

LEARNING OUTCOMES IN ENGLISH-PRIMARY STAGE

Language learning progresses naturally with exposure and use of language. Language learning becomes meaningful when it is connected with the immediate environment of children. The English language is generally taught and learnt as a second language in India, in varied contexts and resources. At the primary stage, the teacher would need to factor in the pace of learning of children and the opportunities of exposure to English that they may have in their home and school environment.

Broadly, the curricular expectation of English language learning is the attainment of a basic proficiency for meaningful communication. While the use of home language need not be punished or penalised, particularly in Classes I and II, progression towards more use of English needs to be encouraged. The teacher needs to focus on providing learning opportunities to all learners, including the differently-abled and the disadvantaged, and ensure an inclusive environment.

Based on the curricular expectations for English language learning at the Primary Stage, a set of Learning Outcomes for each class has been developed. Teaching letters of the alphabet in isolation, or memorisation without understanding, is to be avoided. Reading corners/class libraries may be developed to provide children relevant, illustrated and age-appropriate children's literature in English/home language. The teacher should observe children for assessment when they are engaged in activities keeping in mind differently-abled children as well.

Errors should be viewed as attempts/stages of learning language. The teacher should facilitate stress-free correction through exposure to language input by through story-telling, input rich environment, and above all, providing a congenial atmosphere. The focus should be on developing interpersonal communication skills in English, and more importantly, a sensitivity towards languages and cultures other than their own.

In most places, children do not have exposure to English outside the classroom. So, teacher's proficiency in spoken English is essential. Students may listen to English and process the new language, before they actually communicate in English.

Curricular Expectations

- Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.

- Develop interpersonal communication skills.
- Attains basic proficiency like. developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- Able to interpret/understand instructions and polite forms of expression & respond meaningfully both orally & in writing.
- Develops reference skills both printed & electronic mode.
- Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
- Able to express an awareness of social and environmental issues.
- Ability to read & interpret critically the texts in different contexts-both verbal (including Braille) & pictorial mode.

Class I (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ name common objects like man, dog etc. when pictures are shown ➤ use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ draw/scribble pictures/ images from the story as preliminary to writing ➤ respond in home language/English/sign language/non-verbal expressions what he/she has understood in the story/poem 	<p>The learner:</p> <ul style="list-style-type: none"> • associates words with pictures. • names familiar objects seen in the pictures. • recognizes letters and their sounds A-Z • differentiates between small and capital letters in print/Braille • recites poems/rhymes with actions. • draws/ scribbles in response to poems and stories. • responds orally (in any language including sign language) to comprehension questions related to stories/poems • identifies characters and sequence of a story and asks questions about the story. • carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others. • listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs.

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ use greetings like “good morning”, “thank you” and have polite conversations in English like “what is your name?”, “how are you?” etc. ➤ say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. ➤ give examples of common blend sounds in words like ‘<u>br</u>ick’, ‘<u>br</u>other’, ‘<u>fr</u>og’, ‘<u>fr</u>ie<u>nd</u>’ etc. 	<ul style="list-style-type: none"> • talks about self /situations/ pictures in English. • uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’, etc. • produces words with common blends like “br” “fr” like ‘brother’, frog’ etc. • writes simple words like fan, hen, rat etc

Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ respond orally in home language/English/sign language/non-verbal expressions. ➤ write 2-3 simple sentences about stories/poems. ➤ look at scripts in a print rich environment like newspapers, tickets, posters etc. ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. 	<p>The learner:</p> <ul style="list-style-type: none"> • sings songs/rhymes with action. • responds to comprehension questions related to stories and poems, in home language/English/ sign language, orally and in writing (phrases/ short sentences) • identifies characters, and sequence of events in a story. • expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language. • draws/ writes a few words/short sentence in response to poems and stories. • listens to English words, greetings, polite forms of expression, and responds in English/home language like ‘How are you?’, ‘I’m fine, thank you.’ etc. • uses simple adjectives related to size, shape, colour, weight,

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ speak and write English, talk to their peers in English, relating to festivals and events at homes and schools. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. ➤ read cartoons/ pictures/comic strips with or without words independently. ➤ write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” 	<p>texture such as ‘big’, ‘small’, ‘round’, ‘pink’ ‘red’ 'heavy' 'light' 'soft' etc.</p> <ul style="list-style-type: none"> • uses pronouns related to gender like 'his/her/, 'he/she', 'it' and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. • uses prepositions like ‘before’, ‘between’ etc. • composes and writes simple, short sentences with space between words.

Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing songs/ recite poems in English with intonation. ➤ participate in role-play, enactment of skits. ➤ reads aloud short texts/ scripts on the walls, with pronunciation and pause ➤ listen to and communicate oral / telephonic messages ➤ collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems individually/ in groups with correct pronunciation and intonation. • performs in events such as role-play/ skit in English with appropriate expressions. • reads aloud with appropriate pronunciation and pause • reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.

Suggested Pedagogical Processes	Learning Outcomes
<p>fairy tales, etc.)</p> <ul style="list-style-type: none"> ➤ read posters, tickets, labels, pamphlets, newspapers etc. ➤ takes dictation of words/phrases/sentences/short paragraphs from known and unknown texts. ➤ draw and write short sentences related to stories read, and speak about their drawing or writing work. ➤ raise questions on the text read. ➤ convert sentences from one tense to another (past and present) ➤ enrich vocabulary in English through listening to and reading stories/folk tales. ➤ use nouns, pronouns, adjectives and prepositions in speech and writing. ➤ use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS. ➤ identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc. 	<ul style="list-style-type: none"> • expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages/ telephonic communication. • writes/types dictation of words/phrases/sentences. • uses meaningful short sentences in English, orally and in writing.uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. • distinguishes between simple past and simple present tenses • identifies opposites like 'day/night', 'close-open', and such others. • uses punctuation such as question mark, full stop and capital letters appropriately. • reads printed scripts on the classroom walls: poems, posters, charts etc. • writes 5-6 sentences in English on personal experiences/events using verbal or visual clues. • uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Class IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ listen to simple instructions, announcements in English made in class/school and act accordingly. ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. ➤ learn English through posters, charts, etc., in addition to books and children's literature. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diar entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences. ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ start using dictionary to find out spelling and meaning. ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. ➤ infer the meaning of unfamiliar words from the context. 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits. • responds to simple instructions, announcements in English made in class/school. • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English. • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. • shares riddles and tongue-twisters in English. • solves simple crossword puzzles, builds word chains, etc. • infer the meaning of unfamiliar words by reading them in context. • uses dictionary to find out spelling and meaning. • writes / types dictation of short paragraphs (7-8 sentences). • uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. • writes informal letters/messages with a sense of audience.

<ul style="list-style-type: none"> ➤ takes dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/ pictures/comic strips with or without words and interpret them. ➤ enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	<ul style="list-style-type: none"> • uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing. • reads printed script on the classroom walls, notice board, in posters and in advertisements. • speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.
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Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ discuss and present orally, and then write answers to textbased questions, short descriptive paragraphs. ➤ participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. 	<p>The learner:</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ prepare speech for morning assembly, group discussions, debates on selected topics, etc. ➤ infer the meaning of unfamiliar words from the context while reading a variety of texts. ➤ Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. ➤ understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context ➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) ➤ use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. ➤ take dictation of sort texts such as lists, paragraphs and dialogues. ➤ enrich vocabulary through crossword puzzles, word chain etc. ➤ look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. 	<ul style="list-style-type: none"> • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. • conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events. • connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. • writes informal letters, messages and e-mails. • reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries

Suggested Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> • attempts to write creatively (stories, poems, posters, etc) • writes and speaks on peace, equality etc suggesting personal views • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc

Learning Outcomes in English Upper Primary Stage

Introduction

Language learning progresses naturally with exposure and use of language in meaningful contexts. Learner needs to notice and use language in and outside the classroom in order to become a proficient user of language. English language is taught and learnt as a second language in varied contexts and resources for teaching-learning in terms of the proficiency of English language teacher, materials (textbook and other supplementary materials), English language environment in the school and so on. Language learning is meaningful when it is connected with the immediate environment of children. The activities / tasks in the textbook and the tasks carried out by the teacher need to take into consideration the lived-in experiences of learners. The English language learning outcomes are intended to be achieved by every child so as to enable them to be proficient users of language in real life situations. Broadly, the goals of language learning which could be achieved include: Attainment of basic proficiency in language for effective communication and development of language for knowledge acquisition. i.e. using language as a tool for learning the content subjects. However teacher should follow flexibility, consider the pace of learning of children and opportunities of learning English at home and in school.

The learning outcomes are listed keeping in view that they are not restrictive or limited; they are the launching pads for developing skills and competencies in learners of English language in classes VI, VII and VIII. Teachers may add activities to achieve the outcomes. Pedagogical

Processes are also given along with the Learning Outcomes to emphasise the process of learning, and active participation of learners. The suggested activities/exercises are to scaffold the process of language acquisition. This is mainly to support teachers to create learning opportunities for the learners.

The teacher should observe children for assessment when they are engaged in activities keeping in mind differently-abled children as well. Assessment should be an integral part of the teaching-learning process and not a year end examination only.

Curricular Expectations

- Acquires the ability to listen and respond orally and in writing/Lip reads where necessary.
- Speaks about self, simple experiences; report events to peers, accurately and appropriately make connections and draw inferences.
- Recites poems, dialogues; speak and write language chunks (phrases, sentences from stories, plays, speeches, etc.)
- Understands the central idea and locate details in the text (familiar and unfamiliar).
- Uses his/her critical/thinking faculty to read between the lines and go beyond the text.
- Comprehends and uses the form and functions of grammar in context.
- Writes coherently and with a sense of audience (formal and informal)
- Writes simple messages, invitations, short paragraphs, letter (formal and informal), applications, personal diary, dialogue from story and story from a dialogue / conversation in English and in Braille
- Engages in creative writing e.g. composition of poems, jokes, short stories, etc.
- Develops sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality

Class VI (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc. 	<p>The learner</p> <ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, jokes, riddles, tongue twisters.

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ listen to English news(TV, Radio) as a resource to develop listening comprehension. ➤ watch / listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond. ➤ participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers. ➤ summarise orally the stories, poems and events that he/she has read or heard. ➤ locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions. ➤ read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions. ➤ raise questions based on their reading. ➤ interpret tables, charts, diagrams and maps and write a short paragraph. ➤ think critically and try to provide suggestion/solutions to the problems raised. ➤ read/ discuss the ideas of the text for critical thinking. ➤ use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. ➤ take dictation of words, phrases, simple sentences and short paragraphs. ➤ understand the use of antonym (impolite/polite) synonym (big/large) 	<ul style="list-style-type: none"> etc. • responds to oral messages, telephonic communication in English and communicates them in English or home language. • responds to announcements and instructions made in class, school assembly, railway station and in other public places. • reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. • reads to seek information from notice board, newspaper, Internet tables, charts, diagrams and maps etc. • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. • uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. • writes words / phrases / simple sentences and short paragraphs as dictated by the teacher. • uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. • refers to dictionary to check meaning and spelling, and to suggested websites for information. • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. • drafts, revises and writes short paragraphs based on verbal, print and visual clues. • writes coherently with focus on appropriate beginning, middle

Suggested Pedagogical Processes	Learning Outcomes
<p>and homonym (tail/tale)</p> <ul style="list-style-type: none"> ➤ understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. ➤ understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc. ➤ draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc. ➤ look at cartoons/ pictures/comic strips with or without words, and talk/write about them. 	<p>and end in English / Braille.</p> <ul style="list-style-type: none"> • writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.

Class VII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ The learner: individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment. ➤ participate in different events/ activities in English in the classroom, school assembly; and organized by different Institutions. ➤ listen to English news/debates (TV, Radio) as input for discussion and debating skills. ➤ watch / listen to English movies, serials, educational channels with titles, audio-video materials, teacher reading out from 	<ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts. • reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation. • participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, sub-salesperson etc. using appropriate vocabulary.

Suggested Pedagogical Processes	Learning Outcomes
<p>materials and eminent speakers.</p> <ul style="list-style-type: none"> ➤ share their experiences such as journeys, visits, etc. in pairs /groups. ➤ introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers; ➤ summarise orally/ in writing, a given text/ stories,/an event; ➤ learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc) ➤ read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea. ➤ use material from various sources in English and other languages to facilitate comprehension and co-relation. ➤ understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc. ➤ interpret tables, charts, diagrams and maps, and incorporate the information in writing. ➤ think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts.) ➤ refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading. ➤ read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions. ➤ take dictation of a paragraph with a variety of sentence structures. 	<ul style="list-style-type: none"> • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station. • speaks about excerpts, dialogues, skits, short films, news / debate on TV and radio, audio –video programmes on suggested websites. • asks and responds to questions based on texts (from books or other resources) and out of curiosity. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life. • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • takes notes while teacher teaches /from books / from online materials. • infers the meaning of unfamiliar words by reading them in context. • refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. • uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation,

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ draft, revise and write with appropriate beginning, middle and end, along with punctuation marks. ➤ know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc. ➤ attempt creative writing, like stories, poems, dialogues, skits etc. 	<p>adjective, adverb, etc).</p> <ul style="list-style-type: none"> • organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience • writes formal letters, personal diary, list, email, SMS, etc. • writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity. • writes dialogues from a story and story from dialogues.

Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in classroom activities/ school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment; ➤ use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. ➤ watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. ➤ interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. ➤ use formulaic expressions / instructions such as ‘Could I give 	<p>The learner:</p> <ul style="list-style-type: none"> • responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do. • engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. • uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc. • excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. • asks questions in different contexts and situations (e.g.

Suggested Pedagogical Processes	Learning Outcomes
<p>you...' 'Shall we have a cup of tea?' to develop communication skills</p> <ul style="list-style-type: none"> ➤ participate in individual activities such as introducing personalities/ guests during school programmes. ➤ learn vocabulary associated with various professions and use them in different situations. ➤ read stories / plays (from different books/magazines in English / Braille) and narrate them. ➤ locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages. ➤ use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues. ➤ interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing. ➤ think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues. ➤ refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts. ➤ use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. ➤ notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing. ➤ understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc. ➤ take dictation of a passage with specific attention to words 	<p>based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)</p> <ul style="list-style-type: none"> • participates in different events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations; • narrates stories (real or imaginary) and real life experiences in English. • reads textual/non-textual materials in English/Braille with comprehension. • identifies details, characters, main idea and sequence of ideas and events while reading. • reads, compares, contrasts, thinks critically and relates ideas to life. • infers the meaning of unfamiliar words by reading them in context. • reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. • refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing. • prepares a write up after seeking information in print / online, notice board, newspaper, etc. • communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and

Suggested Pedagogical Processes	Learning Outcomes
<p>pronounced, punctuation and spelling.</p> <ul style="list-style-type: none"> ➤ attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc. ➤ attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues. 	<p>tense, active passive voice, reported speech etc.)</p> <ul style="list-style-type: none"> • writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing. • writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. • writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. • writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal/ biographical experiences etc. • develops a skit (dialogues from a story) and story from dialogues.

