genres and forms) to comprehend, infer and evaluate from various aspects. ➤ Encouraging children to identify and use ideas and views drawn from the text to evaluate, support and to present one’s own point of view. ➤ Providing texts and creating opportunities for reading and analysing details (e.g. dialogue and incidents) to comprehend the storyline and infer character traits. ➤ Introducing children to elements of suspense and humour by reading aloud some examples of such 	<ul style="list-style-type: none"> ➤ 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. ➤ Posters/ Charts etc. to stimulate language. ➤ Group/ pair work ➤ Build a class library

<ul style="list-style-type: none"> ☛ <i>Environmental concerns – water conservation, cleanliness and sanitation, Safety –personal safety & awareness about child abuse, conservation energy, sustainable development.</i> ➤ 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 understand the <ul style="list-style-type: none"> ➤ central theme ➤ point of view ➤ character ➤ plot ➤ dialogue / incident ➤ structure ➤ suspense ➤ humour ➤ points of view Evaluate and analyse the text from the point of view of its <ul style="list-style-type: none"> ➤ production ➤ drama ➤ Film content. 	<p>kinds of writing.</p> <ul style="list-style-type: none"> ➤ Facilitating the critical appreciation of books/ films based on books by encouraging children to read and critically appreciate the text as well as watch the film based on the book. ➤ Encouraging children to establish links/ make comparisons between themes, characters, patterns of events in modern writing and traditional characters, myths and legends. 	
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Writing

Children write coherently and logically defend their writings through active research. There is a continuum in their creative writing.

Learning Outcomes:

Children will be able to:

- ✔ **develop** different styles of writing as per the genre/ form with a sense of audience;
- ✔ relate and connect ideas/ concepts; selects appropriate introductory strategies, develop logical arguments, gives examples and use appropriate quotations to support arguments;
- ✔ **focus** on the use of grade appropriate vocabulary, using precise phrases, sensory language to make the writing vivid and vibrant;
- ✔ draw from personal experience or real life situations;
- ✔ write a cohesive summary based on the key points identified in a passage
- ✔ Take a stand/ debate on argumentative topics and logically defend their point of view

Creative writing

- ✔ write formal and informal letters using the prescribed format;
- ✔ write original compositions (prose/poetry) that are imaginative/ descriptive/ narrative/ argumentative, anecdotal (describing actions, thoughts and feelings).
- ✔ adopt the process approach to writing by planning, writing, revising, editing, and rewriting.

Reading and Writing

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<p>Write a:</p> <ul style="list-style-type: none"> ➤ Composition (250 -300 words) ➤ Letters (formal and informal) ➤ Personal narratives ➤ Story ➤ Write across disciplines ➤ Use of technology as a resource to enhance research work. ➤ Process approach to writing by planning, writing, revising, editing, and rewriting 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing contexts/ situations from within the range of the learner's experience (example- letters to Principal, Teacher, Editor, Librarian etc.) ➤ Creating situations for children to follow the five-step process to writing. ➤ Facilitating the writing process through class level discussions/or by providing a wide range of writing prompts (including a picture, object/s or a set of words E.g. giving the opening or closing lines of a story and instructing the learner to write an original short story that incorporates the given lines). ➤ Creating an environment for children to expand their vocabulary to be utilized in their written compositions. (e.g. through 'word mapping' / brainstorming) ➤ Providing opportunities for children to correctly identify the elements of a short story (plot, character, setting etc.) and incorporate them into their own writing styles. ➤ Creating opportunities for children to express their own personal opinion/ respond to a debatable topic at class level discussions/ debates (E.g. Imagination, not information is responsible for human progress.) Encouraging children to base their arguments on reason and logic rather than sentiment. ➤ Providing rubrics / checklists to revise and edit written material 	<ul style="list-style-type: none"> ➤ Age appropriate Tasks/activities / Flashcards/ Posters/ Charts etc.to stimulate language. ➤ Newspaper/ magazines/ articles/ pictures/ advertisement etc. ➤ Group/ pair work

Grammar and Vocabulary in Context

Children develop a rational outlook to the different functions of grammar and use it accordingly in diverse context that may include e- content.

Learning Outcomes:

Children will be able to:

- ✔ **transform** sentences from simple to complex /compound sentences (only in application);
- ✔ use vocabulary for different registers as per the context;
- ✔ **assess** and acknowledge information from print and digital sources.

Grammar and Vocabulary in Context

Suggested areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Phrases and clauses ➤ Sentence transformation from simple to complex /compound sentences. ➤ Use phrases, idioms figures of speech in context. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing examples of grammar in context to make children understand the various aspects of grammar. ➤ Creating tasks and activities for children to use grammar in the related context. ➤ Using audio visual aids and verbal clues to reinforce the use of grammar and develop language skills. ➤ Providing a variety of contexts for children to be able to use vocabulary in context. 	<ul style="list-style-type: none"> ➤ Self / teacher created materials e.g. contextual tasks, 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 in dialogue.</i> ☛ <i>Word / Languages games.</i> ➤ Posters / Charts to stimulate language. ➤ Newspapers articles

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 Babbitt
- ↳ 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.