

Upper Primary

English

Introduction

English in India is no longer a language of the colonial masters. English has now become an integral part of the Indian multilingual repertoire. In a variety of ways it has enriched Indian languages, which in turn have made significant contributions to English in India.

English plays an important role in the domains of education, administration, business and political relations, judiciary, industry, etc. and is therefore a passport to social mobility, higher education, and better job opportunities. In urban India, it is very common to see young people code-mixing and code-switching between English and Indian languages. It is indeed unfortunate that English has so far remained associated with the rich, elite or upper middle class. It should be the effort of the Indian educational system that English reach to every Indian child and to ensure that she/he gains a sufficiently high level of proficiency in it and not suffer discrimination for lack of it.

The goals of a language curriculum are twofold i.e., attainment of a basic proficiency, and the development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge acquisition. One hopes that by the time a student finishes her school, she would become an autonomous learner.

Language learning is essentially a matter of acquiring the important skills of listening, speaking, reading and writing in an integrated manner, and harnessing these skills to the performance of formal as well as informal communication tasks. It is expected that by the end of class 12, every child would acquire the whole range of skills and ability subsumed under the continuum ranging from Basic Interpersonal Communicative Skills to Cognitively Advanced Proficiency.

At upper primary level for class VI, VII, VIII, one book is introduced as text book, one supplementary reader and one workbook with a variety of work sheets. The text book comprises 6 to 8 prose/lessons including some stories and 5 to 6 poems. The work book consists of a variety of exercises with the objective of testing and measuring the level of understanding. The supplementary reader aims at providing more & more exercises on reading and making reading a habit of the learner.

The weightage given to each section is as under

Textbook	-	40%
Workbook	-	40%
Supplementary reader	-	20%

Since the mastery over the content structure gives the learner a positive score of achievement, the following principles have been taken care of in the National Curriculum Framework-2005 which also aims at the achievement of different objectives of language learning.

While deciding the course contents reviewing team had in mind guidelines and suggestions of NCF – 2005. These are:

1. Connecting knowledge to life outside the school e.g. by incorporating outdoor activities, group discussion and providing opportunity to relate their experiences.
2. Ensuring that learning is shifted away from rote method e.g. by incorporating self learning exercises, group discussion, role - play, and making learning child-centered.
3. Over-all development of learners e.g. by developing in them the skills of inferences and evaluation.
4. The development of literary skills by ensuring the appropriateness of topics and themes by incorporating the state specific topics pertaining to the lifestyle of Himachal Pradesh; its folk tales, culture, fairs, festivals etc.
5. For making learning enjoyable and ensuring student friendly environment, in the classes a number of activities have been suggested. The course

material includes patriotic poems, poems on ethical values, manners, and stories on interesting and educative themes.

6. Stories of local interest and stories of state martyrs.
7. Values enshrined in the Constitution of India are incorporated in the text e.g. topics on gender equality, freedom to express, celebrating the days of national importance.
8. Lessons based on the themes of small family norms, humour, etc. have also been included.
9. Inter-disciplinary approach is adopted e.g. infusion of chapters related to science and technology, stars, plants, trees, herbs, patriotic poems, small-family norms, gender-equality, etc.
10. Peace, health and the needs of children with disabilities e.g. by introducing prose pieces on health and the needs of children with disabilities.
11. Creativity by assignments like making charts, paper toys, diagrams etc.

Since all contemporary concerns and issues cannot be included in the curriculum as separate subjects of study, some emerging concerns like environmental issues, conservation of resources, population concerns, forestry, animals and plants, human rights and sustainable development, etc. to name a few has been incorporated in the course material.

Evaluation

Evaluation in language should be periodic, preferably at regular intervals of 4 to 6 weeks. Evaluation should be both oral and written. Periodic tests should carry a weightage of fifty percent each to oral and written evaluation. The marks should be taken into account in the final grade.

The recommended weightage in terms of marks is: 40% for the text book, 40% for language work including oral testing and 20% for the supplementary reader.

Results of test and examinations should be treated basically as feed-back to teachers. They should guide them in programming their teaching and in organizing remedial work. Evaluation should be linked to assessment of general proficiency rather than to specific achievement.

Objectives of Class - VI

To enable the child to develop following skills

1. Vocabulary development through reading extensively with comprehension and interest.
2. To use language and vocabulary appropriately in different contexts and social interactions.
3. To be able to organize and structure thought in writing/speech.
4. To use dictionary according to learner's needs.
5. To understand and enjoy jokes and anecdotes.
6. To develop fluency and accuracy in speaking and writing.
7. To recite and appreciate the rhythm and music of the poem.
8. To understand the theme / moral of the poem.
9. To take part in group discussion, role play and dramatization.

Expected Outcome

At the end, class VI students will be able to do the following:-

1. Understand the central idea given in the prescribed text.
2. Narrate simple experiences, describe object, people and report events.
3. Speak accurately with pauses and clear words.
4. Use their proficiency in English to explore study other areas of knowledge through language.
5. Development of skills of inference and evaluation.
6. Vocabulary of about 1000 words.

Objectives of Class - VII

To equip the child with the following skills:

- 1) To understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living etc.
- 2) To be able to organize and structure thoughts in writing/speech.
- 3) To use language and vocabulary appropriately in different context and social encounters.
- 4) To develop production skills (fluency and accuracy in speaking, reading and writing).
- 5) To encourage the use of dictionary.
- 6) Development of communicative and literary skills.
- 7) Development of study skills.

Expected Outcome

At the end of class VII the students shall be able to:-

- 1) Understand the central idea of a poem/story and locate details in the text.
- 2) To use critical thinking to read between the lines and go beyond the text.
- 3) Narrate simple experiences, describe objects and people and report events.
- 4) Speak accurately with appropriate pauses and clear words/sentences.
- 5) Write simple messages, short paragraphs, letters.

Objectives of Class - VIII

To equip the students with the following skills:-

1. Vocabulary development through reading extensively with comprehension and interest.
2. Writing application, letters & paragraphs.
3. To be able to articulate individual/personal responses effectively.
4. To understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living, adventure, imagination, values etc.
5. To be able to organize and structure thoughts in writing/speech.

6. To undertake small projects on a regular basis.
7. To use dictionary.
8. To develop fluency and accuracy in speaking, reading and writing.

Expected Outcome

At the end of this stage the learners should be able to do the following:-

1. Use their critical/thinking faculty to read between the lines & go beyond the text.
2. Narrate simple experiences, describe objects and people, report events etc.
3. Use their proficiency in English to explore and study other areas of knowledge through print & non print media.
4. Understand the text (prescribed & non prescribed)
5. Speak accurately with proper stress & intonation.
6. To draw inferences and evaluate things in the world around.