

ENGLISH FOR LIFE

Empowering learners with language for real life,
values for the future, and skills for the world.

Created by renowned ELT expert **Gayatri Khanna**,
this series prepares students to thrive in a changing world.



DIGITAL RESOURCES AVAILABLE ON



Ready-to-use lesson plans, interactive activities, and
assessments make teaching seamless and learning exciting.



Global Readiness,
Rooted in Values



Language Skills
for Real-Life Use



Experiential, Activity-
Based Pedagogy



Holistic Progress
Card (HPC)



Checkpoint Pages,
Aligned with SAFAL
& PARAKH

**Deep-dive
into learning**



Themes That Matter
Gender equality,
empathy, resilience



SDG Mapping
Climate action,
inclusion, health &
wellness



Growth Mindset
Encourages reflection
and problem-solving



Coursebooks

Levels 1–8

Oxford Educate

Digital support, audio/video, QR
access, dynamic question bank

Teacher's Handbooks

Lesson plans, 360° feedback
tips, HPC integration

Real Impact in the Classroom



Locally relevant texts with global themes

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Connects to SDGs, SEL, and real-world issues

Reading, writing, speaking, listening, grammar taught through meaningful tasks

Read and answer

A. What problems did Nakul have? What were the solutions suggested by Akash? Fill in the graphic organizer.

Problem 1	Solution 1
Problem 2	Solution 2
Problem 3	Solution 3

Writing

Dialogue writing
Your friend has not done well in his/her exam. He/She comes out and realises that she has made silly mistakes. He/She is very upset. Complete the dialogue below, consoling him/her. Your conversation must have at least four exchanges each between you and your friend.

You: Hello! I saw you finished the exam and left the examination hall early. You must have _____

Your friend: I felt I had done well but when I came out I realised _____

Listening and speaking

A. Listen to Rohin's excuse and circle the best options for the questions below.

1. Which of these boys is Rohin's brother?

2. Which of these is the uniform of Rohin's school?

Formative, low-stakes assessments

Checkpoint

Random Acts of Kindness Day is observed on 17 February each year. It is an occasion to spread love through small, unexpected acts of kindness.

State whether the following acts of kindness are for family, friends, neighbours, teachers, strangers, community or the environment. One has been done for you.

1. Defend them when they are in trouble.	For friends
2. Hug them and say you love them.	
3. Listen to them when they talk about something.	
4. Pick up trash when you see it and throw it into a bin.	
5. Buy or give a warm meal to someone who is hungry.	
6. Greet them when you see them in the colony or the park.	
7. Help with household chores like washing dishes or folding laundry.	
8. Introduce yourself to them and make them feel welcomed.	

Focus on understanding, not memorization

Holistic Progress Card (HPC)

Name of student: _____ Class: _____ Section: _____

This Holistic Progress Card tracks the learner's progress in English along two axes—Core Competencies in English (Part A) and Holistic Development through Interdisciplinary Activities (Part B). Teachers/parents can track various measures for the learner not only in terms of academic skills, but also their skills to become a well-rounded individual ready for the 21st century. To make this HPC truly useful, it is not just a form to be filled in class, but also a tool that is used by the learner and the teacher to track the learner's progress. Detailed rules on how to use the HPC are given in the Teacher's Handbook.

Part A—CORE COMPETENCIES IN ENGLISH

This is to be assessed by the teacher. Please check the appropriate box.

SKILL	RECOGNISING			UNDERSTANDING			APPLYING		
	RECOGNISE	PROFICIENT	ADVANCED	RECOGNISE	PROFICIENT	ADVANCED	RECOGNISE	PROFICIENT	ADVANCED
The learner can:									
• understand and recall facts read in class									
• give information and facts orally about facts read in class									
• analyse facts as the teacher									
The learner is able to:									
• compare all the relevant information									
• understand and explain the meaning, effect and implication									
• make correct grammar, punctuation, spelling and other									
• make the presentation and layout of the work									
• write clearly legibly									
• maintain consistent language									

Tracks academic, emotional, and social growth

Includes teacher, peer, parent, and self-evaluation

Activity

Classroom pet: Journaling
Activities that involve animals can improve mental and physical health. Classroom pets, like hamsters, fish, or even reptiles, can be a great way to learn, promote responsibility, and foster a love for animals. But careful planning and consideration are essential. Fill in this journal about the pet.

The Classroom Pet

Draw a picture of the pet.

a. _____ (species)

b. _____ (natural habitat)

c. Food

i. _____

ii. _____

iii. _____

iv. _____

d. Habits

i. _____

ii. _____

iii. _____

iv. _____

e. The things I learnt from my pet

i. _____

ii. _____

iii. _____

iv. _____

Hands-on tasks: storytelling, journaling, poster-making

Promotes creativity, collaboration, and inclusion



Skill Development in Action



Reading

Builds critical thinking through reliable stories



Writing

Structured compositions with personal expression



Speaking

Role plays and presentations for confidence



Grammar

Functional lessons embedded in context



Listening

Real-world comprehension tasks

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