

COMMON SYLLABUS - 2009

ENGLISH

CLASSES I to X

A short preamble...

In this adventure of envisioning a school syllabus anew, it may be kept in mind that, along with all the diverse social and historical imperatives in the learning of English, and the complex issues involved in teaching it in a multilingual frame of reference, the acquisition of a new language is also enriching for its own sakethe discovery of sound and its combinations in an entirely new formatting, the rich experience of finding new names for old things, the thrill of tune and rhythm in a different configuration of words, the sheer wonder of finding people expressing thoughts and ideas and feelings that are the same as one's own, yet different, and the percolated flavour of another culture, or cultures - another's way to living expression. The learning of English needs to be permeated with this enthusiasm to learn about oneself through another language. The challenge is to build into one's own multicultural heritage and see language as a facilitating tool.

Vision for the syllabus

English in India serves as a link language across diverse linguistic communities. Globally it has become the repository of technical knowledge in many emerging fields.

Position paper, NCF 2005

Broad Objectives:**The learning of English to facilitate**

- Effective transaction in day-to-day situations
- Communicative competence
- Participatory learning frame
- Language as a confidence-building strategy

Note on the Gradient

In evolving the syllabus, care has been given to establishing clear gradients in content and learning activities. With this in mind, Class V has been included in the reckoning, both in the envisioning of the syllabus for Primary classes, and also in visualizing the flow for Upper primary and secondary classes. It is felt that this would help build a constructive transition into abstract learning.

Class I

1. Listening

Competency	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Listening to jingles / Nursery rhymes Understanding key words in the rhymes 	<ul style="list-style-type: none"> Jingles / Nursery rhymes 	<ul style="list-style-type: none"> Teacher sings or plays the recorded cassettes 	<ul style="list-style-type: none"> Listen to the tune and sing the rhyme. Respond with the next word or sentence when the teacher pauses while singing the rhyme. Perform actions related to the rhyme.
<ul style="list-style-type: none"> Listening to short, familiar stories or folktales Understanding the main point of short stories told in English 	<ul style="list-style-type: none"> Simple short familiar stories 	<ul style="list-style-type: none"> Teacher narrates stories, or folktales. Children listen and respond 	<ul style="list-style-type: none"> Do actions related to the story / folktale Reproduce any environmental sounds (Eg. wind blowing, crow cawing) occurring in the story. Listen and respond to simple questions related to the story or folktale.

- Can follow simple instructions given in English
- Simple class room instructions
- Teacher gives instructions during the course of the day and children respond. E.g ' Come here, Sit down '
- Listen to instructions and respond appropriately during the course of the day.
- Teacher conducts games/activities to make use of simple commands/requests/ instructions.
- Understanding and responding to greetings appropriately.
- Time - specific greetings 'Good morning/ afternoon/ evening'
- Teacher creates different situations for the children to listen and respond to greetings
- Listen to the greetings and respond with the correct form of greeting.
- Teacher displays charts / pictures depicting morning, evening, noon and relates them to the correct form of greeting based on time.
- Practice greetings through rhymes and action songs

- Listening to sounds in selected words, and discriminating them.
- Relating sound and letter.
- Listening and responding appropriately to simple questions
- Simple questions What & Where
- Children discriminate the sounds and respond appropriately. E.g. Clap your hands every time you hear a word beginning with /b/ - sun, cap, ball, banana, ship, boat.....
- Children listen and discriminate the sounds that the letters make.
- Teacher asks simple questions during the course of the day and the children respond.
- Circle pictures beginning or ending with a particular letter.
- 'Do the two pictures rhyme?' Say 'yes' or 'no'.
- Respond appropriately to questions.
 - What is your name?
 - What is this?
 - Where is the bag?

2. Speaking

Competency	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Singing jingles / rhymes 	<ul style="list-style-type: none"> Jingles / rhymes 	<ul style="list-style-type: none"> Children sing along with the teacher or cassettes and reproduce familiar jingles/ nursery rhymes 	<ul style="list-style-type: none"> Sing the jingles / nursery rhymes suggested by the teacher or their favourite one.
<ul style="list-style-type: none"> Expressing needs and likes 	<ul style="list-style-type: none"> Needs and likes 	<ul style="list-style-type: none"> Teacher encourages students to express needs and likes/dislikes/feelings and acknowledges them. 	<ul style="list-style-type: none"> Express needs/ likes/dislikes/feelings spontaneously in response to questions
<ul style="list-style-type: none"> Asking permission 	<ul style="list-style-type: none"> 'Can I' 'May I?' 	<ul style="list-style-type: none"> Teacher encourages children to use questions in relevant situations. 	<ul style="list-style-type: none"> Use 'Can I?' /
<ul style="list-style-type: none"> Respond to questions 	<ul style="list-style-type: none"> Words, phrases and sentences 	<ul style="list-style-type: none"> Teacher asks simple questions during the course of the day and children respond. 	<ul style="list-style-type: none"> Respond to questions appropriately.

- Speaking using a combination of grammatical forms
- Functional grammar: adjectives, articles, prepositions
- Teacher provides opportunities through activities and informal conversation for children to speak using a combination of grammatical forms.
- Answer questions using phrases/sentences.

Where is the book? -

On the table.

3. Reading

Competency	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> • Recognizing and naming letters 	<ul style="list-style-type: none"> • Letters of the alphabet 	<ul style="list-style-type: none"> • Teacher presents visual and kinesthetic activities for children to recognize and name letters. 	<ul style="list-style-type: none"> • Circle the letter 'e' in these words: apple, ant, am cat, cap, bat
<ul style="list-style-type: none"> • Letter sound correspondence 	<ul style="list-style-type: none"> • Sounds of the alphabet 	<ul style="list-style-type: none"> • Teacher shows cards with letters of the alphabet and articulates the sound. Children repeat after the teacher. 	

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| <ul style="list-style-type: none"> • Reading words/sentences | <ul style="list-style-type: none"> • Words/Sentences | <ul style="list-style-type: none"> • Teacher provides opportunities for children to read using flash cards. Children label things around the class room. | <ul style="list-style-type: none"> • Read words • Read simple sentences • Choose the correct word for each picture. |
| <ul style="list-style-type: none"> • Picture Reading | <ul style="list-style-type: none"> • Simple and Composite pictures | <ul style="list-style-type: none"> • Teacher shows a variety of pictures and asks the students to name the words they know already. | <ul style="list-style-type: none"> • Children use pictures as an aid for reading.
Summative • Read and match words with relevant pictures. |
| <ul style="list-style-type: none"> • Responding to various types of reading material. | <ul style="list-style-type: none"> • Books, flash cards, labels, charts, etc | <ul style="list-style-type: none"> • Teacher makes available different types of reading materials and encourages the children to use them. | <ul style="list-style-type: none"> • Browse/read the different reading materials available in the class room. |
| <ul style="list-style-type: none"> • Reading for fun | <ul style="list-style-type: none"> • Reading - Graded readers, colourful picture books | <ul style="list-style-type: none"> • Teacher facilitates children to look at pictures / read books. | <ul style="list-style-type: none"> • Look at the pictures and enjoy them. • Read books for pleasure. |

4. Writing

Competency	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Pre writing activities 	<ul style="list-style-type: none"> Mazes, Joining dotted lines and writing patterns 	<ul style="list-style-type: none"> Teacher presents variety of materials such as worksheets, sand box, sand paper, stencils, etc for children to develop fine motor skills for writing. 	<ul style="list-style-type: none"> Join dots to create shapes/pictures. Colour a variety of pictures. Copy basic strokes and patterns.
<p>Write</p> <ul style="list-style-type: none"> Upper case and lower case letters 	<ul style="list-style-type: none"> Letters of the alphabet - In each unit 	<ul style="list-style-type: none"> Teacher presents a variety of materials such as worksheets, sand box, sand paper, stencils, etc for children to write upper case and lower case letters. 	<ul style="list-style-type: none"> Trace on dotted letters. Copy and write letters. Recall and write letters.
<p>Write with</p> <ul style="list-style-type: none"> Spacing of words, alignment of words in a sentence (Mechanics of 	<ul style="list-style-type: none"> Words /Sentences 	<ul style="list-style-type: none"> Children write leaving space in between words and write on a line. 	<ul style="list-style-type: none"> Copy words and sentences. Trace over dotted words.

writing)

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| • Recall spelling | • Words (high frequency words, phonetic words and content words) | • Teacher presents a variety of writing exercises and word building activities such as word grids, jumbled letters, fill ups, dictation to develop spelling skills. | • Arrange jumbled letters to make words.
• Look at the picture and fill in the blanks with the correct letter.
• Write the first/last letter for each picture. |
| • Writing words/simple sentences | • Common, familiar words/sentences | • Teacher presents activities such as jumbled words, fill ups, to write words and sentences. | • Arrange word cards to make sentences.
• Write one's name.
• Write the words for the given pictures.
• Fill in the blanks with the correct word.
• Put the words in correct order and make a sentence. |

5. Vocabulary

Competency	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Point out parts of body. 	<ul style="list-style-type: none"> Head, hands, ears, mouth, neck, eyes, nose, legs, toes and fingers. 	<ul style="list-style-type: none"> Teacher uses action songs, pictures, stories and activities for children to point and name the body parts. 	<ul style="list-style-type: none"> Sing songs pointing to and naming parts of the body: 'Head, shoulders, knees and toes...'
<ul style="list-style-type: none"> Stating the relationship of family members. 	<ul style="list-style-type: none"> Father, mother, brother, sister, grandfather, grandmother 	<ul style="list-style-type: none"> Teacher uses songs, conversations, stories, pictures and worksheets to use home relationships. 	
<ul style="list-style-type: none"> Writing the Names of fruits, flowers, vegetables, animals, vehicles, common objects and other things around us. 	<ul style="list-style-type: none"> Common fruits, flowers, vegetables, animals, vehicles, sun, moon, stars, etc. 	<ul style="list-style-type: none"> Teacher uses songs, pictures, stories, real objects and activities for children to identify and name them. 	

- Naming Colours
 - Red, green, yellow and white
 - Circle, triangle, sphere, rectangle and square
 - Stating number names
 - 1 to 10
 - Distinguish singular from plural names.
 - Singular and Plural 's'
- Teacher uses songs, pictures, children to identify and name the colours.
 - Painting and colouring activities.
 - Teacher guides the children in reading and writing number and number names through activities like tracing on dotted lines, matching number to number names, etc
 - Finger counting and songs. Summative
 - Count and say how many
 - Teacher uses classroom objects, pictures, worksheets, charts, children, etc for the children to name one and more than one.

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| <ul style="list-style-type: none"> Referring to Opposites | <ul style="list-style-type: none"> Common words such as big, small, tall, short, up, down, etc. | <ul style="list-style-type: none"> Teacher uses classroom objects, pictures, stories, songs, worksheets, charts, etc for the children to compare, contrast and describe them. | <ul style="list-style-type: none"> Use words such as big, small, clean, dirty to compare, contrast and describe in a conversation |
| <ul style="list-style-type: none"> Using Action words | <ul style="list-style-type: none"> Common actions such as read, jump, eat, walk, play etc | <ul style="list-style-type: none"> Teacher uses songs, pictures and other activities for children to identify and name different actions. | <ul style="list-style-type: none"> Can you hop like a frog? Yes, I can. (Children hop.) Can you crawl like a snake? Yes, I can. (Children crawl.) Play games. |
| <ul style="list-style-type: none"> Naming Occupations | <ul style="list-style-type: none"> Doctor, Teacher, Postman, Traffic Police, Farmer etc | <ul style="list-style-type: none"> Teacher uses stories, pictures, flashcards, charts and worksheets for children to identify and name people in different professions. | <ul style="list-style-type: none"> Role play. Name these people Match the pictures of people to the things they use. |

Look at the picture. What are they doing?

- Using Picture Dictionary
- Picture Dictionary
- Teacher guides the children in using a picture dictionary to understand the meaning of words.
- Refer dictionary as and when needed.
- Show and name available colours.
- State part of a body and its action.
- Use singular & plural forms of nouns.
- Calling professionals by their occupation.

6. Language Functions

Competency

Content

Mode of Transaction

Evaluation

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| • Role play | • Personification of objects, animals, fruits and vegetables etc | • Teacher will create role play opportunities for children to dramatise and speak using simple words or sentences. | • Take up different roles and enact using words and simple sentences. |
| • Talking about oneself | • Name, class, school, likes | • Teacher will create a context such as interactions with people, role play and presentations to talk about themselves. | • Say their name, class, school name, likes as a part of talking about them. |
| • Speak using Pictures | • Simple and composite pictures, pictures in sequence. | • Teacher uses pictures that depict people in different roles and feelings.
• Teacher gives worksheets with activities | • Talk about a simple sequence of events shown in the pictures:
<i>Germination of a seed.</i>
• Name the pictures. |

like "Spot the difference,"
pictures with missing parts
to encourage children to talk.

- Who are these people? E.g., doctor, carpenter, teacher.

Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A note for teachers on functional grammar with suggested activities will be included wherever relevant in the textbook.

Class II

1. Listening

<i>Competencies</i>	<i>Content</i>	<i>Mode of Transaction</i>	<i>Evaluation</i>
<ul style="list-style-type: none"> Listening to rhymes, jingles and songs 	<ul style="list-style-type: none"> Rhymes, jingles and songs 	<ul style="list-style-type: none"> Teacher sings or plays the recorded cassettes. Children listen and sing along. 	<ul style="list-style-type: none"> Listen to the tune and sing the rhyme Respond with the next word or sentence, when the teacher pauses while singing the rhyme Perform actions related to rhyme
<ul style="list-style-type: none"> Listening to short stories or folktales 	<ul style="list-style-type: none"> Longer short stories or folktales 	<ul style="list-style-type: none"> Teacher narrates story or folktale. Children listen and respond. Teacher uses questions to test comprehension. 	<ul style="list-style-type: none"> Do actions related to the story. Reproduce any environmental sounds (E.g., sound of a train choo-choo, lion roaring Grrrrr....) Listen to the story and say who or what they like in the story. Teacher: Who ate the mango? (in the story) Listen and respond to simple questions related to story

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| <ul style="list-style-type: none"> • Listening and responding to instructions and directions. | <ul style="list-style-type: none"> • Longer instructions and directions. • Directions during indoor or outdoor games. • Directions involving two objects or people. • Directions involving two actions. | <ul style="list-style-type: none"> • Naturally occurring and suitable situations are created in the classroom to follow directions. Gestural prompts may also be used to help children follow directions | <ul style="list-style-type: none"> • Take out your notebook and write. • Please bring your pencil and sharpener. |
| <ul style="list-style-type: none"> • Listening to questions | <ul style="list-style-type: none"> • Simple questions. What, Where, Who 'Yes' or 'No' | <ul style="list-style-type: none"> • Simple questions based on classroom situations are asked.

E.g., What are you doing?

Have you had your breakfast? | <ul style="list-style-type: none"> • Listen to questions and respond in full sentences.

Can you fly in the sky? |
| <ul style="list-style-type: none"> • Listening to pronunciation | <ul style="list-style-type: none"> • Words and sentences | <ul style="list-style-type: none"> • Teacher uses words highlighting correct pronunciation. | <ul style="list-style-type: none"> • Sing rhyme with correct pronunciations. • Games with rhymes and alliterations. E.g., Ponni plays with a purple pot. |

- Listening carefully to more sounds of the language through chosen words, and discriminating them.
- Diagraphs (ch, sh, etc.), blends (bl, cr, etc.), rhyming words, blending sounds, coining new words by changing first, last or middle sounds.
- Teacher plays 'sound games' where the children listen to sounds in different positions.
- Children listen and discriminate the sounds that specific letters make.
- Click your fingers every time you hear a word ending with /sh/ - bath, dish, sleep, fish, watch, crush.
- Blend the sounds to make a word.
/Po/..../ta/..../to/ - potato
/c/.... /a/..../t/ - cat
- Listen to a song played to music.
- Listen to simple stories told in the class.
- Act according to given instructions.
- Respond to simple questions.

2. Speaking

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> • Reciting more rhymes, jingles, songs 	<ul style="list-style-type: none"> • Rhymes, jingles and songs. 	<ul style="list-style-type: none"> • Children sing along with the teacher or cassettes, and reproduce new and familiar nursery rhymes and songs 	<ul style="list-style-type: none"> • Teacher sings the first line and the children sing the next line and the same procedure is repeated alternatively. • Sing with appropriate actions related to rhyme.

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| <ul style="list-style-type: none"> Communicating a message | <ul style="list-style-type: none"> Simple messages. | <ul style="list-style-type: none"> Children communicate messages to peers or another adult. They communicate messages from home. | <p>E.g., Ask your classmates to submit their workbooks.</p> |
| <ul style="list-style-type: none"> Responding to questions | <ul style="list-style-type: none"> Phrases/sentences | <ul style="list-style-type: none"> Teacher asks questions during the course of the day and children respond. | <ul style="list-style-type: none"> Respond to questions appropriately |
| <ul style="list-style-type: none"> Expressing one's needs | <ul style="list-style-type: none"> Needs | <ul style="list-style-type: none"> Teacher encourages students to express needs and acknowledges them. | <ul style="list-style-type: none"> I want an eraser. Please, can you give me a pencil? |
| <ul style="list-style-type: none"> Making a request | <ul style="list-style-type: none"> "Please" | <ul style="list-style-type: none"> Teacher creates familiar situations and encourages children to respond suitably | <ul style="list-style-type: none"> Use the word, 'Please' to ask for something in appropriate situations. |
| <ul style="list-style-type: none"> Expressing feelings | <ul style="list-style-type: none"> Feelings | <ul style="list-style-type: none"> Teacher encourages students to express feelings and acknowledges them. | <ul style="list-style-type: none"> Express feelings spontaneously in response to questions |
| <ul style="list-style-type: none"> Participating in simple conversation in English | <ul style="list-style-type: none"> Simple conversation | <ul style="list-style-type: none"> Children take turns during conversations with adults and peers Teacher provides different contexts for initiating and sustaining conversations. | <ul style="list-style-type: none"> Initiate and sustain conversation in pairs and in groups. |
| <ul style="list-style-type: none"> Speak using a combination | <ul style="list-style-type: none"> Functional grammar: Noun, verbs, singular and plural, | <ul style="list-style-type: none"> Teacher provides opportunities through activities and informal | <ul style="list-style-type: none"> Name some things that you saw on the way to |

of grammatical forms

construction of sentences, articles, subject - verb agreement, preposition, adjectives

conversation for children to speak using a combination of grammatical forms.

school. "On the way to school, I saw a"

- Look at the pictures and tell what the children are doing. E.g., The girl is climbing, The old man is painting.
- Recite known rhymes.
- What do you want.
- Can you play cricket.
- Ask the elders to help you in some work.
- Converse with you friend on a festival.

3. Reading

Competencies

- Reading words / sentences (word attack skills, sight reading / phonic reading)

Content

- Words / sentences/connected sentences.

Mode of Transaction

- Teacher provides opportunities for children to read using flash cards. Children label things around the class room, using text book and story books.

Evaluation

- Read words
- Read sentences
- Read simple passages.

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| <ul style="list-style-type: none"> • Picture reading | <ul style="list-style-type: none"> • Pictures | <ul style="list-style-type: none"> • Teacher displays a picture which is familiar to them and asks probing questions. | <ul style="list-style-type: none"> • Children use pictures as an aid for reading • The words are given below a picture. "Circle the things that you see in the picture." • Look at the picture and answer , 'Yes' or 'No' |
| <ul style="list-style-type: none"> • Responding to different kinds of reading materials | <ul style="list-style-type: none"> • Books, storybooks, flashcards, pictures, self-made books. | <ul style="list-style-type: none"> • Different kinds of reading materials are displayed in the classroom. | <ul style="list-style-type: none"> • Browse/read the different reading materials available in the classroom. |
| <ul style="list-style-type: none"> • Reading a variety of materials like a calendar and clock | <ul style="list-style-type: none"> • Days of week | <ul style="list-style-type: none"> • Teacher shows the calendar / clock and:

Names the days of the week.

Tells the time rounded to an hour. | <ul style="list-style-type: none"> • hat day is it today? • Tomorrow is _____. <p>Look at the clock and tell the time:</p> |
| <ul style="list-style-type: none"> • Reading for fun | <ul style="list-style-type: none"> • Reading - graded readers, colourful picture stories | <ul style="list-style-type: none"> • Teacher facilitates children to look at pictures / read books. | <ul style="list-style-type: none"> • Look at the pictures and enjoy them. • Read books for pleasure. |

4. Writing

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Write with Spacing of words, alignment of words (Mechanics of writing) 	<ul style="list-style-type: none"> Words / Sentences 	<ul style="list-style-type: none"> Children write legibly leaving space in between the words and write in straight line. 	<ul style="list-style-type: none"> Write words, sentences on their own. Copy words and sentences.
<ul style="list-style-type: none"> Recall spelling. 	<ul style="list-style-type: none"> Words (high frequency words, phonetic words and content words) 	<ul style="list-style-type: none"> Teacher presents a variety of writing exercises and word building activities such as word grids, jumbled letters, fill ups, dictation to develop spelling skills. 	<ul style="list-style-type: none"> Make three new words from the given word. "balloon" Fill in the blanks with correct letter. Write the first/last letter for each picture. Write the spelling for simple dictated words.
<ul style="list-style-type: none"> Writing of words/sentences 	<ul style="list-style-type: none"> Text book sentences, small journal notations (eg. Write three words/small sentences or draw and colour what you liked best about school/class today.), creative writing (five word poem on My favourite 	<ul style="list-style-type: none"> Teacher presents activities such as jumbled words; fill ups, creative writing activities to write words and sentences. 	<ul style="list-style-type: none"> Draw yourself and write a few words/ sentences about your picture.

- colour, Mother, Tree etc.
- Write using a combination of grammatical forms
 - Functional grammar: Noun, verbs, singular and plural, construction of sentences, articles, subject - verb agreement, preposition, adjectives
 - Teacher provides opportunities through written activities for children to write using a combination of grammatical forms.
 - Match the words in column A and column B and make sentences.
 - Fill in the blanks with 'a', 'an' ____ apple.
____ red apple.
 - Look at the picture and fill in the blanks.
E.g., The boy ____ water (drink/drinks).

5. Vocabulary

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> • Name more parts of my body 	<ul style="list-style-type: none"> • Elbow, neck, feet, stomach, fingers and toes 	<ul style="list-style-type: none"> • Teacher uses action songs, pictures and activities for children to point, name and understand the functions of body parts. 	<ul style="list-style-type: none"> • Draw yourself and a person you like and talk about some things you like to do together. • Fill in the blanks: I use my ____ to write. (feet/fingers)
<ul style="list-style-type: none"> • Express Feelings in words. 	<ul style="list-style-type: none"> • Shy, scared, kind 	<ul style="list-style-type: none"> • Children express their feelings. 	<ul style="list-style-type: none"> • Classroom discussion: I am scared of.....
<ul style="list-style-type: none"> • Identify School 	<ul style="list-style-type: none"> • Places within the 	<ul style="list-style-type: none"> • Children learn the 	<ul style="list-style-type: none"> • Use different areas in the

spaces	school.	names of different places in the school and their purpose by actively using them.	school and perform errands.
<ul style="list-style-type: none"> • Write Names of birds, insects, vegetables, fruits, vehicles and other things around us. 	<ul style="list-style-type: none"> • Birds, insects, vegetables, fruits, vehicles and other things around us. 	<ul style="list-style-type: none"> • Teacher uses songs, pictures, stories, real objects and activities for children to identify, name and learn about them. 	<ul style="list-style-type: none"> • Watch the crows around your home. What were they doing? Have you seen a crow's nest? Circle all the insects you see around your home.
<ul style="list-style-type: none"> • Say Action words 	<ul style="list-style-type: none"> • Variety of actions 	<ul style="list-style-type: none"> • Teacher uses songs, pictures, stories and other activities to identify and name different actions. 	<ul style="list-style-type: none"> • Name three activities that you do at home and three activities that you do in school.
<ul style="list-style-type: none"> • Form Plurals Noun number 	<ul style="list-style-type: none"> • Singular and Plural 'es' 	<ul style="list-style-type: none"> • Teacher uses classroom objects, pictures, stories, worksheets, charts, children, etc., for children to name one and more than one. 	<ul style="list-style-type: none"> • Match the words to the action shown in each picture. • Use correct singular or plural forms in conversation
<ul style="list-style-type: none"> • Say Numbers 	<ul style="list-style-type: none"> • 1 to 50 	<ul style="list-style-type: none"> • Teacher guides the children in reading and writing numbers and number names through activities like tracing on dotted lines, matching number to number 	<ul style="list-style-type: none"> • Fill in the blanks with correct word. There are five_____. (mango/mangoes) • Make a picture by connecting the numbers. • Look at the number and fill in the missing letter for number name.

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| <ul style="list-style-type: none"> • Name Days of the week | <ul style="list-style-type: none"> • Days of the week | <p>names, etc.</p> <ul style="list-style-type: none"> • Teacher uses the calendar in the classroom to talk about day, date and month. | <ul style="list-style-type: none"> • Look at the calendar everyday and find out what day it is today. • How many days are there in a week? • Name the days of the week • Refer picture dictionary as and when needed. |
| <ul style="list-style-type: none"> • Using Picture Dictionary | <ul style="list-style-type: none"> • Picture Dictionary | <ul style="list-style-type: none"> • Teacher guides the children in using a picture dictionary to understand the meaning of words. | <ul style="list-style-type: none"> • Show & Point to body parts. • Express anger, sympathy, respect. • From the pictures point to some birds and name them. • Showing and number name it. • Which is the fifth of a week? |

6. Language Functions

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> • Introducing oneself 	<ul style="list-style-type: none"> • Name, class, school 	<ul style="list-style-type: none"> • Teacher creates a context such as interaction with people, role play and presentations for students to talk about themselves. 	<ul style="list-style-type: none"> • Introduce oneself to adults, peers and neighbours when required.
<ul style="list-style-type: none"> • Using a picture, talk about it. 	<ul style="list-style-type: none"> • Simple, → composite 	<ul style="list-style-type: none"> • Children look at the picture and respond by observing, 	<ul style="list-style-type: none"> • Picture of three little pigs building a house - How would

	picture, pictures in a sequence.	comparing, associating, inferring and relating to self.	you build your house?
<ul style="list-style-type: none"> • Making a presentation (Show and tell) 	<ul style="list-style-type: none"> • Objects in nature, things created by children. 	<ul style="list-style-type: none"> • Children say a few sentences about the work they created or something that they found, how they made it, where they found it etc. 	<ul style="list-style-type: none"> • Picture of outdoors - What are some of the things the birds would use to make a nest? • Make a presentation. <p>A little book I made about myself (with drawings, pictures, and small sentences)</p> <p>A paper boat that I made.</p>
<ul style="list-style-type: none"> • Act simple role play 	<ul style="list-style-type: none"> • Roles based on small stories, simple poems, pictures, real life situations, feelings etc. 	<ul style="list-style-type: none"> • Children enact a variety of simple roles and use songs, sounds, movements, gestures, dialogues etc as a part of role playing. 	<ul style="list-style-type: none"> • The scene is a market place. Children take up roles as shopkeepers selling different things. Others go to the market and pretend to buy. <p>Introduce yourself to a guest.</p> <ul style="list-style-type: none"> • Look at the picture and say what you see. • Describe what someone did on a particular occasion. • Stage an act from a known story.

Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A note for teachers on functional grammar with suggested activities will be included wherever relevant in the text book.

Class III

1. Listening

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Listening to rhymes , thematic songs , poems 	<ul style="list-style-type: none"> Rhymes, thematic Songs, Poems 	<ul style="list-style-type: none"> Teacher sings, thematic songs or recites poems and plays recorded cassettes 	<ul style="list-style-type: none"> Teacher sings, recites poems, or plays cassettes. Children sing along, recite and listen. Listen and perform actions related to rhyme. Give him the notebook and give her this pencil.
<ul style="list-style-type: none"> Listening to dual instructions and directions 	<ul style="list-style-type: none"> Dual instructions (classroom) Directions involving two different objects. Directions involving places within the school 	<ul style="list-style-type: none"> Students listen to classroom instructions and directions and respond appropriately. 	<ul style="list-style-type: none"> Go straight and take a left turn to reach office room. When do you go to bed? Based on a narrated story: 'Why is the girl running?'
<ul style="list-style-type: none"> Listening and responding to questions 	<ul style="list-style-type: none"> Questions 'When' 'Why' 	<ul style="list-style-type: none"> Teacher asks simple questions and children respond. 	<ul style="list-style-type: none"> Can you think of another name for the story? Listen to incidents told by a peer. Listen to the story and illustrate.

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| <ul style="list-style-type: none"> • Listening to stories, incidents | <ul style="list-style-type: none"> • Stories, incidents | <ul style="list-style-type: none"> • Teacher narrates stories. Children listen and respond. • Teacher uses questions to test comprehension. | <ul style="list-style-type: none"> • Listen and respond to simple questions related to the story • Listen to words with slight differences in vowel and consonant sounds.
(ship-sheep, plank-blank) • Change the first, middle or the last letter(s) and make a new word.
(Play-clay, cot-cut, bit-bite) |
| <ul style="list-style-type: none"> • Listening to pronunciation of different words | <ul style="list-style-type: none"> • Words,sentences | <ul style="list-style-type: none"> • Teacher models pronunciation and children listen and repeat. | <ul style="list-style-type: none"> • What is your favourite game? Why? |
| <ul style="list-style-type: none"> • Listening and responding, in peer group discussion | <ul style="list-style-type: none"> • Simple common ideas | <ul style="list-style-type: none"> • Teacher gives a topic to the children to discuss. | |

2. Speaking

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Singing rhymes, poems, songs 	<ul style="list-style-type: none"> Rhymes, poems, songs 	<ul style="list-style-type: none"> Children sing or recite along with the teacher or cassette and reproduce the rhymes, poems or songs 	<ul style="list-style-type: none"> Listen to the tune and sing, or listen to and recite the rhyme or poem. Respond with the next word or sentence when the teacher pauses while singing or reciting the rhyme. Perform actions related to the rhyme where initiated.
Communicate a message	<ul style="list-style-type: none"> Simple messages 	<ul style="list-style-type: none"> Children communicate messages to peers or another adult. 	<ul style="list-style-type: none"> Stand in line to go to the playground. My teacher wants a box of chalks
<ul style="list-style-type: none"> Expressing regret 	<ul style="list-style-type: none"> "Sorry" 	<ul style="list-style-type: none"> Children express regret in naturally occurring situations. 	<p>The child says 'Sorry' when she/he accidentally bumps into someone.</p>
<ul style="list-style-type: none"> Responding to questions 	<ul style="list-style-type: none"> Phrases/sentences 	<ul style="list-style-type: none"> Teacher asks questions during the course of the day and children respond. 	<ul style="list-style-type: none"> Respond to questions appropriately.
<ul style="list-style-type: none"> Narrating 	<ul style="list-style-type: none"> Short stories/incidents 	<ul style="list-style-type: none"> Children narrate any incident they have experienced, parts of 	<ul style="list-style-type: none"> I went to the zoo with my brother and <p>Narrate the story of - The</p>

		stories or an entire simple story.	thirsty crow.
<ul style="list-style-type: none"> Participating in discussion 	<ul style="list-style-type: none"> Simple common ideas. 	<ul style="list-style-type: none"> Teacher gives a topic to the children to discuss. Children discuss topics of common interest on their own. 	<ul style="list-style-type: none"> Have you been to a beach? What do you see? What are some fun things we can do in beach?
<ul style="list-style-type: none"> Speak using a combination of grammatical forms 	<p>Functional grammar: Articles, Nouns, Verbs, Singular and Plural, Adjectives, Comparison of adjectives, Subject - verb agreement Personal pronouns, Possessives, Verb forms</p>	<ul style="list-style-type: none"> Teacher provides opportunities through spoken activities for children to speak using a combination of grammatical forms. 	<ul style="list-style-type: none"> Is this Mala's pencil? Yes, it is Mala's pencil. Look at your bag and your friend's bag. Talk about what looks the same and what is different.
<ul style="list-style-type: none"> Asking questions 	<ul style="list-style-type: none"> 'Wh' questions 	<ul style="list-style-type: none"> Children ask a variety of questions during the course of the day. 	<ul style="list-style-type: none"> Where is the black dog? Who is your friend?

3. Reading

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Reading sentences / longer text 	<ul style="list-style-type: none"> Any passage from text or other books 	<ul style="list-style-type: none"> Teacher provides opportunities for children to read individually, in pairs and 	<ul style="list-style-type: none"> Underline the unfamiliar words. 'Round Robin' reading - reading

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| | <ul style="list-style-type: none"> in small groups. Children read and answer simple questions. Children pause at the end of sentences. Children use word attack skills to read. | <ul style="list-style-type: none"> one sentence each from a given passage. Read the sentence and illustrate. Read the given passage. Read the passage and choose the correct answer. <p>The rat ran into a _____.</p> <p>pipe hole house</p> | |
| <ul style="list-style-type: none"> Use Spelling rules | <ul style="list-style-type: none"> Simple rules of spelling. E.g., Magic 'e' | <ul style="list-style-type: none"> Children identify magic 'e' words and pronounce them accordingly. E.g., kite, late, cute | <ul style="list-style-type: none"> Read aloud. Bake Cake Like Write Whole Hole |
| <ul style="list-style-type: none"> Road Signs / maps | <ul style="list-style-type: none"> Road signs and simple maps are introduced to children. | <ul style="list-style-type: none"> List out the road signs you see while coming to school. Create your own | |

- Reading different genres
- Reading - Graded readers, colourful picture books
- Teacher facilitates children to look at pictures/read books.
- road sign and talk about it.
- Draw a map from your home to school.
- Look at the pictures and enjoy them
- Read books for pleasure
- Convey a message to a friend.
- Express regret for a mistaken act.
- Narrate an incident.
- Ask your friend question.
- Read a few sentences.
- Reading for fun

4. Writing

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> • Transcription of print text 	<ul style="list-style-type: none"> • Words / sentences 	<ul style="list-style-type: none"> • Children copy sentences/passages from the text book/black board, etc., 	<ul style="list-style-type: none"> • Copy down the passage • Finds hidden words in word grids • Write two other rhyming words for each word.

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| <ul style="list-style-type: none"> Recall spelling | <ul style="list-style-type: none"> Words (high frequency words, phonetic words and content words) | <ul style="list-style-type: none"> Teacher presents a variety of writing exercises such as jumbled letters, sentences, fill ups and dictation to develop spelling skills. | <ul style="list-style-type: none"> Fill in the blanks with correct word:
Monkeys climb_____.
(stere/ reest/ trees) |
| <ul style="list-style-type: none"> Creative writing | <ul style="list-style-type: none"> Writing rhyming sentences, Writing on a topic, Drawing and writing, Making a list | <ul style="list-style-type: none"> Teacher presents a simple rhyme with missing sentences. Children draw, colour and write. | <ul style="list-style-type: none"> Write two sentences that rhyme using the given words.
ball, wall Make a list of things that you would like to do this Sunday. Read and Answer the following questions Make a question for the following sentences. The question words are given.
What _____
This is a train. |
| <ul style="list-style-type: none"> Writing sentences/ longer passages | <ul style="list-style-type: none"> Text, creative writing | <ul style="list-style-type: none"> Teacher writes on the blackboard and the children copy it. Children read a passage and answer questions. Children write a few sentences using their own ideas. | |
| <ul style="list-style-type: none"> Using punctuations | <ul style="list-style-type: none"> Text comma, | | <ul style="list-style-type: none"> Punctuate:
- she is in delhi |

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| | apostrophe and question mark | <ul style="list-style-type: none"> Teacher helps the children to mark the punctuations correctly in a passage | <ul style="list-style-type: none"> - where is my sister - ravi gita and anwar are playing football |
| <ul style="list-style-type: none"> Write using a combination of grammatical forms [Consolidation of functional learning through usage] | <ul style="list-style-type: none"> Functional grammar: Nouns, Verbs, prepositions, Articles, Adjectives, Comparison of adjectives, Subject - verb agreement Personal pronouns, Possessives, Verb forms, Singular and plural [Learnt and interpreted only as usage] | <ul style="list-style-type: none"> Teacher provides opportunities through written activities for children to write using a combination of grammatical forms. | <ul style="list-style-type: none"> Fill in the blanks with correct word.
This is my shirt. ____
(It/His) is red in colour. Make the sentences bigger choosing from the words given. (tall, blue, two)
I have bottles.
A boy is running.
My bag is lost. Copy a news item in your note book. form two or three rhyming sentences. Use punctuations as directed by the teacher. |

5. Vocabulary

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Forming Singular and Plural Names. 	<ul style="list-style-type: none"> Irregular nouns 'ies', 'ves' 	<ul style="list-style-type: none"> Teacher guides children with vocabulary games and activities 	<ul style="list-style-type: none"> Match the following: Knife - Loaves Story - knives Loaf - stories
<ul style="list-style-type: none"> Using Picture Dictionary 	<ul style="list-style-type: none"> Picture Dictionary 	<ul style="list-style-type: none"> Teacher guides the children in grasping the meaning from the picture dictionary 	<ul style="list-style-type: none"> Know how to refer to picture dictionary as and when needed.
<ul style="list-style-type: none"> Months of the year 	<ul style="list-style-type: none"> Months of the year 	<ul style="list-style-type: none"> Teacher uses the calendar for children to learn the months of the year and to know what month they are in. E.g., Today is Friday, September 26 th, 2009. 	<ul style="list-style-type: none"> Sing a rhyme- 'January, February, ...' What is the first month of the year? What is the last month of the year?

6. Language Functions

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Make a Role play (pair work) 	<ul style="list-style-type: none"> Themes from text, story books, real life situations 	<ul style="list-style-type: none"> Teacher initiates discussion and guides children to play different roles 	<ul style="list-style-type: none"> Take up roles as butterfly, bee, tree, peacock and speak one or two lines about yourself

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| <ul style="list-style-type: none"> Act in a drama (Dramatization) | <ul style="list-style-type: none"> Content from the text / stories | <ul style="list-style-type: none"> Teacher facilitates in dramatizing the story | <ul style="list-style-type: none"> Take up roles to enact a short story. Akbar and Birbal |
| <ul style="list-style-type: none"> Making lists | <ul style="list-style-type: none"> Shopping list, list of items in the classroom, list of children | <ul style="list-style-type: none"> Teacher presents topics for lists or uses naturally occurring opportunities to make lists. | <ul style="list-style-type: none"> Make a list of things you bring to school. |
| <ul style="list-style-type: none"> Making a presentation (Show and tell) | <ul style="list-style-type: none"> Things found or created by children. | <ul style="list-style-type: none"> Children say a few sentences about the work they created or something that they found, how they made it, where they found it etc., | <ul style="list-style-type: none"> Make a presentation
A scrap book- flowers
A fish made with shells. |
| <ul style="list-style-type: none"> Talking about a theme | <ul style="list-style-type: none"> Simple / Common/ familiar themes | <ul style="list-style-type: none"> Teacher enables children to talk about a familiar theme. | <ul style="list-style-type: none"> Talk about:
My school.
My pet cat. Act like a doctor. Prepare a list of thing you want from your father. Describe what you made of waste paper / rags / clay / plastic items. |

Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A note for teachers on functional grammar with suggested activities will be included wherever relevant in the textbook.

Class IV

1. Listening

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Listening to songs / poems 	<ul style="list-style-type: none"> Songs / Poems 	<ul style="list-style-type: none"> Teacher sings / plays the recorded cassettes. Children sing part or the whole song / poem. 	<ul style="list-style-type: none"> Listen to the tune and sing the songs and poems. Sings the whole song or poem after listen to the title or first sentence.
<ul style="list-style-type: none"> Listening to stories/ prose content 	<ul style="list-style-type: none"> Short stories/prose content 	<ul style="list-style-type: none"> Teacher narrates stories / incidents / folk tales. Children listen and respond 	<ul style="list-style-type: none"> Give a suitable title Think of a different ending for the story. Listen and respond to the questions

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| <ul style="list-style-type: none"> • Listening to pronunciation, stress and intonation | <ul style="list-style-type: none"> • Words/ Sentences / Passages E.g., Words with silent letters, multi syllable words, homophone, vowel clusters etc. | <ul style="list-style-type: none"> • Teacher models pronunciation. Children repeat after the teacher | <ul style="list-style-type: none"> • Repeat after me "She sells sea shells on the sea shore." |
| <ul style="list-style-type: none"> • Listening to riddles | <ul style="list-style-type: none"> • Simple riddles | <ul style="list-style-type: none"> • Teacher tells a riddle. Children guess the answer. • Children make up their own riddles. | <ul style="list-style-type: none"> • When I was a baby I looked like a fish. Now I say, "Croak, croak." Who am I? |
| <ul style="list-style-type: none"> • Listening and responding in discussions | <ul style="list-style-type: none"> • Themes on personal experiences, common interests and age-appropriate themes. | <ul style="list-style-type: none"> • Teacher initiates discussions for children to listen and participate. • Children bring up topics to discuss and listen to each others ideas. | <ul style="list-style-type: none"> • Children go outdoor to listen to the sounds around them and come back and discuss what they heard. • Reflect and illustrate what you have heard in various ways |

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| • Listening and responding to questions | • Questions:
"How"? | • Children listen and respond to questions relevantly. | <ul style="list-style-type: none"> • Listen to question and respond in full sentences. • Listen to a story told in a TV Channel. • Listen to a good speaker as recorded in a Cassette • Listen to questions asked by your friends. |
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2. Speaking

Competencies	Content	Mode of Transaction	Evaluation
• Sings Songs and poems	• Poems / thematic Songs	• Teacher sings and children sing part or the whole song / poem.	<ul style="list-style-type: none"> • Sing the song/ poem suggested by the teacher or their favorite one. • Sings the whole song or poem after listening to it carefully.

- Communicate an idea/opinion
 - Talking about a theme
 - Participating in discussion
- Creating something planning an event, talking about some event, day-to-day activities
 - Common familiar topics :E.g, Railway station, forest animals
 - Specific topic
E.g.:
Our school
Saving water
My pet
 - General discussions
- Teacher presents opportunities for children to communicate their ideas and acknowledges them.
 - Children plan as a part of different club activities.
 - Children talk about a given topic. Teacher prompts then by asking leading questions.
 - Teacher involves the children to participate in the discussion about a specific topic in small/large groups.
 - Teacher asks questions during the course of the day and children respond.
- Sing the the song with actions slowly eliminating words or vice versa.
 - What do you think about the movie we saw today in school?
 - Talk about the uses of tree.
 - Draw some of the trees you see around you.
 - Talk about the different ways you can save water.
 - Respond to questions appropriately.

- Responding to questions
 - Asking questions
 - Speaking using a combination of grammatical forms.
- [Consolidation of functional learning through usage]
- Sentences (Questions and answers)
 - "How?" questions
 - Functional grammar: Noun, verb, article, adjective, verb forms, degrees of adjectives, personal pronoun, possessive pronoun, affirmative, interrogative and negative sentences, adverbs, conjunctions [Learnt and interpreted only as usage]
 - Children ask how something is done or how something happened.
 - Teacher provides opportunities through spoken activities for children to use a combination of grammatical forms.
 - How did the mouse save the lion?
 - Throw the ball on the black board and make a sentence with the word you hit with the ball.
 - Look at the six pictures and tell the story of the 'Ant and the Dove'.
 - Sing your favorite English song
 - Describe the magic show you saw.
 - Say a few sentences about your village / town
 - Ask a sportsman how he won the prize.
 - Speak for two minutes on a topic of your liking.

3. Reading

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Reading a longer and level appropriate text (familiar / unfamiliar text) 	<ul style="list-style-type: none"> Text/other reading materials. 	<ul style="list-style-type: none"> Children read longer texts silently and aloud. Children read with a degree of fluency. 	<ul style="list-style-type: none"> Read a passage and illustrate. Read the passage and talk about two things you liked about it. Read the given passage and answer the questions based on cause-effect, inference. Recall answers based on text Read the passage and find the author, the title, the main idea and the ending. Read the question and choose the best answer (choice of three answers) Read the letter and circle the address and the place you sign. Divide yourselves into small groups and read two lines each, one
<ul style="list-style-type: none"> Reading with attention to 	Text	<ul style="list-style-type: none"> Teacher models reading a 	

pronunciation, stress and intonation	passage from the text with attention to pronunciation, stress and intonation	after the other. • Take up different roles in a written play and read aloud
• Reading different genres	• Narratives, Poems, Billboards, Newspapers, Maps.	• Make a small model bill board of a product and read it aloud and share.
• Reading for fun	• Supplementary Reading-Graded series and a wide range of reading materials.	• Read the given passage and answer the questions based on cause-effect, inference. • Read, enjoy and recommend the book to a friend! • Read a letter written by your relative. • Read a news item. • Locate a place on the given map.

4. Writing

Competencies	Content	Mode of Transaction	Evaluation
• Dictation of words/	• Text / General	• Teacher presents a	• Build a word pyramid.

<p>sentences</p> <ul style="list-style-type: none"> • Writing sentences/passages 	<ul style="list-style-type: none"> • Question/answers, journal notations, creative writing, letter writing (informal). 	<p>variety of writing exercises and word building activities.</p> <ul style="list-style-type: none"> • Teacher presents a variety of writing activities for children to do. 	<p>a, an, ant, pant</p> <ul style="list-style-type: none"> • Write words and sentences with correct spelling.
<ul style="list-style-type: none"> • Writing using a combination of grammatical forms. <p>[Consolidation of functional learning through usage]</p>	<ul style="list-style-type: none"> • Functional grammar: Noun, verb, article, adjective, verb forms, degrees of adjectives, personal pronoun, possessive pronoun, affirmative, interrogative and negative sentences, adverbs, conjunctions. <p>[Learnt and interpreted only as usage]</p>	<ul style="list-style-type: none"> • Teacher provides opportunities through written activities for children to use a combination of grammatical forms. 	<ul style="list-style-type: none"> • Word pyramids • Draw the things you saw during a bus journey and write 2/3 lines about it. • Look at the picture and write about it. • Choose a sentence from Column A and a sentence from Column B and join them to write a sentence using 'and' or 'but'.
			<ul style="list-style-type: none"> • Order jumbled sentences to make a story. • Answer the given questions. • Read and answer questions. • Complete the passage in your own words. • Write a letter to a

friend inviting her
for Pongal/any other
festival (using the
clues given)

- Fill in the blanks
choosing the correct
word. The child is
crying _____
(loudly/fast)

5. Vocabulary

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> • Identifying synonyms, compound word, homophones, antonyms 	<ul style="list-style-type: none"> • Glossary from Text Crosswords, Puzzles, Vocabulary games 	<ul style="list-style-type: none"> • Children play language games in groups, to learn pronunciation, spelling and meaning of new words. 	<ul style="list-style-type: none"> • Play in small groups. (Word search , Boggle and Scrabble may be given.)
<ul style="list-style-type: none"> • Using Picture Dictionary 	<ul style="list-style-type: none"> • Picture Dictionary 	<ul style="list-style-type: none"> • Teacher guides the children in grasping the meaning from the picture dictionary 	<ul style="list-style-type: none"> • Make use of dictionary, to find out the meaning and spelling with your peers. • Solve a crossword puzzle. • Play a word - building game. • Use a picture book for developing a sequence of

events.

6. Language Functions

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> Filling labels and simple forms, class time-table (where simple personal data is required) Making an enquiry 	<ul style="list-style-type: none"> Name, class, address, phone number, subject areas in labels, simple forms and time-table Enquiry at shop 	<ul style="list-style-type: none"> Children fill name, class, address, phone number, subject areas in labels, simple forms and time-table as appropriate. Children practice these skills in real life and simulated situations 	<ul style="list-style-type: none"> Fill in labels, simple forms and time-table correctly Eg. Go with your parent and enquire about price of one kg of sugar Fill a simple application form. Ask for materials you want from the shops. Describe a game you have played or witnessed. Announce to a group of your friends a rare achievement of one of your relatives.
<p>Other language functions for continued practice are:</p>			
<ul style="list-style-type: none"> Making announcements Describing a person / object Role play Presentation 			

Note: Grammar is not taught in isolation. It will be integrated in the lessons in a graded manner. A Note for teachers on functional grammar with suggested activities will be included wherever relevant would be given in the Text book. Activities are proposed to inclusion in the textbook.

Class V

1. Listening

Competencies	Content	Mode of transaction	Evaluation
<ul style="list-style-type: none"> Listening to songs Enjoying the tune and responding with actions where appropriate or required. 	<ul style="list-style-type: none"> Songs 	<ul style="list-style-type: none"> Children listen and respond to songs 	<ul style="list-style-type: none"> Listen to the song Sing the song with actions Give the theme of the song
<ul style="list-style-type: none"> Listening to poems Appreciating rhythm and rhyme Making meaning of the words heard Following sequence Locating the Main and the Supporting ideas Appreciating various simple level appropriate images 	<ul style="list-style-type: none"> Poems 	<ul style="list-style-type: none"> Children listen to the poem Understand the meanings of difficult words [may use dictionary] May be facilitated in their understanding through appropriate actions Facilitated to discuss the feelings and values expressed by the poet and evolve the sequence Grasp the central theme of the poem 	<ul style="list-style-type: none"> What do you feel after reading this poem? Does is poem tell you of something sad or happy? Fill up the speech bubbles to indicate understanding of main and supporting ideas. Answer the following questions using the clues given.

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| <ul style="list-style-type: none"> • Listening to stories / folk tales • Making meaning of the words heard • Following sequence • Locating the Main and the Supporting ideas | <ul style="list-style-type: none"> • Stories & folktales | <ul style="list-style-type: none"> • Children listen to the story • Understand the meanings of difficult words [may use dictionary] • Facilitated to discuss the narrative and evolve the sequence • Grasp the central theme of the story/folk tale | <ul style="list-style-type: none"> • What is the meaning of _____? • Arrange the sentences in order of sequence. • Answer comprehension questions using the clues given. |
| <ul style="list-style-type: none"> • Listening to correct pronunciation, stress and intonation | <ul style="list-style-type: none"> • Passage from the text, or audio cassettes | <ul style="list-style-type: none"> • Through various facilitative activities, children listen and repeat words with correct pronunciation, stress and intonation - Small or Large group. | <ul style="list-style-type: none"> • Listen to the passage and repeat suggested words |
| <ul style="list-style-type: none"> • Participating in discussion | <ul style="list-style-type: none"> • Simple topics Eg; Toys, Cartoon characters, Comic strips | <ul style="list-style-type: none"> • Children may be facilitated to listen carefully to their peers, and discuss in small groups | <ul style="list-style-type: none"> • Form group and discuss following the topic. • What do you think about helping others. Give a opinion about wearing school uniforms. |

- Listening to words that sound the same (**homophones**)

Homophones presented in a passage

- Children listen to teacher reading the passage
- identify the homophones in small groups

- Identify the words which have the same sound but different meaning and spelling.
- Scan a given text for a set of points.
- Say aloud what you understood from a text.

2. Speaking

Competencies

- Reciting / singing poems

Content

- Poems - Text

Mode of transaction

- Children are facilitated to recite the poem through various learning activities, which may include actions

Evaluation

- Recite the poem
- Sing the song with the teacher.
- Pick out the rhyming words in the poem.

- Expressing one preferences

Sharing/Interaction
Time; day to day situations

- Children in groups make a portfolio depicting their likes, dislikes, preferences and other such personal explorations

- Tell the class about the you're your like best and why?
- How would you like your friend to behave? Tell the class.
- Discuss and make a list of what you like doing alone or in groups, etc

- Exchanging ones ideas with

- Sharing/Interaction

- Children in groups discuss and

peers on a particular object / place / person /event / situation	Time; day to day situations Eg; Encounter with a person one doesn't know well.	exchange ideas around any particular object / place / person /event /situation	
<ul style="list-style-type: none"> • Speaking on common experiences 	<ul style="list-style-type: none"> • Sharing/Interaction Time; day to day situations Eg; Lost in a crowd 	Children in groups discuss and exchange ideas around any particular experience which they discover to have been common	<ul style="list-style-type: none"> • Practise rhymes and rhythms in a few songs given. • Say what you like and you don't in eating, drinking, reading.

3. Reading

Competencies	Content	Mode of transaction	Evaluation
<ul style="list-style-type: none"> • Reading text <ol style="list-style-type: none"> i) Understanding sequence ii) Understanding content iii) Finding answers to questions on the given passage 	<ul style="list-style-type: none"> • Text/ Supplementary materials 	<ul style="list-style-type: none"> • Children read the text both silently and aloud • The teacher facilitates the following activities and skills for each student: <ul style="list-style-type: none"> • Underlines main facts • Uses dictionary or vocabulary list (put up on board) to find meaning of unfamiliar words, and understands in context through individual and small group activities • Uses the reading material to answer questions • Teacher facilitates the 	<ul style="list-style-type: none"> • Read and list out the unfamiliar words. • Raise questions • Engage in comprehension activities • Choose the correct answers. • [Objective Questions]

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> Using simple spelling conventions correctly | | <p>understanding of selected spelling rules through a range of exercises and play activities</p> | |
| <ul style="list-style-type: none"> Reading with attention to pronunciation, stress and intonation | <ul style="list-style-type: none"> Spelling rules emphasized through a relevant passage Text / Additional material | <ul style="list-style-type: none"> Children are facilitated to read words with correct pronunciation, stress and intonation - Small or Large group. | <ul style="list-style-type: none"> Play a spelling game. Read a letter, an essay and a poem. Read a story with suitable difference from a picture sequence. |
| <ul style="list-style-type: none"> Reading for fun | <p>Reading Time</p> <ul style="list-style-type: none"> Supplementary Reading - Graded series V Colourful picture stories | <p>Children read in large groups, small groups and individually - aloud or silently</p> | |

4. Writing

Competencies

- Simple projects
- Filling in forms

Content

- Provided with materials and ideas
- Forms of bank challans, reservation

Mode of transaction

- Teacher helps children to evolve their own work plans, and facilitates their execution
- Children also discuss their plans in the small group
- Teacher guides children to

Evaluation

- Prepare a project on the given topic.
- Display your project and explain how you worked on it.
- Fill up a bank challan

	forms, M.O. forms, School application form	learn to fill up forms.	for a Childrens saving account.
• Developing a story	<ul style="list-style-type: none"> • Story - clues, Story - pictures are given • Text 	<ul style="list-style-type: none"> • Teacher explains steps in developing a story • Children frame stories • Discuss them in small groups 	<ul style="list-style-type: none"> • Objective Questions, VSA, SA [2 to 4 lines]
• Reading between the lines		<ul style="list-style-type: none"> • Teacher provides opportunities for children to read and analyze text through simple graphic organizers • Error analysis in reading, inference and conclusion • Children are facilitated to link thoughts and ideas to facts • They discuss their questions in small groups 	<ul style="list-style-type: none"> • Look at the given diagram and answer the questions that follow.
• Writing simple poems	<ul style="list-style-type: none"> • Simple topics or free choice 	<ul style="list-style-type: none"> • Teacher encourages children to write simple poems. 	<ul style="list-style-type: none"> • Use the given rhyming words and form a poem of your own.
• Completing simple passages	<ul style="list-style-type: none"> • Text and back of chapter questions 	<ul style="list-style-type: none"> • Teacher facilitates children to complete the passage with suitable sentences, after 	<ul style="list-style-type: none"> • Complete the story

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> • Writing letters (Informal) <p>Reference Skills</p> <ul style="list-style-type: none"> • Referring to Junior Encyclopaedia/ any other relevant information source/ reference material • Making small notes | <ul style="list-style-type: none"> • Themes, Model letters • Passage with questions • Encyclopaedia/ any other relevant information source/ reference material | <p>discussion in small groups.</p> <ul style="list-style-type: none"> • Teacher encourages children to write informal letters • After initial large group reading, children are facilitated collectively to search for answers to the questions | <ul style="list-style-type: none"> • Write a letter to your Uncle / Dad / Friend • Describe a project done by you. • Write simple pomes. • Complete the story half of which was only given. • Write a casual letter to your parents. • Use an encyclopedia to find out some rare events. |
|---|---|---|--|

5. Grammar

Competencies	Content	Mode of transaction	Evaluation
<p>Nouns and Verbs - Exploring the types through spotting use</p> <p>Common Noun, Proper Noun</p> <p>Verbs - Present tense - Simple, Continuous</p> <p>Simple past, Simple Future</p>	<p>Text / Additional material such as magazines, newspapers</p>	<p>After explanation, children are facilitated to identify the naming and doing words in small groups with different materials</p>	

Parts of speech
[Introduction to formal naming of the different parts of speech - already explored as use, in the earlier classes]

Text / Additional material such as magazines, newspapers

Teacher guides the children through usage to identify various parts of speech. Exercises and activities are utilized for this.

[Naming seen as a tool to build formality and awareness in learning at this level]

Types of Sentence
[Affirmative, Interrogative]

Exercises, Worksheets

Children are facilitated to use these sentence types in contexts of their own

- Correct the given wrong sentences.
- Reorder the words in the given sentence to make it a question.
- Use correct tense forms in describing a series of activities.

6. Vocabulary

Competencies

- Using Antonyms/ Synonyms
- Forming Compound words.
- Identify Prefix / Suffix
- Say the homophones
- State kinship terms

Content

- Text / poetry
- Text, Puzzles, Supplementary material, back of chapter questions

Mode of transaction

- Exercises, activities and games
- Exercises, activities and games

Evaluation

- Games, children do various exercises
- Games, children do various exercises
- Use correct alternative to the identified word in a sentence.
- Identify the prefixes and suffixes of any

- write similes / metaphors

five words.

- State the English equivalents for local relationship words.
- Compare any two objects using simile / metaphor.

Class VI

Listening			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
<p>Listening to:</p> <p>Instructions, Imperative Statements</p> <p>Short Stories</p> <p>Short audio pieces (radio play/ chosen parts of CDs/Poetry/ Short passages)</p>	<p>Reading aloud stories</p> <p>Reciting poems</p> <p>Giving specific instructions for an activity or class work</p> <p>Playing an audio story (Audio books, audio rendition of poems</p> <p>It will be reiterated at a suitable time in future.</p>	<p>Comprehends oral instructions</p> <p>Learns to pronounce words and phrases</p> <p>Makes meaning of what she listens to and responds appropriately, orally or through written exercises</p>	<p>Follow instructions</p> <p>Listen and recite or read with clear intonation and pronunciation</p> <p>Listen and respond orally or through written exercises: Eg; Write or say a line about the characters in a story; give a suitable title</p> <p>Answer objective questions</p>
<p>Identifying and discriminating difficult words</p> <p>Dictation: Hearing words, and spelling accurately</p>	<p>: gh sounds, silent letters, /s/, /z/, /ʃ/, /ʒ/ homophones etc.</p>	<p>Learns that spelling and pronunciation are different</p> <p>Learns to spell well as many words as thought appropriate</p> <p>Connects sounds and forms a word picture.</p> <p>Learns New vocabulary</p>	<p>Spelling Games</p> <p>Spells words; finds patterns; uses correct spelling in writing</p> <p>Understands meanings of words learnt.</p>

Speaking			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Reading aloud from a text	Reading aloud from their reader	Reads clearly with pauses; pronounces words accurately	<i>Read the given passage fluently without erase and with correct pauses.</i>
Reciting: reading from text Reciting from memory	Learning and reciting in groups, or individually from the selection of specified poems	Read in unison, with sense of meter and rhyme Reads alone without stumbling, with expression	Express appreciation for the poem read; Recite with expression; without faltering Memorise the poem
Using appropriate greetings for various occasions Making requests Enacting Instructing another classmate	Activity: role play, games; other oral activities: Ask - Answer activities around familiar situations in day-to-day life Giving directions to a place on campus etc.	Learns to use oral instructions Speaks and enacts using learnt phrases Builds familiarity with appropriate phrasing of greetings and requests	Follow the instructions correctly How will you respond to the given situations?
Asking and answering 'Wh' / Yes/No / Seeking Information Questions	This learning activity may be undertaken around a story or passage:	Learns to frame appropriate questions and answers correctly in the 'Wh'/ Yes/No model; also knows how to ask,	Objective questions Questions for different situations: Eg;

	Teacher guided	to elicit relevant information	Ask questions to - find a place, - find the time of a train's arrival or departure
Participation: In discussions in class In a dialogue	Large group discussions, Classroom discussion on lessons Converses around a suggested or initiated topic	Builds participation skills Cogency in speech Confidence Resourcefulness Holds a train of thought	Converse on a topic of your choice with a group of your classmates.
Speaking formally on a topic for 2 minutes	Each student takes turns to prepare and speak on a topic of choice	Learns to speak in front of a group, clearly and correctly	Address the class on why we need to grow more trees.
Telling Jokes; Puzzles and Riddles.	Students share jokes, puzzles and riddles.	Students share jokes, puzzles and riddles in a lively manner Build interactive skills	Anyone can share a joke, puzzle or riddle which they enjoyed?

Reading			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Skimming	Using various short passages, the teacher facilitates skimming content as a reading skill	The student learns skimming as a skill, and understands its value in reading and understanding	Read the given passage and answer the questions.
Scanning	Using various short passages, the teacher facilitates scanning content as a reading skill	The student learns scanning as a skill, and understands its value in reading and understanding	Read the given information and find the data asked.
Reading independently, short passages in prose and comprehending its content Reading and following level appropriate instructions	Reading passages; from text; Reading selected unseen comprehension passages of selected level Teacher writes instructions on board and asks children to follow them: a play way	Reads and comprehends Understands and enjoys stories and essays Learns to read independently	Follow instructions clearly;

	learning activity (‘Simon says’ games)		
Understanding sequence Understanding content Finding answers to questions on the given passage Understanding the author’s intention Recognizing and learning vocabulary in context Appreciating style: first steps Picking out main facts and supporting detail	The teacher facilitates the following activities and skills: Underline main facts Use dictionary or vocabulary list (put up on board) to find meaning, and understand in the context Use reading material to answer questions Enjoy reading	Understands vocabulary; builds vocabulary and uses words in context; answers questions correctly Begins to build cognitive skills in reading and understanding Takes the first steps in looking at the literary qualities and merits of a piece of writing	Uses the dictionary effectively; Independently works at understanding a passage or poem Follows sequence correctly; Answers questions appropriately VSA, SA
Relating stories to one’s own life and responding	Answer open ended questions: What do you think?	Responds to literature; understands life through reading	
Reads poetry: appreciates it, understands, relates	[Teacher facilitates] Read and respond to	Appreciates poetry Understands meaningfully	Illustrations and responses show understanding;

and responds	poetry; answer questions; illustrate	Free association and 'imagine' activities	Answer questions accurately
Reading Extension Activities	Supplementary reading, use of the Library, Referencing skills and activities	Reads for interest Reads to deepen knowledge Reads to link and connect additional data	Small assignments and projects
Writing			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Answers questions in complete sentences, using punctuation	Comprehension passages	Write in sentences; writes complete answers; uses punctuation	Answer questions appropriately in complete sentences
Uses relevant and level appropriate vocabulary to make sentences	Exercises in vocabulary	Uses vocabulary to make sentences	Use vocabulary correctly; writes original sentences
Writes on a given topic: (to an established word limit) [5 lines]	Specific paragraph topics; teaching writing a paragraph	Paragraph unity, relevance, appropriate vocabulary and grammar conventions	Write cogently, organise content; relevant to topic; spell and use grammar correctly. Short Answers [5 lines]

Identifying and using selected cohesive devices	Analysing sentences and passages for cohesive devices [Facilitated by the teacher] May be a text passage	Students learn to write sentences and small passages using cohesive devices	Fill in the blanks with the correct connectors and other devices in writing Objective Questions
Writing letters in a given format	Learns about the format of a leave letter through relevant examples provided by the teacher	Learns to write a formal letter in the appropriate format	Write a letter to a bookshop ordering books for your home library
Journal writing	Short journal prompts	Self-expression	Not assessed
Free writing	Five minutes of class time to write	Just write without hesitation	Not assessed; a freeing exercise
Forming stories	Story writing tasks; from outlines or story starters	Write cogently; Use imagination; Apply grammar conventions	Write a original story of a own on any theme of your choice. Write clearly and imaginatively.
Developing Hints	Hints are given, and students facilitated to use them skillfully	Expanding on given hints Building a story from an outline Learning skills that help to use	Write cogently. Use all the hints Imaginative

		imagination /facts productively	Innovative Original
Writing simple messages and descriptions	Students use life situations to write relevant messages Students use everyday objects and scenarios to describe what they see	Learns to use language contextually Learns to use language to articulate a visual image	Look at the objects placed before you and describe them in the few sentences
Mind/Concept mapping Summarize content in any framework, using graphic organisers	Use summary and graphic organisers in all classroom transactions	Picking out and organisation of information and facts in an imaginative manner Learning the value of Mind mapping as a tool to understand and associate Growing familiar with a range of graphic organizers	Frame sentences in sequence from the mind map given to you
Spelling words correctly	Spelling activities around familiar and unfamiliar words Dictation	Students know the spellings of selected words	Objective questions and fun games for spelling

Grammar			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
<p>Have an overview of parts of speech: words have different roles in sentences</p> <p>Functional use of words in full expressions.</p>	<p>Introduction to parts of speech through explanation and exercises</p>	<p>Understands the different words and what part of speech they are</p>	<p>Classify the given words in the respective column – noun, adjective, verb & adverb</p> <p>Objective questions</p>
<p>Concept of a sentence: subject predicate; types of sentences; capital letters and punctuation; Difference between sentences and fragments; correcting run-ons</p> <p>[Assertive, Interrogative, Imperative, Simple Negative]</p>	<p>Through varying exercises on each concept, with explanation of logic behind each</p>	<p>Learns the structure of sentences; recognise differences between sentences and fragments; understands and corrects run on errors</p> <p>Learns four simple sentence types</p>	<p>Separate sentences into subject and predicate.</p> <p>Use appropriate capital and end marks.</p> <p>Write sentences with appropriate structure</p> <p>Objective questions</p>
<p>Nouns and types of nouns: all proper and</p>	<p>Through exercises and explanations</p>	<p>Recognises all types of proper</p>	<p>Identify the nouns in the following sentences and state what kind of noun has been used</p>

abstract nouns	of nouns, their role and use; rules;	and abstract nouns	Objective questions
Verbs: being and doing words: adds to understanding predicates Simple Present [Habitual Action, universal truth], Simple Past [Completed actions], Simple Future [Intended actions] [SVC; SVO; SVIO DO]	Learns all doing and being verbs in the required contexts, through sheets, explanations and activities	Recognise verbs and their role as predicates Students use different tense forms in different situations Students understand simple sentence structures - SVC, SVO and SVOO	Pick out verbs, simple predicates, use verbs in sentences correctly Objective questions
Learning the different kinds of Describing words and Modifying words in a sentence [Adjectives and Adverbs]	Learns through exercises and explanations of describing words, their role and use; Learns about modifying words and their required contexts, through sheets, explanations and activities	Recognise adjectives and adverbs and their role in a sentence Students use different adjectives and adverbs in different situations	Uses and understands different describing and modifying words and the rules of usage Objective questions
Rules of capital use: basic rules: beginning of sentences; types of	Worksheets, explanations learning the rules	Learn all the uses of capital letters in sentences	Applies rules in all written work

proper nouns; pronoun I.	of capitalising		Objective questions
End marks (connected to types of sentences)	Worksheets and rules	Recognises the types of sentences and uses end marks correctly	Uses end marks correctly Objective questions
Revise already learnt concepts through exercises.	Revision exercises		
Vocabulary			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Grasping the meaning of unfamiliar words from reading materials	Uses dictionary; checks with peers, teacher helps with meaning	Understands meanings of words in context	Uses the words in sentences; understands context and meaning Objective questions
Vocabulary exercises in: homonyms, synonyms, antonyms	Activities, crosswords, word search	Students learn some homonyms, synonyms and antonyms Builds familiarity, identifies words correctly	Completes the related exercises correctly

Language Functions			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Reading and interpreting pictorial information: comic strip, pictures etc.	Activities, tasks, and language games	Enrichment and application: Students develop the skill of describing pictures and cartoons	Uses pictures and other visual media to complete the set task
Reads a graphic organiser Tabular data	Worksheets; or charts or black board drawings	Understands and interprets different kinds of data	Interprets the data accurately
Narrating stories	Activities, tasks, and language games	Enrichment and application	Original, imaginative, clear sentences
Role play	Activities, tasks, and language games	Enrichment and application	Simulates effectively
Writing poetry	Activities, tasks, and language games	Enrichment and application	Write originally, authentically

For the teacher

Template of the Active Learning Framework - *Classroom Transactions for Prose & Poetry*

Sl. No.	Learning Activities for the student	By the student[s]
1.	<i>Introduction Activities</i> The teacher uses the activities given in the Chapter/Lesson Plan to introduce the topic	<ul style="list-style-type: none"> • Priming/Reading Preparation Activity Large Group • Do you know? [related to content] • A short related/reinforcing word game/anecdote/discussion
2.	<i>Learning Engagement Activities</i>	Teacher Reading and Explanation, Reading related Activities with paragraphs [Word Web, Mapping Activity] - Individual/Pair
3.	<i>Understanding Activities</i>	Discussion and activity using graphic organisers provided in the textbook Small Groups
4.	<i>Consolidation Activities</i>	Students answer Questions and attempt the activities that consolidate their learning of the content in the textbook - Mixed as appropriate
5.	<i>Functional Enrichment Activities</i>	Students engage with the application related activities presented at the back of the chapter. Separate materials are provided there using the chapter as base
6.	<i>Language Structure Activities</i>	The grammar to be taught is presented in the form of exercises.
7.	<i>Evaluation/Assessment Activities</i>	Simple Formative Assessment and Criterion - referenced evaluation based on the Lesson may be facilitated by the teacher
8.	<i>Suggested Extension Activities</i>	Simple activities involving writing and observation/interaction related to the day-to-day context of the child
9.	<i>Reinforcement Activities</i>	Worksheets that address the need for revision and reiteration in an imaginative manner

It is suggested that this format is taken forward across VI to VIII. Another template will be suggested for IX and X, incorporating the blueprint of assessment and evaluation, when it is ready.

List of possible classroom activities and transactions:

- 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

Class VII

Listening

Listening				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Listening and responding to items	Recorded songs, poems, stories, dialogues, etc.,	Listening to and following instructions; listening to selected audio stories; listening to a classmate's speech	Student understands oral instructions; understands stories read out or played follows a speech and responds to it.	Testing to find out whether the students follow instructions correctly, and respond appropriately Oral Questions to check comprehension
Listening to specific words and their different forms, in different contexts	Same words that differ in meaning in different contexts Eg.: cry-weep cry-shout aloud	Using specific word forms in appropriate context; worksheets and other interactive exercises Dictation on these forms	Distinguishes different word forms; learn the peculiarities of spelling; learn to spell words correctly	Find pattern, gain better accuracy in spelling; connect sounds with words Word Pun, Objective type questions
Listening to a Report	Report on 1. Annual Day function, 2. Sports Day function, etc.; 3. News report, 4. Weather report, etc	Teacher initiates a discussion on the report.	Student understands the structure of a report	Able to recall basic elements of an oral report, and improvise to create one in a given context, using given basic parameters

Speaking				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Telling Jokes; Puzzles, tongue twisters as play on words and meanings	Jokes, puzzles and tongue twisters	Students share jokes, puzzles and riddles.	Shares jokes, puzzles and riddles in a lively manner Build interactive skills	Use words like puns, homonyms etc., in group conversation.
Narrating an experience	Incidents in the class, playground etc.	Students share their experience in class	Uses descriptive vocabulary and connectors	Recount your experiences on your way to school this morning.
Reciting poems from memory and from text	Poems from the text	Learning and reciting in groups, or individually from the selection of specified poems	Appreciates, recognises rhyme, meter and meaning and brings it out through recitation	Recite clearly; with correct inflexion and pronunciation
Speaking formally	Familiar topics	The teacher facilitates formal conversation around a chosen topic; Eg; groups converse around 'Sports today', or 'TV Programmes'	Expresses thoughts using the correct language, vocabulary and syntax	Speak with confidence on a topic of their choice.

Reading				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Identifying the topic sentence of a paragraph	Simple passages on games, articles on science, nature, moral values, adventure, biographies, jokes etc.	Read text, locate meanings if necessary, underline main points	Independent reading and comprehension of reading matter	Summarise effectively through mind maps and other graphic organisers; answer questions accurately
Reading independently; picking out main facts and supporting details	Passages on topics of general interest	Teacher guides the students to finding the topic sentence of a paragraph by eliciting responses through questions.	Identifies the topic sentence of a paragraph.	Find the topic sentence of a given paragraph.
Analyzing what is read	Simple comprehension passages depicting celebrations etc.,	Apply their mind to understand various aspects of a passage: Eg; character, style, plot, inference, other interesting information	Makes connections and interpret what they read	'What', 'How', 'Why' questions

Understanding and following written instructions after or before a given passage;	Pre reading and post reading questions on simple passages	Reading written instructions and following them	Follows written instructions	Read the instructions and respond accordingly
Following a trail of written instructions to arrive at a learning outcome	Re-arranging jumbled sentences into a logical sequence	Exercises given after the lesson, aiding understanding, analysis, evolve connections	Follows a sequence and build on what is known	MCQs, Objective type questions, VSA and SA
Relating stories to one's own life and responding	Stories inculcating values like friendship, good conduct, etc.,	Answer open ended questions: What do you think?	Responds to literature; understand life through reading, Reads with pause, stressing words appropriately and with proper intonation	Eg. If you were the boy in this story, how would you have...
Reading poetry: appreciating it, understanding, relating and responding	Poems on simple themes	[Teacher facilitates] Read and respond to poetry; answer questions; illustrate	Appreciates poetry Responds to the imagery and emotions in a poem. Reads with pause, stressing words appropriately and with proper intonation	Answer questions eliciting imagination and emotions.
Reading with rhythm and emotion-extensive reading	Newspapers, Children's magazines, etc.,	Supplementary reading, Use of the Library, Referencing skills and activities	Reads for interest Reads to deepen knowledge Reads to link and connect additional data	Building interest Small assignments and projects

Writing				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Writing answers to Knowledge based questions	Mind maps and graphic organizers	Comprehension passages with activities; or text based written exercises	Explains clearly in writing, use appropriate expressions; answer in own words	Answer accurately in an organised, complete and clear manner <i>Normative</i> MCQs, Objective type questions, VSA and SA
Diffentiates between the language used in prose and poetry.	Poems	Read, comprehend and respond clearly Identifies sentence patterns	Interprets and understands the poems	Questions - VSA and SA
Paraphrasing poetic lines.	Poems	Read, comprehend and respond clearly Use mind maps and graphic organizers to aid understanding	Interprets and understands the poems, expresses views with originality and writes in prose form	Rewrite the given line / lines of the poem in prose form.
Writing descriptive and narrative essays of specified length [8 - 10 lines]	Topics of general interest	Introduction to essay writing; writing on given topic with guidelines provided	Writes up to 10 cogent lines on a given topic	Write grammatically correct sentences in an organised manner on a given topic Long Answers [8 - 10 lines]

Using discourse markers	Linkers / connectives	Passages with the selected discourse markers are provided to students; teacher facilitates familiarity with them through pre and post reading questions.	Identifies the specified discourse markers in connected sentences	Identify the discourse markers, linkers, connectives in a given passage Use discourse markers in appropriate places in sentences
Writing Formal and Informal letters	Situations for formal and informal letters	Formats are given. Teacher shows the style of language used in formal / informal letters	Learns and applies the formats and uses the required vocabulary and language for letter writing	Eg. 1. Write a letter to our friend about the pollution of the river in your area. 2. Write a letter to the Collector about the pollution of the river in your area.
Using direct speech in Dialogues	Situations for dialogues	Using a short narrative passage, students are encouraged to convert it to direct speech, through taking roles, evolving a script, etc.,	Responds appropriately and builds a clear written dialogue sequence for a story/narrative	Fun activities in script writing Filling up the blanks in a dialogue Using the right format for presentation of Direct Speech
Simple Slogan writing	Short, catchy phrases and sentences	Teacher evolves various contexts to create awareness - Eg; Waste segregation, conservation of water, keeping the campus clean, etc	Evolves catchy and effective slogans on relevant themes	A few fun activities on imaginary issues <i>Summative</i> Able to focus on the core issue and evolve an appropriate slogan

Journal writing	Current affairs, general topics	Short journal prompts	Self-expression	Prepare articles for journals
Free writing	Current affairs, general topics	Five minutes of class time to write on topics of the pupils' choice	Writing spontaneously without hesitation	Express your views on the chosen topic
Grammar				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Revision of Parts of speech	Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, interjections. Articles	A passage in the text that highlights the required grammatical functions. Reinforcement of knowledge of parts of speech through usage related interactive activities	Recall and reinforcement of learnt concepts in the parts of speech [Sentence structure]	Demonstrates clarity of understanding Cloze tests may be used
Grasping the form, structure and use of the Continuous tense	Past, Present, Future continuous	Learn about the continuous tenses and their required contexts, through sheets, explanations and activities	Students use different Continuous tense forms in different situations appropriately	Students have a clear, meaningful and focussed understanding of the usage of the Continuous tense - Eg; Imagine a match is going on, and give a commentary using the Present Continuous tense. Narrate a past event using the Past Continuous Tense Objective type questions

Using Modal Verbs for Suggestion, Obligation, Politeness, Willingness	would, may, can, will	A passage in the text that highlights the required grammatical functions. Learn through exercises, activities and explanation, of modal verbs, their role and use in the specified contexts	Students use different Modal forms in different situations appropriately	Objective type Questions that test use of Modals for suggestion, obligation, politeness, willingness, ability.
Being and Doing Verbs: Differentiating Transitive and Intransitive Verbs Sentence pattern	'Be' and 'Do' as main and auxiliary verbs Verbs that take objects and those that do not SVO, SVC, SVOO, etc.,	Learn about verbs that take objects and those that take complements, and their required contexts, through sheets, explanations and activities	Students deepen their understanding of simple sentence structures - [SVC, SVO and SVOO] Has a clear, meaningful and focussed understanding of the usage of selected Transitive and Intransitive verbs in the specified sentence structures	Objective type questions
Grasping the use and meaning of noun groups and selected phrasal verbs	Dividing the sentence into noun and verb groups (i.e. subject & predicate) Phrasal Verbs using bring, come, take	A passage in the text that highlights the required grammatical functions. Learn through exercises, activities and explanation, of noun groups and phrasal verbs, their role and use	Students understand the use of Noun Groups, with head words and modifiers, and some common phrasal verbs, through usage	Objective type questions

Identifying the three degrees of comparison	Positive Comparative and Superlative degrees The three forms of irregular verbs	Various exercises and situations to highlight the three degrees of comparison	Students learn to write simple sentences involving the three degrees of comparison	<ol style="list-style-type: none"> Given the base form or one of the three forms of the adjectives, the students supply the other two forms of the adjectives Sentences with the adjective in brackets are given and students supply the right form of the adjective, suiting the context, in the blanks provided.
Revision of Punctuation marks	Fullstop, Comma, Inverted commas, question and exclamatory marks	Passages with the relevant punctuation marks are provided to students; teacher facilitates revision	Students use the punctuation marks appropriately	<p>Punctuate the given passage;</p> <p>Supply the missing punctuation marks</p>
Framing Question Tags	didn't, hasn't, isn't did, has, is	<p>Through varying exercises and classroom activities - on each concept, with explanation of the logic behind each:</p> <p>Eg; He took the book, didn't he?</p> <p>He didn't take the book, did he?</p>	<p>Applies the rules influencing Question Tags, in a meaningful manner</p> <p>Clear in this concept in their writing; recognise errors and correct them</p>	Objective type questions
Subject and verb agreement	Singular subject - singular verb Plural subject - verb in the plural	Through exercises and substitution tables, verbal situations etc.,	Knows and applies the rules of singular and plural nouns and verbs uses them	Objective type questions

	Each, every, either, neither, etc.,			
Identifying the Active and Passive Voice	Transforming sentences from the Active to Passive and vice versa. Sentences of the Simple Present, Past and Future	Through exercises and substitution tables, verbal situations etc.,	Knows and applies the rules of transformation in speaking and writing Clear in the concept of identifying the two types of voice	Objective type questions
Identifying Phrases and Clauses	Phrase- ie a group of words without a finite verb in it Clause- ie a group of words with a finite verb in it	Passages in the text, additional exercises and verbal situations.	Understands the use of Phrases and Clauses	Differentiate Phrases and Clauses Objective type questions
Vocabulary				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Locating words in the dictionary for their meaning, synonyms, antonyms and usage	Guided use of dictionary for unfamiliar words	Activities; 1. Exercises and word games; 2. Break -up of kangaroo words 3. Use of dictionary and thesaurus	Learns more words and synonyms and antonyms of words	Find synonyms and antonyms Split the word into smaller words Objective type questions

Prefixes and suffixes	Word formation with prefixes and suffixes	Exercises through pattern finding	Understands how suffixes and prefixes can alter the word and change its meaning	Use suffixes and prefixes and knows the meanings Objective type questions
Compound words, homophones	Noun + noun, noun + verb, adjective + noun	Activities and exercises	Learns to recognise them	Form compound words. Use the words in different contexts, according to their meaning
Language Functions				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Talk about oneself	Talks on likes, dislikes, friends, etc.,	Conversation class; teacher anchors and helps children speak authentically: Interaction questions based on Favourites: players, hobbies, friends, books, leaders, movies, TV programmes, etc	Learns to speak in sentences and communicate their thoughts and feelings with ease and clarity	Speak confidently and attempt to speak in complete sentences Questionnaire - type: completion
Participating in language games and puzzles:	Word searches, crosswords, and 'What's the good word?'	Activities and games in class, at various levels, to strengthen and reinforce various competencies	Reinforces concepts learnt in grammar and vocabulary; develops the skill of problem solving	Solve puzzles and play word games

Dramatizing a story	Situations, plays, etc.,	Presentation of skits in small groups	Visualises the story; role play, develop confidence	Enact the play
Reading a graphic organiser	Tabular data	Worksheets, charts or black board drawings	Understands and interprets different kinds of data	Interpret the data accurately

Class VIII

Listening				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Listening to recorded commentary of any sport	Sports commentaries; passage on a familiar theme	Listen as a large group, with pointers and interventions from the teacher, for better understanding	Understands the use of language in commentary	Understand what is happening and are able to recall what they have heard
Listen to selected words, and their stress and inflections	Words like con'duct & 'conduct; pre'sent & 'present	Words & passage read out in class focussing on stressed syllables and words	Students pronounce accurately and with proper intonation, the words heard	Identify the sounds heard
Listening to poetry reading and recitation	Poems	Listen to how poems could be read or recited	Appreciate rhyme, meter, and the special use of words	Identify the nuances of sounds & words in poetry

	Speaking			
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Telling Jokes; Puzzles and riddles.	Jokes, puzzles and riddles	Students share jokes, puzzles and riddles.	Students share jokes, puzzles and riddles in a lively manner and use language appropriately; build interactive skills	Jokes, puzzles or riddles cited by the learners
Retelling stories they have read	Stories	Students listen to each other as they narrate stories	Rephrases and narrates in with originality	Rephrasing
Telephonic conversation	Making telephonic conversations	In small groups, children enact telephonic conversation and apply telephonic etiquette	Speaks over the telephone using appropriate vocabulary, intonation and register of language	Learn to speak and express oneself to others
Participating in Discussions:	Current news Sports Relevant contemporary issues	Large group activity with the teacher facilitating speaking and listening	Expresses thoughts and views with clarity, cogency and focus Speaks clear complete sentences, and expresses ideas clearly	Group discussion on various topics

Reading				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Reading poetry: appreciating, understanding, relating and responding to various themes	Poems	Activities related to the poem in content. Read and answer questions based on the poem	Enjoys reading given poems, appreciates and responds to chosen poems	SA questions
a) Reading for content and style b) Understanding sequence, c) Scanning content to find answers to questions in the given passage d) Understanding the author's intention e) Recognising or learning vocabulary in context f) Appreciating style	Stories / passages with moral values, witty and humorous passages, historical, narrative, mystery passages etc.	Read stories and other passages, to understand and appreciate the plot, characters, style and intention Understand and summarise the story in various ways, creating organizers and using the ones given; make connections with life and learning	Comprehends selected passages from literature Enjoys the reading process and learn from it, pronounce the words correctly, stress appropriately, passing at the right places with proper intonation Summarises the story, assesses its plot, character and style	MCQ, Objective type Questions, VSA, SA, LA
Extensive reading	Abridged novels, fiction, books of pupils' choice	Supplementary reading, Use of the Library, Referencing skills and activities	Reads for interest Reads to deepen knowledge	Questions to build interest

			Reads to link and connect additional data	<i>Summative</i> Answers addressed questions appropriately with supporting statements
	Writing			
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Comprehension Using mind - mapping techniques	Answer questions in complete sentences, using proper punctuation	Comprehension passage given for written work Exercises and activities that elucidate the required concepts are facilitated through mind-mapping	Picks out relevant facts, writes correct and clear answers, to meet the requirement of the questions specified	VSA and SA questions, Make notes and write the summary in a paragraph
Using both active and passive vocabulary to make sentences	Words, phrases, phrasal verbs, etc.,	Simple exercises prepared by the teacher	Uses vocabulary appropriately	Learn and use words correctly Objective type questions
Writing Paragraphs: Topic sentence; unity and structure [Linking small paragraphs]	Simple topics, proverbs, etc., Eg. 1. Cleanliness is next to Godliness 2. The importance of good manners.	Worksheets to understand and practise writing paragraphs	Learn to use paragraphs and to write on different topics	a) Expand the given outline into a paragraph. b) Write a paragraph on the given topic.

Writing on a given topic: (150 - 200 words)	Simple topics, proverbs, personal experiences, etc.,	Specific essay topics; teaching how to write an essay	Write at length on a given topic with organisation and clarity	Complete essay with title, introduction, content and conclusion
Revision: Writing letters in a given format	Topics for letter writing	Revision of the format of formal and informal letter and the register of language	Uses the correct format and appropriate content	a) Write a letter to the forest authorities about the cutting of trees in that area. b) Write a letter to your friend expressing your disapproval on cutting down the trees in his compound.
Writing a summary	Passages for summarising	Teacher explains the steps involved in writing a summary. Teacher provides a passage. The students make use of the steps and make a summary of the given passage.	Writes a summary	Write a summary of the given passage in about one third of its length.
Creative Writing; Exercising one's imagination in a creative manner	Captions for pictures, topics; Writing essays on given topics	Teacher facilitates understanding of fantasy through reading a story, and having pre and post reading discussion	Writes creatively, evoking powers of the imagination: Writes and illustrates with cogency and fluency	Free articulation, imagination, expression of ideas
Collecting, recording and collating information	General topics	Teacher invites students to collect and present information on various topics or happenings around them - My school, My neighbours, the Library, Hospital, Movies, Music / Dance performances etc.	Collects, records and collates information on suggested topics	<i>Summative</i> Effectively collect, record and collate information on a suggested topic

Grammar				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Identifying the three kinds of sentences.	Simple, Complex and Compound sentences.	Worksheets, peer review and exercises	Learns the rules and uses of clauses and phrases, and apply them in writing	Learn the differences between clauses and phrases Transformation of Simple sentences into Compound and Compound sentences into Simple.
Revision of tenses and more about tenses	Simple present, past and future Progressive and perfect forms of tenses.	Worksheets, peer review and exercises	Meaningfully learns the rules and uses of the Simple, Continuous and Perfect tense in Present, Past and Future time and applies them in writing	Use the tenses in the appropriate places. Objective type questions
Using Reported Speech	Statements & Imperatives	Worksheets, peer review and exercises	Uses reported speech correctly	Use the correct tense form with proper punctuation in reported speech
Identifying the Active and passive voices	Transformation of sentences with the progressive and perfect tenses, from one voice into the other	Worksheets, peer review and exercises	Understands the difference between active and passive voice Uses the active and passive voice appropriately	MCQ, VSA
Identifying the sentence pattern	ASVC, SVCA, SVIODOAAA, etc.	Classroom situations, verbal situations etc.,	Understands the structure of sentences correctly and uses them appropriately	Clear in framing sentences using the various elements / parts of speech

Using the degrees of comparison	Transformation of sentences from one degree into the other	Various examples from day-to-life classroom situations etc.,	Uses the three types of comparison appropriately in sentences.	Become familiar with the structure, recognise errors and rectify them. Objective type questions.
Grasping the structure and use of question tags	Tags attached to words with negative meaning, such as, 'hardly, scarcely, rarely, seldom', etc.,	Various exercises and classroom activities; practising through dialogues, role-play, etc.,	Knows and applies the rules involved in framing question tags.	Objective type questions.
Vocabulary				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Synonyms and antonyms	Glossary - other connected words	Using dictionary and thesaurus, exercises	Learns synonyms of words, their use and parts of speech, etc.,	Use vocabulary appropriately
Spelling rules: ing, plurals with s, es, etc. Homophones, homonyms, 'tion' and 'sion' etc.	Spellings of mono syllabic, disyllabic and poly syllabic words; spelling of plural nouns, adding plural morphemes - 'es' and 'ies'	Spelling rules - display Word grid, word building, pun, etc.,	Children learn to spell through spelling patterns	Spell accurately in writing

Identifying the expansion and use of abbreviations and acronyms.	Common abbreviations - HM, S.S.L.C., PTO, PTA, HSS, NSS, NCC, PIN, etc.,	Teacher explores some abbreviations and acronyms with the students. Teacher provides a list of abbreviations	Uses abbreviations and acronyms	<i>Summative and Normative</i> Expand the abbreviations and acronyms.
Language Functions				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Expressing ideas clearly	Debates	Giving topics for debating; listing ideas for and against a topics	Learns to express a view-point and supports it, speaks with clarity and logic	Speak on the given topic
Describing / narrating events	Personal experience, any interesting situation	The teacher encourages all students to participate and express the ideas	Collaborates to create a story with peers	Build a credible story
Reading and interpreting data	Graphic organisers, pictures and Tabular data	Read graphs, tables and pictures and complete assigned tasks	Interpret data	Interpret and summarise the ideas you infer from the picture or data provided

Class IX

Listening				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Content & Evaluation
Listening to articulation of words and responding.	Announcements at a Railway station, a bus terminus, at an airport or over the Public Address System	Listen as an individual in a large or small group, with pointers and interventions for understanding Classroom Discussion, Argumentative talks	Understands the use of language in as a vehicle of thought and feeling, which can potentially elicit a range of responses	Activities following the listening material
Listening to understand and follow instructions	Giving instructions / commands	Reading activity with focus on digital movement from one learning task to another	Learns to decode and complete learning task	Executing the given instructions Normative Filling in tables, forms, etc.,
Listening to appreciate poetry	Poems (humorous, emotional, etc.,)	Listening to recorded or recited poetry, focussing on rhyme, meter, words and style as well as content	Learns to appreciate, analyse, understand poetry and the layered meanings in each line	Listening, understanding, explaining and interpreting selected poems.
Speaking				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Content & Evaluation
Expanding the outlines given	Narration by the	Children in the group listen to each other and the outlines	Acquires the ability to expand and narrate with	Eg. Attempt a description of the

	students	are shared	originality [In English]	man mentioned in the given outline.
Presenting an oral report.	Report an: Incident at home/at school/ visit of a special person to school/ a day trip/an event in school: Sports Day; Parents Day; Science exhibition	Students use reporting language to narrate incidents	How to report an event, an eye-witness account objectively; using passive sentences and third person narratives	Role play as a newsreporter on TV / Radio and report the following.
Role playing, & Role reversal -	Speaking on both sides of an issue, looking at different perspectives through opposed characters: evolving their own small plays	In pairs students enact opposed or varying roles, and exchange ideas	Uses the appropriate vocabulary to communicate fluently, encouraging diverse points of view	1. Enact the role of... 2. Speak on the pros and cons of the given topic.
Reading				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation & Content
Summarizing; picking out main points; using previous knowledge	Passages on current topics, informative items, etc.,	Filling up the KWL table	Using the KWL (What I know, What I want to know, What I have learnt)	Comprehend the passage, learn to make short notes and write the summary; pick out main points efficiently
Appreciating literature: (a) reading for content and	Interesting excerpts from	Read stories, understanding the plot, characters, style and	Enjoys the reading process and learn from it	Answer questions on the passage, Comprehend a wide range of

<p>style (b) to understand sequence, Grasps the author's intention</p> <p>c) Recognising and learning vocabulary with contextual understanding</p> <p>d) Picking out main facts and supporting details, associating content with life experiences</p>	<p>biographies, auto biographies, travelogues and adventure stories</p> <p>Passages of interest to the learners</p>	<p>intention</p> <p>Understand and summarise the story; Apply what is learnt, to real life</p> <p>Excerpts from newspapers, journals, magazines and articles of general interest</p>	<p>Identifies the theme and the message of the poem / passage</p> <p>Improves vocabulary, develops the reading habit and fluency. Learns to approach matters critically</p>	<p>materials and reading related activities</p> <p>Creative activities with related themes</p> <p>Topics that help deepen the core reading</p> <p>Topics that connect life experiences to context.</p>
<p>Reading and interpreting graphic organisers, pictures and tabular data [Deeper level, more complexity]</p>	<p>Graphs, pictures, photographs etc.,</p>	<p>Read graphs, tables and pictures and complete assigned tasks</p> <p>Associative & Summarizing activities</p>	<p>Interprets data; learn to apply it</p> <p>Uses it in other unrelated areas</p>	<p>Interpret and summarise the ideas from the picture or data provided</p>
Writing				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
<p>Answering questions in complete sentences, using punctuation;</p> <p>Being able to string together a sequence of sentences</p>	<p>Suitable passages</p> <p>Passages require some complexity of written response</p>	<p>Comprehension passages; varied grouping and active learning contexts with writing as base</p>	<p>Picks out relevant facts, writes correct and clear answers</p> <p>Reflects cogency and coherence in thinking</p>	<p>Write clearly with formal language and construction</p> <p>Answer questions on the following passage:</p>
<p>Writing articles; proof reading</p>	<p>Simple passages for editing and drafting</p>	<p>Exercises to write with greater depth,</p>	<p>Researches, plans, organizes and writes information</p>	<p>Write articles on select issues, themes or topics</p>

		exploring topics		Rectify the errors and edit the passages
Revision of letter writing - Formal and informal letters	Situations for writing letters - formal and informal	The teacher guides the students to write letters, formal and informal	Students write letters for the given situations using the appropriate style of language.	Write a letter to the Municipal Commissioner to regulate road traffic during school hours. Write a letter to your friend describing the book exhibition you had been to.
Ability to translate from Tamil to English and vice versa.	Notices in public places (Airport, Station etc.), bill board, newspaper reports, short dialogues in shops, bus-stops etc.,	Teacher provides situations and helps students to express the meaning in Tamil / English	Students learn to think and apply the aquired language to the home language meaningfully and express themselves bi-lingually.	Translate the given dialogue / notice into your home language.
Grammar - Reiteration and extension from Class VIII upwards				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation & Content
Revising Prepositions of time and space	during, between, in front of, beside, etc.	Worksheets, peer review and exercises	Learns the use of prepositions and apply them in writing	Use the given prepositions appropriately Cloze testing, Fill in the blanks etc.,
Revising Tenses:	All tense forms	Worksheets, peer review and exercises	Applies the tense forms appropriately	MCQ, passages to insert verbs, editing etc.,
Revising Modals	All modals and semi- modals	Worksheets, peer review and exercises	Applies the modals appropriately	Objective type questions.

Using Finite and Non Finite Verbs and identifying the difference between them	Infinitives, Participles, Gerunds - to be built through functional understanding and reinforced structurally and creatively. Learn the use of finite verbs or 'Main' verbs, and those functions that link in various ways to the verb -	Required contexts, through a given passage, worksheets, explanation and activities	Students meaningfully deepen their understanding of the verb, through understanding the function of the infinitive, gerund and participle Students have a clear, meaningful and focussed understanding of the usage of Finite and Infinite verbs in the specified sentence structures	MCQs, VSA
Using Clauses and phrases in sentences of their own	Transformation- Simple to Complex, Complex to Simple, Compound to Complex, Complex to Compound	Worksheets, peer review and exercises	Uses clauses and phrases, and applies them in writing Builds on the differences between clauses and phrases - worksheets and exercises provided	Objective type questions
Using Reported Speech	Interrogatives and Exclamatory	Worksheets, peer review and exercises	Learns to write reported speech with correct rules	Use correct tense, punctuation and apply the rules involved in transformation. Sentences for transformation
Using Active and Passive Voice	Interrogatives and Imperatives	Worksheets, peer review and exercises	Understands the difference between active and passive voice and uses them in their appropriate places (orders, requests)	Understand and identify the two types of voice. Sentences for transformation

Identifying the different sentence patterns and using them in their own expressions	Revision of all patterns including SVOC	Learn through use and function	Has precise and practical grasp of sentence structure	Practice and assessment, Objective type questions
Vocabulary				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Identifying synonyms and antonyms Locating unfamiliar phrases and idioms in the prescribed lessons, poems	Glossary and vocabulary items	Using dictionary and thesaurus	Learns synonyms of words, use and meaning	Pick up vocabulary and usage
Identifying the difference between spelling and pronunciation, onomatopoeic words. Revision of items learnt in Std.- VIII.	Words that have no one-to-one correspondence with their spellings and pronunciation, words with silent letters	Spelling rules, crossword puzzles, pun, etc.,	Children learn to spell through finding patterns	Spell more accurately in writing
Using Vocabulary to make sentences	Jumbled words to be re-arranged into a coherent sentence	Exercises in vocabulary	Uses vocabulary appropriately Learns more words and uses them correctly	Vocabulary exercises
Using a few prepositional phrases, non-finites, range of connectors, idioms etc.	Passages with prepositional phrases, non-	Exercises and activities in the classroom using the	Communicates more effectively using the language; understands literature better	VSA and SA (paragraphs)

	finites, range of connectors, idioms etc.	textbook, worksheets, etc.		
	Language Functions			
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Revising all items of Std VIII	Debating, Role Play, Projects Various types of presentation including powerpoint presentation	Class activity, Inter and Intra school activities	Learns to express oneself with self-confidence Acquires a range of composite exam skills	Speak on the topic given

Class X

Listening				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Listening to summarize Listening to a dialogue and responding to or reporting the dialogue	Passage of common interests Dialogues for situations confronted in day-to-day life	Reading Activity that leads to comprehending the salient features of the item listened to	Quick grasp of important facts in longer sequences of writing; making referable connections	Language related exercises, as a step in understanding Literature - mapping activities, Long answers; Supplementary materials
Listening to decipher and apply the stress.	Words, sentences, poems, passages, etc.,	Listening to the poems read or recited and the passages read out	Appreciates rhyme, meter, and word use; analyse the passage read out	Interpret tables, graphs, etc.,
Speaking				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Grasping the ability to participate in word games	Just a Minute, Talk around a Word, and other games, topics for a short talk	Fun Large group activity with the teacher facilitating, speaking and listening	Students learn to meet the demand of grammatical expressions, with creativity	Express your views on the following:

Using the ability to present one's point of view in a debate	Debatable topics of national concern	Using themes, teacher helps students form opinions and back them with supporting arguments	Students speak with conviction and validity	State your opinion speaking for / against the topic:
Reading				
Appreciating literature: a) reading for content and style b) to understand sequence c) to find answers to questions in the passage d) understanding the author's intention e) recognising and learning vocabulary in context f) appreciating style g) picking out main facts and supporting details	Newspaper clippings, articles, famous speeches, novels, short stories, plays etc.,	Read stories, understand the style and intention Understand and summarise the story; make connections with life and learning	Enjoy the reading process and learn from it	Answer questions on the passage, read related activities creative activities on related themes evolve topics that help deepen the core reading
Using the ability to draw inferences	Tables, charts, graph, cartoons, advertisements, pie diagrams	Teacher supplies a table/ chart to the students and make them analyze it, find the details, and infer the meaning of it by way of	Students observe and make meaningful inference of the table/chart/graph etc.	Look at the following table carefully and answer the questions given below.

		answering a few questions.		
Grasping explicit and non - explicit information	Analytical reports	Students read an unfamiliar passage and identify explicit and non-explicit information. Teacher guides the students to answer a few questions from the passage.	Students identify explicit and non-explicit information of a passage and answer the questions given.	Read the following passage carefully and answer the questions given below.
Writing				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Answering questions in complete sentences, using punctuation; Using the ability to string together a sequence of sentences Expanding headlines	Passages for comprehension, headlines, etc.,	Comprehension passages; varied grouping and Active learning contexts with writing as base	Pick out relevant facts, write correct and clear answers Reflect cogency and coherence in thinking	Writing clearly with formal language and construction Writing passages requiring some complexity of written responses Short Answer Questions
Learning words, their etymology, more suffixes, some complex word formations, and using words correctly	Passages with prefixes and suffixes, phrasal verbs, idioms, etc.,	Exercises in vocabulary	Use vocabulary appropriately	Use the given vocabulary to make sentences
Identifying the formats and language	Formal and informal letters	Teacher enables the students to write letters	Students recall the format of a formal and that of an informal	Write letters for the following situations.

of Letter - Writing		for different contexts.	letter.	
a) Identifying the format and language for Note making b) Writing a summary using the notes	Passages on general topics	Teacher helps the students to identify the main points	Students make notes and use the points to form a summary	Make notes on the given passage Make a summary of the following passage
Grammar - Reiteration and extension from Class IX Revision of all aspects of Grammar studied throughout the course				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation & Content
Revision- a) Prepositions of time and space	All prepositions	Worksheets, peer review and exercises	Recall the rules and uses of prepositions and applies them in writing	Use prepositions correctly Objective type questions
b) Clauses and phrases	More complicated sentences; combining sentences using relative pronouns.	Worksheets, peer review and exercises	Recall the rules and uses of clauses and phrases, and applies them in writing	Build on the differences between clauses and phrases - worksheets and exercises provided Sentences for transformation
c) Verb participles d) Auxiliaries & Modals e) Tenses	All tense forms; Modals; Verb participles	Worksheets, peer review and exercises	Recalls the rules and uses of tenses and apply them in writing Understands the tenses and their import	Sentences for transformation
f) Using 'If' clauses	All the three conditionals and types	Various examples, classroom and verbal situations, dialogues, etc.,	Grasps the rules involved in using 'If' clause	Sentences for transformation.
g) Using Reported Speech	All types - statements, questions, requests, imperatives, exclamations	Worksheets, peer review and exercises	Learns to use reported speech with the correct rules of structure	Use correct tense, punctuation and the rules of reported speech

				Sentences for transformation
h) Active and Passive Voice	Sentences with all tense forms	Worksheets, peer review and exercises	Understands difference between active and passive voice Understands and identifies the two different types of voice	Sentences for transformation
i) Identifying sentence patterns	All patterns	Learn through use and function	Have precise and practical grasp of sentence structure	Practice and assessment, Objective questions
j) Grasping the use of three kinds of sentences and transformation of all types	Kinds of sentences - Simple, Complex and Compound; Degrees of comparison; Synthesis of sentences	Various examples, classroom and verbal situations, dialogues, etc.,	Learn the rules involved in transformation of various types of sentences	Write error free sentences; Sentences for transformation
Vocabulary				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Identifying uncommon plural forms of words.	Focus - foci Stimulus - stimuli Syllabus - syllabi Plurals that do not end in s, es Hoof- Hooves etc.,	Teacher illustrates certain words which have uncommon plural forms. and makes the students identify the difference in the formation of plural forms.	Students become familiar with the different methods of framing plural forms.	Use the bracketed word in its plural form and complete the sentence.
Recognizing the usage of words of Indian & other language origins in English. Revision of items learnt	Words like catamaran, chutney, bindi, guru, samosa, etc.,	Teacher reads a passage with some integrated words from Indian languages and familiarizes students.	Students become familiar with the correct usage of integrated words.	MCQ Match the words with the meanings:- Words from Indian languages - their meanings

Standard-IX				
Identifying the difference between American and British English	Truck-Lorry, Elevator-lift Candies-sweets	Teacher gives a list of words in American English and their equivalents in British English	Use British and American English words	Match the following : American English - British English
Language Function				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Expanding headlines	Headlines of newspapers	Reading out headlines, citing a caption	Learn to express the ideas fluently	Speak coherently and logically on the following topics
Identifying and interpreting non verbal representations	Pictures, road maps, bar diagrams, graphs	Presenting pictures, maps to the class etc.,	Form their own ideas, comprehend the idea conveyed through non verbal representations	Analyse and express your ideas
Describing a process	Day to day activities	Furnishing various topics to the class e.g. 1.Preparing fresh juice 2.Painting the shelves of your classroom. 3.Decarating the hall for a birthday party	Describe their ideas and the method followed in carrying out the process	Explain the process clearly
Identifying various types of presentations	Debating, role play, seminars, presentations etc.,	Class activity, inter and intra school activities	Learn to express the ideas in various ways; build self confidence, speak clearly and correctly on th chosen view; acquire a range of composite language skills	Speak with clarity and coherence on the given topics
Using the ability to translate simple passages	Short passages on current affairs, general topics, etc.,	Teacher provides passages and helps students by supplying appropriate	Students associate terms in Eglish with their equivalents in Tamil	Learn to think in English; apply their knowlesge of Tamil appropriately.

		terms in Tamil, wherever necessary		Translate the following passage in Tamil.
Using appropriate language and etiquette in telephonic conversation	Telephonic conversation	Telephone conversations, enquiries, interviews, messages	Express themselves with appropriate etiquette for the situation	Eg. Build a telephonic conversation with your teacher to clear a doubt in your lesson.