CLASSES VI-VIII

Background

Activities and materials that promote language growth in the early years have been described in some detail in the preceding section. Work at the upper primary level providing a basis for action and interventions in schools is described below. In general, vocabulary development through reading extensively with comprehension and interest and writing activities of a higher order than hitherto developed are the main goals of teaching/learning at this stage.

Objectives

The general objectives at this stage are:

- to negotiate their own learning goals and evaluate their own progress, edit, revise, review their own work
- to understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living
- to be able to articulate individual/personal responses effectively
- to use language and vocabulary appropriately in different contexts and social encounters
- to be able to organise and structure thoughts in writing/speech
- to develop production skills (fluency and accuracy in speaking and writing)
- to use dictionary suitable to their needs
- to understand and enjoy jokes, skits, children's films, anecdotes and riddles

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

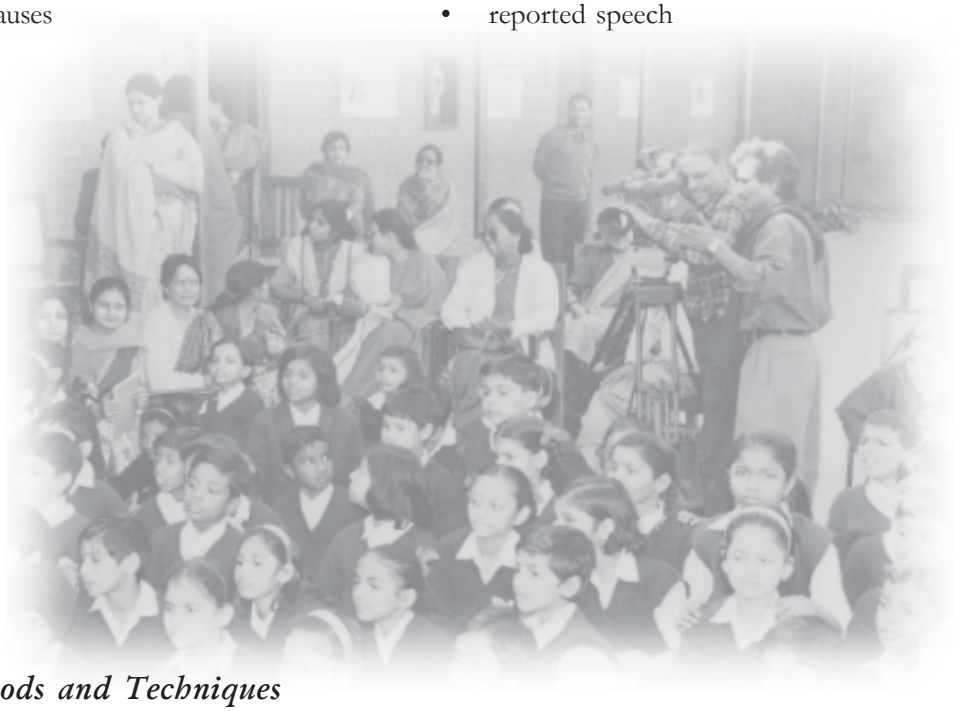
- understand the central idea and locate details in the text (prescribed and non-prescribed)
- use his/her critical/thinking faculty to read between the lines and go beyond the text
- narrate simple experiences, describe objects and people, report events to peers
- speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts
- write simple messages, invitations, short paragraphs, letters (formal and informal) applications, simple narrative and descriptive pieces, etc.
- use his/ her proficiency in English to explore and study other areas of knowledge through print and non-print media
- to undertake small projects on a regular basis

Language Items

At the upper primary level, knowledge of grammar remains a process of discovery combined with a conscious effort to explicitly understand and name grammatical items. However, these should not be taken out of contexts to be treated as discrete teaching items.

In addition to consolidating the items learnt earlier, the following will be introduced and recycled through the upper primary stage.

- determiners
- linking words
- adverbs (place and types)
- tense forms
- clauses
- passivisation
- adjectives (comparative and superlative forms)
- modal auxiliaries
- word order in sentence types
- reported speech



Methods and Techniques

Classroom interaction would be such as to promote optimal learner participation leading to an urge to use language both in speech and writing. The selection of actual classroom procedures is left to the discretion of the teacher. However, the following are recommended:

- Role play
- Dramatisation
- Reading aloud
- Recitation of rhymes, poems and making observations on a given topic/theme
- Telling and retelling stories, anecdotes, and jokes
- Discussion, debate
- Simple projects
- Interpreting pictures, sketches, cartoons
- Activities, tasks, and language games
- Pair work, group work, and short assignments both individual and group
- Exploring the electronic media