

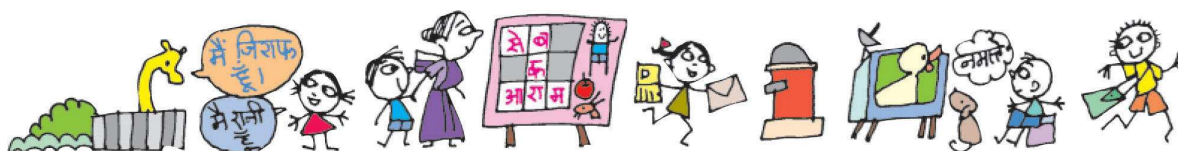
# LEARNING OUTCOMES FOR THE ENGLISH LANGUAGE UPPER PRIMARY STAGE

## Introduction

Language learning progresses naturally with exposure to and use of language in meaningful contexts. The 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 the English language teacher, materials (textbooks and other supplementary materials), the 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 the teacher should have flexibility and consider the pace of learning of children as well as their opportunities of learning English at home and in school.

The learning outcomes are listed are not restrictive or limited; they are the launching pads for developing skills and competencies in learners of the 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 in creating learning opportunities for 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

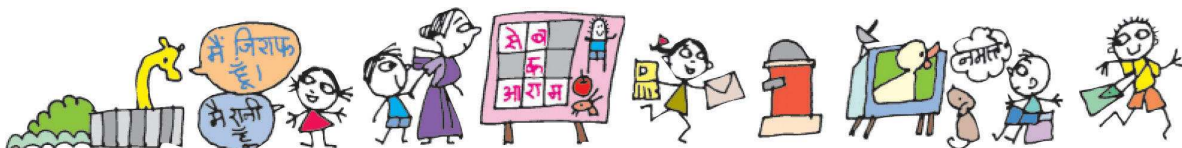
Children are expected to:

- acquire the ability to listen and respond orally and in writing/Lip reads where necessary.
- speak about self, simple experiences; report events to peers, accurately and appropriately make connections and draw inferences.
- recite poems, dialogues; speak and write language chunks (phrases, sentences from stories, plays, speeches, etc.)
- understand the central idea and locate details in the text (familiar and unfamiliar).
- use his/her critical/thinking faculty to read between the lines and go beyond the text.
- comprehend and uses the form and functions of grammar in context.
- write coherently and with a sense of audience (formal and informal)
- write 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
- engage in creative writing e.g. composition of poems, jokes, short stories, etc.
- develop sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality



## Class VI (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc.</li> <li>• listen to English news(TV, Radio) as a resource to develop listening comprehension</li> <li>• 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</li> <li>• participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers</li> <li>• summarise orally the stories, poems and events that he/she has read or heard</li> <li>• locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions</li> <li>• read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions</li> <li>• raise questions based on their reading</li> <li>• interpret tables, charts, diagrams and maps and write a short paragraph</li> <li>• think critically and try to provide suggestion/ solutions to the problems raised</li> <li>• read/ discuss the ideas of the text for critical thinking</li> <li>• use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts</li> <li>• take dictation of words, phrases, simple sentences and short paragraphs</li> <li>• understand the use of antonym (impolite/ polite) synonym (big/large) and homonym (tail/tale)</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• participates in activities in English like role play, group discussion, debate, etc.</li> <li>• recites and shares poems, songs, jokes, riddles, tongue twisters, etc.</li> <li>• responds to oral messages, telephonic communication in English and communicates them in English or home language.</li> <li>• responds to announcements and instructions made in class, school assembly, railway station and in other public places</li> <li>• 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</li> <li>• reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.</li> <li>• responds to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> <li>• uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts</li> <li>• writes words / phrases / simple sentences and short paragraphs as dictated by the teacher</li> <li>• uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing</li> <li>• refers to dictionary to check meaning and spelling, and to suggested websites for information</li> <li>• writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.</li> <li>• drafts, revises and writes short paragraphs based on verbal, print and visual clues</li> <li>• writes coherently with focus on appropriate beginning, middle and end in English / Braille</li> <li>• writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience</li> </ul>

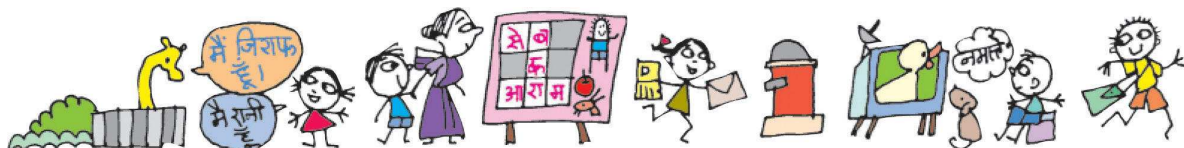


- understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc.
  - understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc.
  - draft, revise and write in English / Braille 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
  - visit a language laboratory
  - write a Book Review.
- visits a language laboratory
  - writes a Book Review.



## Class VII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>• consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment</li> <li>• participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions</li> <li>• listen to English news and debates (TV, Radio) as input for discussion and debating skills</li> <li>• watch and listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from materials and eminent speakers</li> <li>• share their experiences such as journeys, visits, etc. in pairs /groups</li> <li>• introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of great speakers</li> <li>• summarise orally and in writing a given text, stories, or an event</li> <li>• learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc)</li> <li>• read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea</li> <li>• use material from various sources in English and other languages to facilitate comprehension and co-relation</li> <li>• 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.</li> <li>• interpret tables, charts, diagrams and maps, and incorporate the information in writing</li> <li>• think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• answers questions orally and in writing on a variety of texts</li> <li>• reads aloud stories and recites poems with appropriate pause, intonation and pronunciation</li> <li>• participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations</li> <li>• engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary</li> <li>• responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station</li> <li>• speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio–video programmes on suggested websites</li> <li>• asks and responds to questions based on texts (from books or other resources) and out of curiosity</li> <li>• reads textual/non-textual materials in English/Braille with comprehension</li> <li>• identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material</li> <li>• thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life</li> <li>• reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.</li> <li>• takes notes while teacher teaches /from books / from online materials.</li> <li>• infers the meaning of unfamiliar words by reading them in context</li> <li>• refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing</li> </ul>





raised. (The themes could be social issues, environment problems, appreciation of culture and crafts)

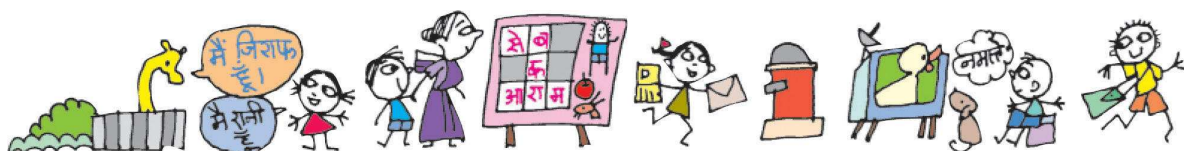
- refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading
- read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions
- take dictation of a paragraph with a variety of sentence structures.
- draft, revise and write with appropriate 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.
- visit a language laboratory
- write a Book Review.

- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc)
- 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
- visits a language laboratory.
- writes a Book Review.



## Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</b></p> <ul style="list-style-type: none"> <li>participate in classroom activities/ school programmes such as Morning Assembly/ extempore/debate etc. by being exposed to input-rich environment</li> <li>speak about objects / events in the class / school environment and outside surroundings.</li> <li>participate in grammar games and kinaesthetic activities for language learning.</li> <li>use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc.</li> <li>watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.</li> <li>interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on.</li> <li>use formulaic expressions / instructions such as ‘Could I give you...’ ‘Shall we have a cup of tea?’ to develop communication skills</li> <li>participate in individual activities such as introducing personalities/ guests during school programmes.</li> <li>learn vocabulary associated with various professions and use them in different situations.</li> <li>read stories / plays (from different books/ newspapers in education (NIE) / children’s section in magazines in English / Braille) and narrate them.</li> <li>locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages.</li> <li>use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues.</li> <li>interpret quotations, sayings and proverbs.</li> </ul>	<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.</li> <li>introduces guests in English, interviews people by asking questions based on the work they do.</li> <li>engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.</li> <li>uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.</li> <li>speaks short prepared speech in morning assembly.</li> <li>speaks about objects / events in the class / school environment and outside surroundings.</li> <li>participates in grammar games and kinaesthetic activities for language learning.</li> <li>reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.</li> <li>asks questions in different contexts and situations ( e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)</li> <li>participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations;</li> <li>narrates stories (real or imaginary) and real life experiences in English.</li> <li>interprets quotations, sayings and proverbs.</li> <li>reads textual/non-textual materials in English/Braille with comprehension.</li> <li>identifies details, characters, main idea and sequence of ideas and events while reading.</li> <li>reads, compares, contrasts, thinks critically and relates ideas to life.</li> </ul>



- 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 pronounced, punctuation and spelling.
- 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.
- visit a language laboratory.
- write a Book Review.

- 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. (extensive reading)
- 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 tense, active passive voice, reported speech etc. )
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
- 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.
- visits a language laboratory.
- writes a Book Review.





## विशेष आवश्यकता वाले बच्चों के लिए (भाषा संबंधी सुझाव)

- बहुभाषिकता, एक बच्चे की पहचान का भाग है और भारतीय भाषाई दृश्यावली की एक चारित्रिक विशेषता है। बहुभाषिकता का एक संसाधन के रूप में प्रयोग आवश्यक है और एक रचनात्मक भाषा शिक्षक को इसके अनुसार कक्षा-कक्ष गतिविधियों की योजना बनानी चाहिए। यह न केवल सरलता से उपलब्ध संसाधनों का ही सर्वोत्तम उपयोग है बल्कि यह सुनिश्चित करने का भी तरीका है कि बच्चा सुरक्षित और स्वीकृत महसूस करता है और यह भी कि अपनी भाषाई पृष्ठभूमि के कारण कोई भी पीछे न छूट जाए (राष्ट्रीय पाठ्यचर्या की रूपरेखा — 2005)। जनजातीय बालक की घर की भाषा और विद्यालय में प्रयुक्त राजकीय भाषा के माध्यम के बीच का अंतर अनुसूचित जनजातियों से आने वाले बच्चों के लिए समस्या पैदा करता है। क्षेत्रीय और अन्य भाषाओं, जिसमें अंग्रेजी भी शामिल है, की ओर के परिवर्तन को बच्चे की घर की भाषा में सीखने के माध्यम से सुगम बनाया जा सकता है।
- ऐसे किसी क्षेत्र में जहाँ एक से अधिक जनजातीय भाषाओं का प्रयोग होता है, वहाँ क्षेत्रीय संपर्क अथवा सहभागी भाषा का उपयोग अथवा अधिसंख्यों की भाषा को प्राथमिकता दी जाती है।
- भाषा सीखने में कुछ बच्चों की विशिष्ट कठिनाइयाँ हो सकती हैं और उन्हें इन कठिनाइयों के समाधान की योजना बनाने और अपनी कमजोरियों के क्षेत्र में मदद की आवश्यकता हो सकती है।
- यहाँ कुछ ऐसे बच्चे भी हो सकते हैं जिन्हें मौखिक भाषा प्रयोग में अपनी कठिनाइयों की क्षतिपूर्ति के लिए शायद वैकल्पिक संवाद व्यवस्था की आवश्यकता पड़े।
- लेखन में कठिनाई वाले बच्चों को शायद आई.सी.टी. (ICT) के उपयोग की ज़रूरत हो जबकि यहाँ कुछ ऐसे भी हो सकते हैं जिन्हें लिखित जानकारी को समझने के लिए स्पर्श आधारित तरीके को सीखने एवं उसके विकास के अवसर की आवश्यकता हो। वास्तविक जीवन स्थितियों से जुड़ी विषय-वस्तु में समस्त बच्चों को लाभ होगा।
- चिह्नों अथवा संकेतों की भाषा और ब्रेल को भी शाला शिक्षा में स्थान की आवश्यकता है और इससे न केवल विशेष शैक्षिक आवश्यकता वाले विद्यार्थियों की ही भाषा सीखने में मदद मिलेगी, बल्कि गैर-विशेष शैक्षिक आवश्यकता वाले बच्चों में जागरूकता और संवेदनशीलता का भी निर्माण होगा।

## विशेष शैक्षिक आवश्यकताओं वाले बालकों के निम्न पहलुओं का भी खयाल रखा जाना चाहिए, जिसके लिए उन्हें अधिक समय और वैयक्तिक ध्यान / देखभाल की ज़रूरत है।

### दृष्टिबाधित बच्चों के लिए

- लंबे गद्यांश / अनुच्छेद और दृश्याधारित जानकारी से सीखना।
- अर्थ समझने में ज्यादा समय लगना, क्योंकि ब्रेल में पढ़ने के लिए अधिक समय चाहिए। इसमें अधिक मात्रा में याद रखने और संयोजन की आवश्यकता होती है, क्योंकि शब्दांशों, वाक्यों इत्यादि को उनकी पूर्णता से एक साथ देख पाना संभव नहीं है।



### श्रवणबाधित बच्चों के लिए

- नयी शब्दावली को समझना।
- शब्दों के बीच में अंतर करना।
- शब्दों के अनेक अर्थ समझना।
- विचारों और संप्रत्ययों के बीच संबंध बनाना।
- चिंतन को व्यवस्थित करना अथवा विचारों का निर्माण। विचारों के निर्माण में व्याकरण और अर्थ की दृष्टि से सही वाक्य रचना शामिल है जो कि शायद इन बच्चों के लिए मुश्किल कार्य है।
- वाक्यांशों का प्रयोग और समझ।
- व्याकरण का प्रयोग (भूतकाल, कारक/परसर्ग, विराम-चिह्न इत्यादि)।
- वाक्य रचना।

### संज्ञानात्मक रूप से बाधित तथा बौद्धिक असमर्थता वाले बच्चों के लिए

- मौखिक भाषा (सुनना, विचारों की अभिव्यक्ति और/अथवा बोलना) और अभिव्यक्तिकरण (सुबोधपूर्ण और धारा प्रवाह बोलने की योग्यता)।
- पठन (शब्द पहचान, ध्वन्यात्मक ज्ञान और कूट संकेतों की समझ शामिल है)। विद्यार्थी शायद शब्दों को छोड़ दें, जगह से भटक जाएँ, एक शब्द को दूसरे से भ्रमित करें इत्यादि।
- दृष्टि-हस्त संयोजना और लेखन (अस्पष्ट हस्तलेख, वर्तनी की अत्यधिक गलतियाँ)।
- चिंतन को व्यवस्थित करना, दोहराना इत्यादि, शब्दों को बोलना और / अथवा कहानी का क्रम।
- भाषा को समझना (नयी शब्दावली, वाक्य-संरचना, भिन्न अर्थों वाले शब्द और अवधारणाएँ) विशेषकर तब जब शीघ्रता से दिखाए या बता दिए जाए जिससे कक्षा में नोट्स लेने में कठिनाई आती है।
- आलंकारिक भाषा – मुहावरे, रूपक, उपमा इत्यादि को समझना।

