

ENGLISH COURSE–‘A’

CURRICULUM GOALS

English Course ‘A’ is based upon an approach of teaching/ learning which helps to develop the learners’ communicative competence. The aim of this course is to equip the learners to use the language as a spring board to explore and study other areas of knowledge and also in real life situations in which they may be required to use English.

GENERAL AIMS

Learning English language

- (a) enables the students to communicate effectively.
- (b) enables the students to use the four language skills i.e. listening, speaking, reading, and writing.
- (c) develops students’ abilities to express ideas and feelings, be creative, think rationally, make well informed choices and act on those choices.
- (d) enables the learners to use grammar structures and other grammatical forms accurately and appropriately.
- (e) builds capacities in students towards appreciation of the literary aspects.
- (f) boosts curiosity and creativity through extensive reading.
- (g) serves as a vehicle for aesthetic and creative expression across cultures.
- (h) facilitates self - learning to help them evolve as independent learners.
- (i) enables them to review, organize and edit their own work and work done by peers.

Learning Outcomes/Content Domains/Competencies

I. Listening

- (a) Adopts different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information)
- (b) Uses linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesive devices, key words, intonation, gesture, background noises)

- (c) Listens to a talk or conversation and understands the topic and main points
- (d) Listens for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and railway station announcements
- (e) Distinguishes main points from supporting details, and relevant from irrelevant information
- (f) Understands and interprets messages conveyed in person or on telephone
- (g) Understands and responds appropriately to directive language, e.g. instruction, advice, requests, and warning
- (h) Understands and interprets spontaneous spoken discourse in familiar and unfamiliar social situations.

II. SPEAKING

- (a) Speaks intelligibly using appropriate word stress, sentence stress and intonation patterns
- (b) Adopts different strategies to convey ideas effectively according to purpose, topic, and audience (including the appropriate use of polite expressions)
- (c) Narrates incidents and events, real or imaginary in a logical sequence
- (d) Speaks with accuracy following the overall rhythm of spoken English i.e. proper pauses and sentence stress.
- (e) Presents oral reports or summaries; makes announcements clearly and confidently
- (f) Expresses and argues a point of view clearly and effectively
- (g) Takes an active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas
- (h) Expresses and responds to personal feelings, opinions, and attitudes

III. READING

- (a) Reads silently at varying speeds depending on the purpose of reading

- (b) Applies varied comprehension strategies (analyzing, inferring, predicting) to understand different texts
- (c) Recognises the organization of a text
- (d) Identifies the main points of a text
- (e) Summarises after a careful reading of the text and responds coherently
- (f) Understands relations between different parts of a text through lexical and grammatical cohesive devices
- (g) Anticipates and predicts what will come next in a text
- (h) Deduces the meaning of unfamiliar lexical items in the given context
- (i) Consults a dictionary to obtain information on the meaning and use of lexical items
- (j) Selects and extracts, from a text, information required for a specific purpose (and records it in note form)
- (k) Transcodes information from verbal to diagrammatic form
- (l) Retrieves and synthesizes information from a range of reference materials using study skills such as-skimming and scanning
- (m) Interprets texts by relating them to other material on the same theme (and to their own experience and knowledge)
- (n) Reads extensively on their own.

IV. WRITING

- (a) Expresses ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices
- (b) Writes in a style appropriate for communicative purposes; registers for different audiences and purposes
- (c) Plans, organises and presents ideas coherently by introducing, developing and concluding a topic
- (d) Writes a clear description (e.g. of a place, a person, an object, or a system)
- (e) Writes a clear account of events (e.g. a process, a narrative, a trend, or a cause-effect relationship)
- (f) Compares and contrasts ideas and arrives at conclusions
- (g) Presents an argument, supporting it with appropriate examples

- (h) Uses an appropriate style and format to write letters (formal and informal), dialogues, speeches, reports, articles, e-mails, notices and diary entries
- (i) Monitors, checks and revises written work
- (j) Summarises or make notes from a given text
- (k) Decodes information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form).

V. Literature

- (a) Understands, analyses, interprets, and evaluates characters in a literary text
- (b) Identifies and appreciates different forms of literatures (genres)
- (c) Understands, interprets and evaluates plot/story/theme in a literary text
- (d) Understands 'form' in a literary text such as rhyme, rhythm and identifies literary devices such as metaphor, simile, alliteration, personification, repetition
- (e) Connects the text to parallel literature, extrapolates and applies to real life situations.

VI. Language (Vocabulary, Conventions, and Grammar)

- (a) Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression.
 - 1. Tenses
 - 2. Narration
 - 3. Modals
 - 4. Subject -verb agreement
 - 5. Complex sentences, compound sentences.(clauses should be limited to the teaching of main and subordinate clauses . instead of classification of subordinate clauses, students should be taught to complete the sentences using 'linkers' followed by a clause)
 - 6. Linkers
 - 7. Passive and Active voice

Suggested topics from reader units to practise question no. 4.

- Changing Trends in Family and Social values
- Impact of Media on Teenagers
- Bridging the Generation Gap
- Good Deeds Reflect Good Character
- Caring for the Elderly
- Success Comes to Those Who Will and Dare
- Nature: A Great Teacher
- Value of Games and Sports in Life
- Tolerance- The Need of the Hour

III. ENGLISH PRACTICE BOOK

1. Tenses
2. Narration (Recapitulation of Message writing done in grade VII while teaching Narration)
3. Modals
4. Subject Verb Agreement
5. Clauses and Complex Sentences
6. Linkers
7. Active and Passive Voice
8. Non- Finites
9. Punctuation
10. Reading for Understanding
11. Getting Ready for Class- IX

IV. WRITING SKILLS

Short Composition (Word Limit- 50 words)

- Notice Writing
(Inter School Competitions/ Events, Inter- House Competitions/ Events, Camps and Drives)
- E-mail writing

- (i) Formal – leave/section change/change in mode of transport
- (ii) Informal- Invitation / Expressing gratitude
- Dialogue Completion

Long Composition (Word Limit 100-120 words)

- Speech Writing
- Article Writing
- Formal Letter (Letter to Editor only)

Weightage as per typology of questions

S. No.	Typology	No. of questions	Marks	Marks Allotted
1	MCQ	14	1 each	14
2	VSA (10-20 words)	32	1 each	32
3	SA I (30-40 words)	6	2 each	12
4	SA II (50 words) (70-80 words)	1 1	4 each	8
5	LA I (100 words)	1	6	6
6	LA II (100-120 words)	1	8	8
TOTAL				80

MCQ- Multiple Choice Question

VSA- Very Short Answer

SA- Short Answer

LA- Long Answer

ALLOTMENT OF PERIODS ALONG WITH MARKS

S. No	Unit/Section	No. of Periods	Marks Allotted
1	Section A: Reading Skill	30	20
2	Section B: Writing Skill with Grammar	60	30
	Section C: Literature	40	30
	Internal Assessment	(5+5+5+5)	20
	Total	80+20	100

Listening and Speaking Competencies – 20 Periods

It is recommended that listening and speaking skills should be regularly practised.

Vocabulary – 10 Periods

This is a suggestive number of periods

INTERNAL ASSESSMENT

S. No.		Weightage
1.	<u>Periodic Tests–Pen and paper Tests</u> Three Periodic Tests will be conducted at school level as per their own schedule and the average of best two scores will be reduced to 5 marks for internal assessment.	5
2.	<u>Multiple Assessment</u> Multiple Assessment for each student to be done by using a combination of individual as well as pair/group activities, with well-defined rubrics. <ul style="list-style-type: none">• Oral tests, quizzes, infographic, concept map designing (G.O.), MCQ tests, puzzles,• Field surveys/research or interviews (with questionnaires)• Poetry recitation• Comparative Analysis, Plot summary• Spelling/Vocabulary activities• Bulletin board, Wall magazine, E magazine, Newspaper designing, Poster making, Brochure designing, Comic strip designing, Story board designing etc.• Class Presentation with ppt/video/ animation, story-telling, narrations, role play• Creative writing – Slogan writing, Jingles, Story writing, Poem versification etc.	5
3.	<u>Subject Enrichment Activities</u> ALS is a component of the Subject Enrichment Activity under Internal Assessment.	

	<ul style="list-style-type: none"> • Listening tests • Conversation/interview skills • Radio shows • Conducting talk shows • Extempore/Speech/Debate/Group discussions 	5
4.	<p>Portfolio</p> <p>(a) Journal – A journal is a collection/record of experiences, ideas, reflections, thoughts, creative pieces maintained on a regular basis. It is an account of a child’s abilities personal anecdotal records.</p> <p>(b) HW/CW notebooks to display exemplary work + practice worksheets/assignments (competency based & minimum learning modules).</p> <p>(c) Trans-disciplinary project/Ek Bharat Shreshth Bharat project on paired state/art integrated activities (to be integrated with sports, art & craft, music & dance, dramatics & theatre, IT, photography, culinary art, sculpture & woodcraft etc.)</p> <p>Note :</p> <ul style="list-style-type: none"> • The above mentioned activities are suggestive. Teachers can make changes as per the individual needs. • Evidence of multiple assessment and subject enrichment activities also to be filed in portfolio. <p>Rubrics for Portfolio :</p> <ul style="list-style-type: none"> • Organisation & presentation (neatness, visual appeal, handwriting, index, cover). • Timely completion and submission. • Evidence of student’s growth as per curriculum objectives • Originality and relevance 	5
	Total	20

Suggestive Projects/Activities and Guidelines :

The Fun They Had

Activity 1- Story Board Designing/ Comic Strip designing

Create a storyboard or comic strip illustrating key scenes from the story.

Activity 2- Comparative Analysis:

Compare and contrast the education system depicted in “The Fun They Had” with The education system in their own time. Consider factors such as teaching methods, curriculum content, student-teacher interactions, and the role of technology.

Activity 3- Project : Future Classroom Design/Design a futuristic classroom inspired by “The Fun They Had.”

Steps:

1. **Research:** Explore education technology and futuristic design trends.
2. **Brainstorming:** Discuss key elements like technology integration and learning environments.
3. **Concept Development:** Create initial designs considering layout, furniture, and technology.
4. **Prototyping:** Develop physical or digital prototypes of classroom designs.
5. **Presentation:** Present designs, explaining features and addressing future education challenges.
6. **Reflection:** Discuss insights gained and implications for teaching and learning.

Extensions:

Collaboration: Seek feedback from technology experts.

Virtual Reality: Create immersive experiences to showcase designs.

Community Engagement: Share designs with parents and educators to promote discussion on the future of education.

An Undeserved Reward

Activity 1

Role-Play: Divide students into groups and assign each group a character from the story. Students must perform a short skit based on a scene from the story, focusing on character interactions and dialogue.

Activity 2

Plot Summary: Write the summary of the story, focusing on key events and their significance.

SUGGESTIONS FOR ENHANCEMENT OF LANGUAGE SKILLS:

- Dictation/ Spell Check tasks must be taken up on regular basis.
- Emphasis must be laid on the presentation of notebooks.
- Intonation, stress, and pronunciation must be considered while reading.
- Reading may include: text books, newspaper, long text, or any other suitable material.
- Refer page no. 85 and 86 of 'English Literature' book of Grade VIII for list of suggested readings.
- Parameters for the evaluation of recitation are clarity and expression, tone and intonation, posture.

Prescribed Books:

1. English Literature (Class VIII)
2. My English Reader (Class VIII)
3. English Practice Book (Class VIII)