

## Minutes of the Workshop

A three day workshop was held on November 12-14, 2014 at the Government Elementary College of Education (Men) Hyderabad, regarding the review of the Curriculum for English Grade VI-VIII.

The following members of Review Committee for Review of Curriculum and Textbooks for English Subject Grade (VI-VIII) were participated in the meeting.

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|--|------------------|
| 1. Professor Syed Qalandar Shah, Former Chairman<br>English Department<br>University of Sindh, Jamshoro.     | Chairperson      |
| 2. Ms. Fatima Shahabuddin, Professor of English<br>SPELT Karachi.  | Member           |
| 3. Mr. Imtiaz Ahmed Bughio, Lecturer in English<br>Government Elementary College of Education (M) Hyderabad. | Member           |
| 4. Mr. Abdul Faheem Noonari, Subject Specialist English<br>Sindh Textbook Board, Jamshoro.                   | Member           |
| 5. Sayed Saleh Muhammad Shah,, Deputy Director<br>Bureau of Curriculum & Extension Wing Sindh, Jamshoro.     | Secretary/Member |

The committee adopted the following strategies.

- a. Read and reviewed the curriculum document thoroughly.
- b. Checked the aligned, Competencies, Standard, Benchmarks and SLOs.
- c. Identified the gaps in content & methodology with Students Learning out comes.
- d. Identified the linkage between key areas (Competencies) with other Skills.
- e. Reviewed Classroom Methodology, Assessment, Guide lines for Selection and Development of Textbook/Material Writing and Teacher Training.

## **OBSERVATIONS:**

The committee reviewed the National Curriculum for English 2006 Grades VI – VIII in November – December 2014 in the light of notified TORs by Government of Sindh, Education and Literacy Department dated October 23, 2014. The committee decided that the curriculum guidelines given can be continued with minor modifications. These modifications were considered necessary to make the document more user-friendly for all stakeholders, particularly teachers, textbook writers and material developers. Hence certain additions, deletions and changes of items across the grade levels have been carried out so that the language skill focus is sharpened.

Details of what additions, deletions and changes have been made and the reasons for these are presented below:

### **Additions**

Certain words / phrases / items have been added for the following reasons (not given in any order of priority):

- For greater clarity
- To simplify the terminology
- To enhance comprehension of concepts

### **Deletions**

Deleting certain items / sections was considered necessary to develop achievable SLOs, within the given human resource and other constraints. The main reasons for the deletions are:

- Time constraints – possibility of achieving the given SLOs within the time available for teaching English
- The capacity and capability of the English teachers in the system
- Redundancy - often the same SLOs were a) mentioned under various competencies / standards / benchmarks b) repeated across the grade levels
- Contextually not relevant

- Implementation of SLOs was considered challenging / impractical
- Covered extensively in the previous grade levels (III – V)
- Not related to the language skills attainment, per se (more to do with study skills or other competencies)

## **Changes**

Certain changes were considered useful and were hence carried out to add value. These include:

- Movement of certain items from one grade to another
- Repetition of the same item at all levels has been equitably distributed across all grade levels to ensure progression
- Merger of certain points to enable appropriate coverage of the given items

The edited document is attached as **ADDENDUM**. For those interested in understanding which items have been added, deleted, or changed, a copy of the document explaining every point in detail, through colour coding, is available with the Bureau of Curriculum and Extension Wing, Sindh, Jamshoro.

The reviewers the National Curriculum for English 2006 Grades VI – VIII firmly believe that the recommended changes will add value to the document and make it user-friendly.

# ADDENDUM

## NATIONAL CURRICULUM FOR ENGLISH LANGUAGE 2006

### Grades VI-VIII

Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>➤ Read and analyze a paragraph as a larger meaningful unit of expression to               <ul style="list-style-type: none"> <li>• Identify that the main idea in a paragraph is carried in a sentence, called a <b>topic sentence</b>.</li> <li>• Recognize that other sentences in the paragraph support <b>the topic sentence</b></li> </ul> </li> <li>➤ Analyze a text to               <ul style="list-style-type: none"> <li>• Recognize each paragraph in separate meaningful unit of expression with its own <b>topic sentence</b> and <b>supporting details</b>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze a paragraph to               <ul style="list-style-type: none"> <li>▪ identify a topic sentence.</li> <li>▪ identify sentences carrying supporting details</li> </ul> </li> <li>➤ Recognize that text comprises a group of paragraphs that develop a single theme or idea.</li> <li>➤ Analyze a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze a paragraph to               <ul style="list-style-type: none"> <li>▪ identify a topic sentence .</li> <li>▪ Identify sentences carrying supporting details.</li> </ul> </li> <li>➤ Recognize that text comprises a group of paragraphs that develop a single theme or idea.</li> <li>➤ Analyze a text to recognize each paragraph in separate meaningful unit of expression with its own <b>topic sentence</b> and <b>supporting details</b>.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Analyze paragraphs to identify sentences that support the main idea through               <ul style="list-style-type: none"> <li>▪ definition</li> <li>▪ example</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>➤ Recognize the functions of               <ul style="list-style-type: none"> <li>▪ pronoun - antecedent relationships.</li> <li>▪ <b>transitional devices</b> used for <b>coherence</b> and <b>cohesion</b> within and beyond a paragraph.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize the functions of               <ul style="list-style-type: none"> <li>▪ pronoun - antecedent relationships.</li> <li>▪ anaphoric and cataphoric references.</li> <li>▪ <b>transitional devices</b> used for <b>coherence</b> and <b>cohesion</b> within a text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize the functions of               <ul style="list-style-type: none"> <li>▪ pronoun - antecedent relationships.</li> <li>▪ anaphoric and cataphoric references.</li> <li>▪ <b>transitional devices</b> used for <b>coherence</b> and <b>cohesion</b> in a story.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize chronological order of arranging paragraph details.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize chronological and spatial order of arranging paragraph details.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze the order of arranging paragraphs:               <ul style="list-style-type: none"> <li>▪ Chronological or spatial.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ General to specific, specific to general.</li> <li>▪ Most important to least important and vice versa.</li> </ul>
Grade VI	Grade VII	Grade VIII
<ul style="list-style-type: none"> <li>➤ Use pre-reading strategies to <ul style="list-style-type: none"> <li>▪ predict the content of a text from topic / picture, title / headings etc. by using prior knowledge, asking questions and contextual clues.</li> </ul> </li> <li>➤ Skim text (while-reading) to <ul style="list-style-type: none"> <li>▪ have a general idea of the text.</li> <li>▪ infer theme/ main idea.</li> </ul> </li> <li>➤ Apply critical thinking (post-reading) to interact with text, and use intensive reading strategies (while-reading) : <ul style="list-style-type: none"> <li>▪ Scan to answer short questions.</li> <li>▪ Make simple inferences using context of the text and prior knowledge.</li> <li>▪ Deduce meaning of difficult words from context.</li> <li>▪ Use context to infer missing words.</li> <li>▪ Read silently with comprehension and extract main idea and supporting detail.</li> <li>▪ <b>Scan</b> to locate an opinion.</li> <li>▪ <b>Generate questions</b> to understand text</li> </ul> </li> <li>➤ Use summary skills to <ul style="list-style-type: none"> <li>▪ extract salient points and develop a <b>mind map</b> to summarize a text.</li> <li>▪ transfer the written text to a diagram flow chart or <b>cloze</b> paragraph.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.</li> <li>➤ Skim text (while-reading)to <ul style="list-style-type: none"> <li>▪ have a general idea of the text.</li> <li>▪ infer theme/ main idea.</li> </ul> </li> <li>➤ Apply critical thinking (post-reading)to interact with text, and use intensive reading strategies (while-reading)): <ul style="list-style-type: none"> <li>▪ Scan to answer short questions.</li> <li>▪ Make simple inferences using context of the text and prior knowledge.</li> <li>▪ Deduce meaning of difficult words from context.</li> <li>▪ Use context to infer missing words.</li> <li>▪ Read silently with comprehension and extract main idea and supporting detail.</li> <li>▪ <b>Scan</b> to locate an opinion.</li> <li>▪ Comprehend/interpret text by applying <b>critical thinking</b>.</li> <li>▪ <b>Generate questions</b> to understand text.</li> </ul> </li> <li>➤ Use summary skills to <ul style="list-style-type: none"> <li>▪ extract salient points and develop a <b>mind map</b> to summarize a text.</li> <li>▪ transfer the written text to a diagram flow chart or <b>cloze</b> paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use pre-reading strategies to <ul style="list-style-type: none"> <li>▪ predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues</li> </ul> </li> <li>➤ Skim text (while-reading) to <ul style="list-style-type: none"> <li>▪ have a general idea of the text.</li> <li>▪ infer theme/ main idea.</li> </ul> </li> <li>➤ Apply critical thinking (post-reading)to interact with text, and use intensive reading strategies (while-reading)): <ul style="list-style-type: none"> <li>▪ Scan to answer short questions.</li> <li>▪ Make simple inferences using context of the text and prior knowledge.</li> <li>▪ Deduce meaning of difficult words from context.</li> <li>▪ Use context to infer missing words.</li> <li>▪ Read silently with comprehension and extract main idea and supporting detail.</li> <li>• <b>Scan</b> to locate an opinion.</li> <li>• Comprehend/interpret text by applying <b>critical thinking</b>.</li> <li>• <b>Generate questions</b> to understand text</li> </ul> </li> <li>➤ Use summary skills to <ul style="list-style-type: none"> <li>▪ extract salient points and develop a <b>mind map</b> to summarize a text.</li> <li>▪ transfer the written text to a</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>➤ Use critical thinking to respond to the text (<b>post-reading</b>) : <ul style="list-style-type: none"> <li>▪ Apply world knowledge and own feelings / opinion to the text read.</li> <li>▪ Explore causes and consequences of a problem and propose various solutions.</li> </ul> </li> <li>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> <li>▪ Literal/ textual/ factual</li> <li>▪ Interpretive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use critical thinking to respond to the text (<b>post-reading</b>) : <ul style="list-style-type: none"> <li>▪ Apply world knowledge and own feelings / opinion to the text read.</li> <li>▪ Explore causes and consequences of a problem and propose various solutions.</li> </ul> </li> <li>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> <li>▪ Inferential</li> <li>▪ Evaluative</li> <li>▪</li> </ul> </li> </ul>	<p>diagram flow chart or <b>cloze</b> paragraph</p> <ul style="list-style-type: none"> <li>➤ Use critical thinking to respond to the text (<b>post-reading</b>) : <ul style="list-style-type: none"> <li>▪ Apply world knowledge and own feelings / opinion to the text read.</li> <li>▪ Explore causes and consequences of a problem or an issue and propose various solutions.</li> </ul> </li> <li>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> <li>▪ Personal response</li> <li>▪ Open ended</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Respond orally or in writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respond orally or in writing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respond orally or in writing.</li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>➤ Make predictions about story line/ content, characters, using contextual clues and prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make predictions about story line/ content, characters, using contextual clues and prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make predictions about story line/ content, characters, using contextual clues and prior knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize and describe story elements: characters, events, setting, plot, and theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and describe story elements: characters, events, setting, plot, theme.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze story elements: characters, events, setting, plot, theme.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Read a story to <ul style="list-style-type: none"> <li>▪ retell it sequentially.</li> <li>▪ summarize (through gapped summary exercises).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a story to <ul style="list-style-type: none"> <li>▪ retell it sequentially .</li> <li>▪ summarize (through gapped summary exercises).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a story to <ul style="list-style-type: none"> <li>▪ retell it sequentially.</li> <li>▪ Summarize</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Identify the speaker or narrator in a selection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the speaker or narrator in a selection.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify the speaker or narrator in a selection.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Describe characters orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a text to describe orally and in writing, character traits using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a text to analyze characters, their motives, actions and emotional responses.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Express preferences about characters giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express preferences about characters giving reasons.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Present a character sketch orally and in writing.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Recognize <b>genres</b> of literature e.g. poetry and story.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize <b>genres</b> of literature e.g. poetry, and prose.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give a personal response about the characters giving reasons to support the response.</li> <li>➤ Recognize <b>genres</b> of literature e.g. fiction and non-fiction prose.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Read a poem and give orally or in writing: <ul style="list-style-type: none"> <li>▪ Main idea</li> <li>▪ Summary (through <b>gapped summary</b> exercises)</li> </ul> </li> <li>➤ Identify line and stanza.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a poem and give orally or in writing: <ul style="list-style-type: none"> <li>▪ Main idea</li> <li>▪ Summary (through <b>gapped summary</b> exercises)</li> <li>▪ Personal response</li> </ul> </li> <li>➤ Identify line and stanza.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Read a poem and give orally or in writing: <ul style="list-style-type: none"> <li>▪ Main idea</li> <li>▪ Theme and its development</li> <li>▪ Summary</li> <li>▪ Personal response with justification</li> <li>▪ Paraphrase</li> </ul> </li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>➤ Write a paragraph using a variety of <b>pre-writing</b> strategies such as <b>brainstorming, mind mapping</b>, outlining etc. to develop focus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a paragraph using a variety of <b>pre-writing</b> strategies such as <b>brainstorming, mind mapping</b>, outlining etc. to develop focus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a paragraph using a variety of <b>pre-writing</b> strategies such as <b>brainstorming, mind mapping</b>, outlining etc. to develop focus.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Analyze various paragraphs to recognize that a paragraph comprises a group of sentences that develop a single idea.</li> <li>➤ Write a simple unified paragraph on a given topic: <ul style="list-style-type: none"> <li>▪ Write a clear topic sentence</li> <li>▪ Add adequate supporting detail (example or definition) to develop the main idea.</li> <li>▪ Use appropriate pronoun—antecedent relationship and transitional devices within a paragraph</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a simple unified paragraph on a given topic: <ul style="list-style-type: none"> <li>▪ Write a clear <b>topic sentence</b></li> <li>▪ Add adequate supporting detail (illustration, evidence, or cause and effect) to develop the main idea.</li> <li>▪ Use appropriate <b>pronoun-antecedent relationship</b> and <b>transitional devices</b> within a paragraph.</li> <li>▪ Use chronological/sequential/spatial order of arranging detail.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Write a simple unified paragraph on a given topic: <ul style="list-style-type: none"> <li>▪ Write a clear <b>topic sentence</b></li> <li>▪ Add adequate supporting detail, comparison, contrast, cause and effect) to develop the main idea.</li> <li>▪ Use appropriate <b>pronoun-antecedent relationship</b> and <b>transitional devices</b> within a paragraph.</li> <li>▪ Use chronological/ sequential/ spatial order of arranging detail.</li> <li>▪ By order of importance (most important to least important and vice versa, general to specific and vice versa).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Write an essay of at least four paragraphs following conventions of essay writing:</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write an essay of at least four paragraphs following conventions of essay writing:</li> </ul>	<ul style="list-style-type: none"> <li>➤ Write an essay of at least four paragraphs following conventions of essay writing:</li> </ul>

<ul style="list-style-type: none"> <li>▪ Introductory paragraph</li> <li>▪ Body paragraphs</li> <li>▪ Concluding paragraph</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introductory paragraph</li> <li>▪ Body paragraphs</li> <li>▪ Concluding paragraph</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introductory paragraph</li> <li>▪ Body paragraphs</li> <li>▪ Concluding paragraph</li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize that <ul style="list-style-type: none"> <li>▪ introductory paragraph carries the main idea of the essay.</li> <li>▪ each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details.</li> <li>▪ the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.</li> <li>▪ paragraphs are linked through various transitional devices.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize that <ul style="list-style-type: none"> <li>▪ introductory paragraph carries the main idea of the essay.</li> <li>▪ each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details.</li> <li>▪ the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.</li> <li>▪ paragraphs are linked through various transitional devices.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize that <ul style="list-style-type: none"> <li>▪ introductory paragraph carries the main idea of the essay.</li> <li>▪ each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details.</li> <li>▪ the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.</li> <li>▪ paragraphs are linked through various transitional devices.</li> </ul> </li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>➤ Analyze written texts to use in their own writing, features of a simple <b>expository</b> composition showing a process or a procedure: <ul style="list-style-type: none"> <li>▪ Sequential order of ideas.</li> <li>▪ Appropriate <b>sequence markers</b> e.g. <i>first, next, then</i> etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze written texts to use in their own writing, features of a simple <b>expository</b> composition showing cause and effect of an event or an action: <ul style="list-style-type: none"> <li>▪ Logical order of events or action.</li> <li>▪ Appropriate connectives of cause and effect.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze written texts to use in their own writing, features of a simple <b>expository</b> composition showing cause and effect of an event or an action: <ul style="list-style-type: none"> <li>▪ Logical order of events or action.</li> <li>▪ Appropriate connectives of cause and effect.</li> </ul> </li> <li>➤ Analyze to use in their own writing, criteria for classification in a simple <b>expository</b> composition.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Analyze written texts to understand features of a simple descriptive composition about people, objects and places.</li> <li>➤ Write a simple paragraph describing a) a person b) an object and c) a place,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze written texts to understand features of a simple descriptive composition about people, objects and places.</li> <li>➤ Write a descriptive essay describing a) a person b) an object and c) a place, covering the following aspects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Analyze written texts to understand features of a simple descriptive composition about people, objects and places.</li> <li>➤ Write a descriptive essay showing comparison between two a) persons b) objects and c) places, covering the following aspects</li> </ul>



<p>covering the following aspects</p> <p><b>PERSONS</b></p> <ul style="list-style-type: none"> <li>▪ Physical description</li> <li>▪ Personality traits, e.g. habits, etc.</li> </ul> <p><b>OBJECTS AND PLACES</b></p> <ul style="list-style-type: none"> <li>▪ Physical description and characteristics of an object/place, moving from general to specific.</li> </ul> <p>➤ Use</p> <ul style="list-style-type: none"> <li>▪ Correct verb form.</li> <li>▪ Appropriate adjectives and adverbs for vivid effect.</li> <li>▪ Details in appropriate order.</li> </ul>	<p><b>PERSONS</b></p> <ul style="list-style-type: none"> <li>➤ Detailed physical description of face, build, clothes, etc. of a person.</li> <li>➤ Personality traits e.g. habits, attitudes etc.</li> </ul> <p><b>OBJECTS AND PLACES</b></p> <ul style="list-style-type: none"> <li>➤ Sufficient general details and finer details of size and colour.</li> <li>➤ Defining characteristics of an object/place.</li> </ul> <p>➤ Use</p> <ul style="list-style-type: none"> <li>▪ Correct verb form.</li> <li>▪ Appropriate adjectives and adverbs for vivid effect.</li> <li>▪ Details in appropriate order</li> </ul>	<p><b>PERSONS</b></p> <ul style="list-style-type: none"> <li>➤ Finer details of physical description of face, build, clothes etc. of a person.</li> <li>➤ Personality traits e.g. habits, attitudes, values etc.</li> </ul> <p><b>OBJECTS AND PLACES</b></p> <ul style="list-style-type: none"> <li>➤ Sufficient general details and finer details of size, color, shape and texture.</li> <li>➤ Defining characteristics of an object/place.</li> <li>➤ Atmosphere of a place/ feel of an object</li> </ul> <p>➤ Use</p> <ul style="list-style-type: none"> <li>▪ Correct verb form.</li> <li>▪ Appropriate adjectives and adverbs for vivid effect.</li> <li>▪ Details in appropriate order, appropriate similes for comparison and correct connectors of comparison.</li> </ul>
<p>➤ Write a short narrative which describes an everyday event:</p> <ul style="list-style-type: none"> <li>▪ Use sequential order.</li> <li>▪ Use specific adjectives and adverbs.</li> <li>▪ Use appropriate tense.</li> <li>▪ Use appropriate transitional devices.</li> </ul>	<p>➤ Write a short narrative which describes a special occasion/ celebration:</p> <ul style="list-style-type: none"> <li>▪ Use sequential order.</li> <li>▪ Use specific adjectives and adverbs.</li> <li>▪ Use appropriate tense.</li> <li>▪ Use appropriate transitional devices.</li> </ul>	<p>➤ Write a narrative which describes a particular incident:</p> <ul style="list-style-type: none"> <li>▪ Use sequential order.</li> <li>▪ Use specific adjectives and adverbs.</li> <li>▪ Use appropriate tense.</li> <li>▪ Use appropriate transitional devices.</li> </ul>
<p>➤ Write a paragraph of <b>free writing</b> for <b>fluency</b>, creativity and pleasure.</p>	<p>➤ Write a paragraph of <b>free writing</b> for <b>fluency</b>, creativity and pleasure.</p>	<p>➤ Write a paragraph of <b>free writing</b> for <b>fluency</b>, creativity and pleasure.</p>
<p style="text-align: center;"><b>Grade VI</b></p>	<p style="text-align: center;"><b>Grade VII</b></p>	<p style="text-align: center;"><b>Grade VIII</b></p>
<p>➤ Write short informal letters to people in immediate social and academic environment:</p> <ul style="list-style-type: none"> <li>▪ Identify parts of a letter.</li> <li>▪ Follow conventions of informal letter with respect to layout,</li> </ul>	<p>➤ Write short informal letters to people in extended social and academic environment for various purposes:</p> <ul style="list-style-type: none"> <li>▪ Use correct conventions, appropriate vocabulary, tone and style.</li> </ul>	<p>➤ Write formal letters to people in immediate and extended social and academic environment for various purposes:</p> <ul style="list-style-type: none"> <li>▪ Follow conventions of formal letter with respect to layout,</li> </ul>

<p>salutations etc.</p> <ul style="list-style-type: none"> <li>▪ Recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.</li> <li>▪ Write the address on the envelope clearly and in proper format.</li> </ul> <p>➤ Write short informal e-mails</p> <p>➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>	<p>➤ Write short formal e-mails</p>	<p>salutations etc.</p> <ul style="list-style-type: none"> <li>▪ Recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters.</li> <li>▪ Write the address on the envelope clearly and in proper format.</li> </ul> <p>➤ Write applications to people in extended environment.</p> <p>➤ Write detailed formal e-mails explaining or giving reasons</p>
<p>➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>	<p>➤ Write short dialogues:</p> <ul style="list-style-type: none"> <li>▪ Identify characters and their relationships.</li> <li>▪ Identify context.</li> </ul>	<p>➤ Write and revise short dialogues.</p>
<p>➤ Fill in correctly and legibly, simple forms requiring personal information.</p>	<p>➤ Fill in correctly and legibly, simple forms requiring information about school.</p>	<p>➤ Fill in correctly and legibly, forms requiring various kinds of simple information.</p>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<p>➤ Draft and revise a paragraph to ensure that it</p> <ul style="list-style-type: none"> <li>▪ has a main idea stated in the topic sentence.</li> <li>▪ provides relevant, specific and substantial supporting detail for the main idea.</li> <li>▪ uses transition words that contribute to a sense of cohesiveness.</li> <li>▪ has an effective introductory and closing sentence.</li> <li>▪ gives a title based on the main idea.</li> </ul>	<p>➤ Draft and revise writing to ensure that it</p> <ul style="list-style-type: none"> <li>▪ has a main idea stated in the topic sentence.</li> <li>▪ has relevant, specific, and substantial supporting detail for each paragraph.</li> <li>▪ has reference and transition words that contribute to a sense of cohesion and cohesiveness.</li> <li>▪ has varied sentence structure and length.</li> <li>▪ has an effective introduction and conclusion</li> </ul>	<p>➤ Draft and revise writing to ensure that it</p> <ul style="list-style-type: none"> <li>▪ has a main idea stated in the topic sentence.</li> <li>▪ has relevant, specific, and substantial supporting detail for each paragraph.</li> <li>▪ has reference and transition words that contribute to a sense of cohesion and cohesiveness.</li> <li>▪ has varied sentence structure and length.</li> <li>▪ has an effective introduction and conclusion.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Proof read and edit texts for errors of <ul style="list-style-type: none"> <li>▪ word order, verb form, articles etc.</li> <li>▪ <b>reference words</b>, connectives.</li> <li>▪ adverbs and adjectives.</li> <li>▪ punctuations and spelling.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Proof read and edit texts for errors of <ul style="list-style-type: none"> <li>▪ sentence structure.</li> <li>▪ subject / verb agreement.</li> <li>▪ noun / pronoun agreement.</li> <li>▪ <b>reference words</b>, connectives.</li> <li>▪ punctuation and spelling.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Proof read and edit texts for errors of <ul style="list-style-type: none"> <li>▪ sentence structure.</li> <li>▪ subject / verb agreement.</li> <li>▪ noun / pronoun agreement.</li> <li>▪ <b>reference words</b>, connectives.</li> <li>▪ punctuation and spelling.</li> </ul> </li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VII</b>
<ul style="list-style-type: none"> <li>➤ Use functional language to <ul style="list-style-type: none"> <li>▪ ask and answer simple questions of personal relevance.</li> <li>▪ express reasons for likes and dislikes.</li> <li>▪ seek and respond to permission.</li> <li>▪ request and respond to requests.</li> <li>▪ show willingness and unwillingness to do something.</li> <li>▪ give and follow directions/instructions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use functional language to <ul style="list-style-type: none"> <li>▪ ask and answer questions of personal interest.</li> <li>▪ express surprise.</li> <li>▪ express pleasure and displeasure.</li> <li>▪ express anger and impatience.</li> <li>▪ express disappointment.</li> <li>▪ give reasons for expressing ability/inability to do something.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use functional language to <ul style="list-style-type: none"> <li>▪ ask and respond to questions of general everyday aspects.</li> <li>▪ ask and express opinions, emotions, wishes needs and requirements by giving reasons.</li> <li>▪ agree/ disagree politely</li> <li>▪ make plans.</li> <li>▪ express personal needs.</li> </ul> </li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VIII</b>
<ul style="list-style-type: none"> <li>➤ Use conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none"> <li>▪ offer and respond to greetings, compliments, invitations, introductions and farewells.</li> <li>▪ follow directions to form groups.</li> <li>▪ take turns.</li> <li>▪ lead and follow.</li> <li>▪ use polite expressions to seek attention.</li> <li>▪ Agree/ disagree politely.</li> <li>▪ relate what they have to say to what has been said before.</li> <li>▪ take into account different view points.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none"> <li>▪ offer and respond to greetings, compliments, invitations introductions and farewells.</li> <li>▪ ask and restate directions and instructions.</li> <li>▪ take turns.</li> <li>▪ relate what they have to say to what has been said before.</li> <li>▪ take into account different viewpoints.</li> <li>▪ extend their ideas in the light of discussion.</li> <li>▪ give reasons for opinions and actions.</li> <li>▪ identify a problem and propose a solution.</li> <li>▪ join in a group response at the appropriate time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Use conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none"> <li>▪ offer and respond to greetings, compliments, invitations, introductions and farewells.</li> <li>▪ ask, restate and simplify directions and instructions.</li> <li>▪ present and explain one's point of view clearly.</li> <li>▪ support or modify one's opinions with reasons.</li> <li>▪ acknowledge others' contributions.</li> <li>▪ agree and disagree politely at appropriate times.</li> <li>▪ share and clarify ideas.</li> <li>▪ clarify ideas.</li> <li>▪ identify problem, propose solution.</li> <li>▪ summarize the main points of</li> </ul> </li> </ul>

		<p>discussion for the benefit of the whole group.</p> <ul style="list-style-type: none"> <li>▪ join in a group response at the appropriate time.</li> <li>▪ use polite forms to negotiate and reach consensus.</li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VII</b>
➤ Recognize and pronounce silent letters in words.	➤ Recognize and pronounce silent letters in words.	➤ Recognize and pronounce silent letters in words.
➤ Recognize syllable division of words in aural and written text.	➤ Recognize syllable division of words in aural and written text.	➤ Recognize syllable division of words in aural and written text.
➤ Pronounce weak form of personal pronouns, <b>modal verbs</b> , their negatives, prepositions, articles and conjunctions.	➤ Pronounce weak form of personal pronouns, <b>modal verbs</b> , their negatives, prepositions, articles and conjunctions.	➤ Pronounce weak form of personal pronouns, <b>modal verbs</b> , their negatives, prepositions, articles and conjunctions.
➤ Articulate complex tongue twisters.	➤ Articulate complex tongue twisters.	➤ Articulate complex tongue twisters.
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VII</b>
<p>➤ Build and use appropriate vocabulary and correct spelling for effective communication:</p> <ul style="list-style-type: none"> <li>▪ Illustrate the use of dictionary for finding appropriate meaning and correct spellings.</li> <li>▪ Examine and interpret <b>transitional devices</b> that show comparison, sequence, result, and conclusion.</li> <li>▪ Utilize comparison clues, synonyms to deduce the meaning of unfamiliar words.</li> <li>▪ Understand and utilize <b>similes</b> given in the text.</li> <li>▪ Comprehend the role of <b>compound words</b> in vocabulary building, and create <b>compound words</b>.</li> </ul>	<p>➤ Build and use appropriate vocabulary and correct spelling for effective communication:</p> <ul style="list-style-type: none"> <li>▪ Illustrate the use of dictionary for finding appropriate meaning and correct spellings.</li> <li>▪ Examine and interpret <b>transitional devices</b> that show comparison, sequence, cause and effect.</li> <li>▪ Utilize comparison, appositive phrases, and synonyms to deduce the meaning of unfamiliar words.</li> <li>▪ Understand and utilize <b>similes</b> given in the text.</li> </ul>	<p>➤ Build and use appropriate vocabulary and correct spelling for effective communication:</p> <ul style="list-style-type: none"> <li>▪ Illustrate the use of dictionary for finding appropriate meaning and correct spellings.</li> <li>▪ Examine and interpret <b>transitional devices</b> that show comparison, sequence, result, conclusion, cause and effect, addition, reason.</li> <li>▪ Utilize comparison, appositive phrases, and synonyms to deduce the meaning of unfamiliar words.</li> <li>▪ Understand and utilize <b>similes</b> and <b>metaphors</b> given in the text.</li> </ul>
<b>Grade VI</b>	<b>Grade VII</b>	<b>Grade VII</b>

<p><b>NOUNS</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate use of common and proper nouns.</li> </ul>	<p><b>NOUNS, NOUN PHRASES AND CLAUSES</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate use of collective, countable and uncountable nouns.</li> </ul>	<p><b>NOUNS, NOUN PHRASES AND CLAUSES</b></p> <ul style="list-style-type: none"> <li>➤</li> </ul>
<ul style="list-style-type: none"> <li>➤ Change the number of regular and irregular nouns, and nouns with no change in number.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Demonstrate use of material and abstract nouns.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize and demonstrate use of nouns that are written in plural form but are in fact singular e.g. <i>scissors</i>.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change the number of compound nouns.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Change the gender of nouns.</li> <li>➤ Differentiate between, and demonstrate use of possessive forms of animate and inanimate nouns.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Change the gender of nouns.</li> <li>➤ Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns.</li> </ul>	
<p><b>PRONOUNS</b></p> <p>Demonstrate appropriate use of pronouns</p> <ul style="list-style-type: none"> <li>➤ Demonstrate use of question words.</li> <li>➤ Demonstrate use of pronoun-antecedent agreement recognizing their relationship.</li> </ul>	<p><b>PRONOUNS</b></p> <ul style="list-style-type: none"> <li>➤ Recognize function of, and use possessive and reflexive pronouns.</li> <li>➤ Demonstrate extended use of question words.</li> <li>➤ Demonstrate use of pronoun-antecedent agreement recognizing their relationship.</li> </ul>	<p><b>PRONOUNS</b></p> <ul style="list-style-type: none"> <li>➤ Recognize function of, and use emphatic pronouns.</li> <li>➤ Demonstrate extended use of question words.</li> <li>➤ Identify, and demonstrate function and use of relative pronouns which, who and that.</li> <li>➤ Demonstrate use of pronoun-antecedent agreement recognizing their relationship.</li> </ul>
<p><b>ARTICLES</b></p> <ul style="list-style-type: none"> <li>➤ Recall and apply rules for use of a and an in speech and writing.</li> <li>➤ Demonstrate use of definite article, the, when noun is particularized.</li> </ul>	<p><b>ARTICLES</b></p> <ul style="list-style-type: none"> <li>➤ Apply rules of a, an, and the wherever applicable in speech and writing.</li> </ul>	<p><b>ARTICLES</b></p> <ul style="list-style-type: none"> <li>➤ Apply rules of a, an, and the wherever applicable in speech and writing.</li> </ul>

<p><b>VERBS</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate use of be, have, do and need as main or helping verbs in sentences.</li> <li>➤ Demonstrate function and use of linking verbs.</li> <li>➤ Demonstrate function and use of modal verbs can/ cannot, may/ may not and should! should not to express ability, inability, permission, prohibition, doubt, and obligation, etc.</li> <li>➤ Demonstrate function and use of could, might, shall, must, and ought in affirmative, negative and interrogative sentences</li> <li>➤ Illustrate use of regular and irregular verbs in speech and writing.</li> </ul>	<p><b>VERBS</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of helping verbs in speech and writing.</li> <li>➤ Illustrate use of linking verbs.</li> <li>➤ Recognize and demonstrate function and use of modal verbs learnt earlier.</li> <li>➤ Recognize and demonstrate function and use of would, need in affirmative, negative and interrogative sentences.</li> <li>➤ Illustrate use of regular and irregular verbs in speech and writing.</li> <li>➤ Illustrate use of transitive and intransitive verbs.</li> </ul>	<p><b>VERBS</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of helping verbs in speech and writing.</li> <li>➤ Illustrate use of linking verbs.</li> <li>➤ Recognize and demonstrate function and use of modal verbs learnt earlier</li> <li>➤ Illustrate use of regular and irregular verbs in speech and writing.</li> <li>➤ Illustrate use of transitive and intransitive verbs.</li> <li>➤ Convert and use present and past participles.</li> <li>➤ Recognize and demonstrate function and use of infinitives.</li> </ul>
<p><b>TENSES</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of Simple Present, Present Continuous, Simple Past, Past Continuous and Future Simple tenses.</li> </ul>	<p><b>TENSES</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of tenses learnt earlier.</li> <li>➤ Illustrate use of Present Perfect Tense.</li> </ul>	<p><b>TENSES</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of tenses learnt earlier.</li> <li>➤ Illustrate use of Past Perfect Tense.</li> </ul>
<p><b>ADJECTIVES</b></p> <ul style="list-style-type: none"> <li>➤ Classify adjectives of quantity, quality, size, shape, colour, and origin.</li> <li>➤ Change and use degrees of regular and irregular adjectives.</li> </ul>	<p><b>ADJECTIVES</b></p> <ul style="list-style-type: none"> <li>➤ Classify adjectives into different types. Change and use degrees of adjectives with reference to than and the.</li> <li>➤ Locate the varying position of adjectives in sentences.</li> <li>➤ Form adjectives from nouns.</li> </ul>	<p><b>ADJECTIVES AND ADJECTIVE PHRASES</b></p> <ul style="list-style-type: none"> <li>➤ Classify adjectives into different types. Change and use degrees of adjectives with reference to than and the.</li> <li>➤ Form adjectives from nouns and verbs.</li> <li>➤ Identify and use adjective phrases.</li> </ul>
<p><b>ADVERBS</b></p> <ul style="list-style-type: none"> <li>➤ Use adverbs of manner, time, place, frequency, degree and</li> </ul>	<p><b>ADVERBS AND ADVERBIALS</b></p> <ul style="list-style-type: none"> <li>➤ Classify and use different kinds of adverbs learnt earlier.</li> </ul>	<p><b>ADVERBS AND ADVERBIALS</b></p> <ul style="list-style-type: none"> <li>➤ Identify and use degrees of</li> </ul>

reason.	<ul style="list-style-type: none"> <li>➤ Recognize varying positions of adverbs in sentences according to their kinds and importance.</li> </ul>	<p>comparison of adverbs.</p> <ul style="list-style-type: none"> <li>➤ Use some adverbial phrases.</li> </ul>
<p><b>PREPOSITIONS</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of prepositions of position and time</li> <li>➤ Use compound prepositions.</li> </ul>	<p><b>PREPOSITIONS</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of prepositions of movement and direction.</li> <li>➤ Illustrate use of compound prepositions.</li> <li>➤ Illustrate use of since and for.</li> </ul>	<p><b>PREPOSITIONS AND PREPOSITIONAL PHRASES</b></p> <ul style="list-style-type: none"> <li>➤ Illustrate use of prepositions of position, time, movement and direction.</li> <li>➤ Illustrate use of compound prepositions.</li> <li>➤ Illustrate use of since and for.</li> <li>➤ Use some prepositional phrases.</li> </ul>
<p><b>TRANSITIONAL DEVICES</b></p> <ul style="list-style-type: none"> <li>➤ Use transitional devices of addition alternative, and comparison, contrast</li> </ul>	<p><b>TRANSITIONAL DEVICES</b></p> <ul style="list-style-type: none"> <li>➤ Use transitional devices of illustrations, sequence, and conclusion.</li> </ul>	<p><b>TRANSITIONAL DEVICES</b></p> <ul style="list-style-type: none"> <li>➤ Use transitional devices of means of, consequence, cause, effect and extent.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize and rectify faulty punctuation and capitalization in given passages and own work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and rectify faulty punctuation and capitalization in given passages and own work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and rectify faulty punctuation and capitalization in given passages and own work.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize and use comma: <ul style="list-style-type: none"> <li>▪ for a series of items.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and use comma: <ul style="list-style-type: none"> <li>▪ before a short quotation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and use comma to <ul style="list-style-type: none"> <li>▪ separate an introductory phrase containing a verb from the main sentence.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize and use colon to <ul style="list-style-type: none"> <li>▪ introduce a list of items.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and use colon to <ul style="list-style-type: none"> <li>▪ introduce a long quotation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and use colon to <ul style="list-style-type: none"> <li>▪ introduce a list of items.</li> <li>▪ introduce a long quotation.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>➤ Recognize and use quotation marks to <ul style="list-style-type: none"> <li>▪ enclose a direct quotation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and use quotation marks to <ul style="list-style-type: none"> <li>▪ enclose a direct quotation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognize and use quotation marks to enclose a direct quotation.</li> </ul>
<p><b>SENTENCE STRUCTURE</b></p> <ul style="list-style-type: none"> <li>➤ Use simple SVO pattern sentences with direct and indirect Objects.</li> </ul>	<p><b>SENTENCE STRUCTURE</b></p> <ul style="list-style-type: none"> <li>➤ Use sentences with direct and indirect Objects.</li> </ul>	<p><b>SENTENCE STRUCTURE</b></p> <ul style="list-style-type: none"> <li>➤ Analyze and use sentences with direct and indirect objects.</li> <li>➤ Identify and differentiate between a sentence, clause and a phrase. Identify and differentiate between main and subordinate clause.</li> </ul>
<p><b>TYPES OF SENTENCES</b></p> <ul style="list-style-type: none"> <li>➤ Classify, use, and make declarative (affirmative and</li> </ul>	<p><b>TYPES OF SENTENCES</b></p> <ul style="list-style-type: none"> <li>➤ Classify, use, convert and make interrogative, sentences.</li> </ul>	<p><b>TYPES OF SENTENCES</b></p> <ul style="list-style-type: none"> <li>➤ Classify, use, convert and make imperative sentences.</li> </ul>

negative), sentences.		➤ Identify and differentiate between simple and compound sentences.
➤ Use first conditional sentences.	➤ Use first and second conditional sentences.	➤ Use first and second conditional sentences.
➤ Identify active and passive voice in simple sentences.	➤ Identify active and passive voice in sentences.	➤ Identify active and passive voice in sentences.
➤ Recognize and use passive <b>voice</b> to write short notices and instructions.	➤ Recognize and use passive <b>voice</b> to write sentences in which action is more important than the doer of the action.	➤ Recognize and use passive <b>voice</b> for various purposes.
➤ Identify function of direct and indirect speech in simple texts.  ➤ Recognize the rules of, and change the <b>narration</b> of simple statements.	➤ Identify function of direct and indirect speech in texts.  ➤ Recognize the rules of, and change the <b>narration</b> of requests/ orders.	➤ Identify function of direct and indirect speech in texts.  ➤ Recognize the rules of, and change the <b>narration</b> of questions.