

**Primary Education Curriculum - 2012**  
**English (First Language)**  
**Standard - I to VIII**

# Primary Education Curriculum - 2012

## English (First Language)

### Standard - I to VIII

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# Primary Education Curriculum - 2012

## English (First Language)

### Preamble

A separate syllabus for English as First language is being drafted for the first time. The syllabus for English as the first language has been prepared in accordance with the guidance, values, core elements and life skills outlined in National Curriculum Framework 2005, Right to Education 2009 and related documents.

In English Medium Schools, the language of instruction is of course, English. Children studying in such schools speak other languages at home and in their surrounding. English is not their mother tongue or home language. This reality has to be kept in view while framing the curriculum, designing the syllabus, writing the teaching materials, delivering these materials in the classroom and evaluating the performance of learner's home language as a barrier than as a boon. The present curriculum development committee is of the opinion that it is essential to treat their 'home language' as a rich resources of language learning if necessary, with their parent's help.

Against this background, teachers, parents and school managements are expected to encourage children to use as much English as possible in the classroom and in their everyday activities. We need to keep in mind that the transition from their 'home language' to English will happen gradually. Use of home language / mother tongue should be allowed in the classroom in the initial period.

Children's home language / mother tongue needs to be handled with love and dignity. Therefore, at the primary level and especially in English Medium Schools, it is essential to accommodate bilingual / multilingual activities and projects.

#### A) Salient features of the syllabus :

- **The Syllabus is child centred and child friendly :**

The syllabus focuses on the learning achievements of the child rather, than on internally imposed content and standards of performance.

- **The Syllabus is activity oriented and skill based :**

The syllabus encourages children to learn on their own through actively participating in these activities for the acquisition of these skills. The learner is expected to learn to use English. The focus is on enabling the child to use English in real-life situations.

- **The Syllabus recommends an eclectic approach :**

Teachers can use different types of effective methods and techniques based on the following criteria.

- (a) They should motivate children to learn and should engage them in learning activity.

- (b) The techniques and learning items should have a high functional value in the child's life inside and outside the classroom.
- (c) The techniques and learning items should be useful to children in their current and future studies.
- **A holistic approach :** The syllabus is designed to ensure a co-ordinated development of all language skills and all round development of the child's personality. It also seeks to link the teaching/learning of English with that of other subjects.
- **The syllabus provides ample scope for self-learning and learning to learn :** The syllabus attempts to minimize learner's dependence on their teachers and increase their autonomy. The activities and tasks suggested in the syllabus aim at achieving this objective.
- **The syllabus is need-based and age-appropriate :** That is why it presents series of graded activities from class I to VIII.
- **The revised syllabus encourages innovation.**

The revised syllabus deliberately provides ample opportunities to text book writers, teachers as well as learners to generate novel ideas to help them to construct knowledge of the surrounding world and natural phenomena. However, the inventory of tasks given under the heading "Innovation/Extension" is neither exhaustive non restrictive. Textbook writers and teachers may supplement or alter the ideas and tasks.

The syllabus makes an effort to encourage the use of information technology wherever necessary and possible. This attempt to integrate information technology with the teaching and learning of English will equip the learners to be able to face future challenges.

## **B) Some important considerations :**

### ➤ **The teaching of Grammar :**

Children internalise the rules of language as they get first hand exposure to English through a series of activities graded according to their age and linguistic competence. Therefore, grammar is not, to be taught separately in lower primary classes, and the teaching of technical terms, definitions and grammatical explanation are to be avoided.

At the upper primary level too grammar should not be taught as an end in itself.

Grammatical explanations should aim only at helping children to use language in a better and systematic manner. Linguistic explanations should also cover matters of usage (idiomatic use of English). They should also enable the children to appreciate creative use of language.

➤ **Use of mother tongue :**

Textbook writers and teachers can find many innovative ways of exploiting the students' knowledge of their mother tongue and their linguistic environment in general to strengthen and enrich their learning of English. However, rote learning of meanings and mechanical translation exercises must be discouraged.

At the upper primary level, translation can be used to enhance the students' literary abilities and study skills. Translation activities can be usefully linked with other subjects of study.

➤ **Pronunciation :**

The syllabus does not recommend a strictly British or American model of pronunciation, What we aim at is an 'educated Indian' variety of spoken English. In other words, our aim is to cultivate national intelligibility, confidence, appropriateness and a reasonable speed in children's speech. Stress and intonation are important features of speech and children should certainly be made aware of these but they need not be taught to the detriment of learning other aspects of the English language.

➤ **Errors Tolerance**

Children are likely to make mistakes while learning. Too much emphasis on error correction can dampen their enthusiasm and confidence. Teachers are advised not to single out children's errors, especially those in their speech. The focus in the early years should be on fluency, appropriate use of language and confidence building.

➤ **Continuous comprehensive evaluation (C.C.E.)**

The learner's performance will be assessed continuously over a year. Secondly, evaluation will be done comprehensively and holistically. In other words, the facilitator will record in learner's profile items such as continuous participation, quality of performance, respect for others opinions, creative thinking and so on.

# English (First Language)

## General Objectives

### Standard - I to VIII

**Skill :** Listening

**To enable learners to...**

1. listen to the sounds, rhythm and other features of spoken English.
2. listen so as to be aware of the differences and similarities between mother tongue and English,
3. listen to respond appropriately,
4. listen attentively for an increasingly longer period,
5. listen to get the central idea,
6. listen to find specific information,
7. listen to understand the attitude and intention of the speaker,
8. listen to enrich the vocabulary,
9. listen so as to learn acceptable usage,
10. listen attentively in face to face situations as well as to electronic and other media,
11. listen so as to develop the other skills of language,
12. adopt a listening strategy that suits the type and content of spoken matter, and
13. listen to native varieties (British, American, Australian, etc.) of English for ear training.

# **English (First Language)**

## **General Objectives**

### **Standard - I to VIII**

#### **Skill : Speaking**

##### **To enable learners to...**

1. speak with proper stress, intonation, rhythm, pace and pauses,
2. speak intelligibly,
3. speak confidently, accurately and fluently,
4. speak according to the occasion,
5. speak appropriately keeping in mind relationship with the listener,
6. use vocabulary appropriate to the topic,
7. speak using features of spoken English,
8. use spoken English in day-to-day situations,
9. speak in face-to-face situations,
10. speak to get things done, to comment on people, events and incidents, and
11. speak to express opinions, gratitude, likes and dislikes, agreement and disagreement, etc.

# **English (First Language)**

## **General Objectives**

### **Standard - I to VIII**

#### **Skill : Reading**

##### **To enable learners to...**

1. read various types of texts,
2. read to be aware of different types of formats of writing,
3. adopt different techniques and strategies as per types of texts,
4. read aloud fluently in chorus and in groups,
5. read aloud individually and independently,
6. read with increasing eye-span so as to increase reading speed,
7. read aloud to improve pronunciation, stress, rhythm and intonation,
8. read for pleasure and information,
9. read intensively and extensively,
10. read between and beyond the lines,
11. acquire new vocabulary and enrich their grammar,
12. read silently and fluently,
13. comprehend, store, retrieve and use ideas, registers (topic specific vocabulary) and styles, and
14. develop their own cognitive, emotional and intellectual domains.



# **English (First Language)**

## **General Objectives**

### **Standard - I to VIII**

#### **Skill : Writing**

##### **To enable learners to...**

1. develop proper writing habits,
2. write neatly and legibly,
3. write fluently, appropriately and accurately,
4. write cohesively and coherently,
5. vary their writing style according to the purpose of writing and the intended reader,
6. write with and without support,
7. write using various types and formats of composition,
8. write keeping in mind the distinction between rules of grammar and rules of use (grammaticality and acceptability),
9. develop study skills (note-making, note-taking, summarizing, information transfer, etc.), and
10. write in formal and informal manner.

# Syllabus

## Standard: I and II

### Skill: Listening

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners are able to..</i>	
1.	- enjoy listening to rhymes, songs and poems.	- presents rhymes, songs and poems with proper rhythm, voice modulation and actions.	Rhymes, songs and poems.	- enjoy rhymes, songs and poems.	Learners listen to rhymes, songs and poems available on audio and audio-visual sources.
2.	- listen for stress and intonation.	- presents words and sentences to demonstrate stress and intonation.	Words and sentences.	- repeat words and sentences correctly after the teacher.	Learners repeat the words they find interesting while watching English T.V. channels.
3.	- respond to commands, requests and instructions.	- organizes a game in which commands, requests and instructions are integrated.	Language games.	- respond appropriately to commands, teacher etc.	Learners recite rhymes such as “Sonu Monu turn around——.” with actions.
4.	- acquire new vocabulary.	- presents objects, models, pictures and names them.	Objects, models and pictures.	- learn new words.	Learners add as many words as they can, related to a given word .
5.	- increase their span of attention.	- makes learners play language games	Language games.	- listen attentively for a longer period.	---
6.	- listen and write.	- dictates words, phrases and sentences.	Words, phrases and sentences.	- write words, phrases and sentences dictated to . them	Learners take turns at giving dictations.

# Syllabus

## Skill: Listening

### Standard: I and II

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
7.	- listen and guess contextual meanings.	- presents a story and asks learners to guess the meanings of new words.	Stories suitable for the age-group	- guess meanings using the given context	The teacher makes use of media to give listening experience.
8.	- listen and guess the emotions and feelings of the speaker.	- presents pictures, photographs, facial expressions and narrates stories such as 'The Fox and the Crow', 'Monkeys and the Cap-seller'. - asks learners to identify the emotions of the speaker.	Short stories, speeches, remarks, etc.	- guess the attitude and intention of the speaker.	

## Syllabus

### Skill : Speaking

#### Standard: I & II

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- follow stress and intonation patterns.	- introduces new / unfamiliar words and phrases for practice.	Polysyllabic words and phrases	- say words with proper stress and intonation.	
2.	- recite / sing rhymes and poems of his / her choice.	- presents some rhymes or poems.	i) Ba Ba Black Sheep, ii) Hickory, Dickory, Sackery down!	-sing / recite songs or rhymes with actions.	The teacher asks learners to sing new songs and rhymes (which are not in the text books.)
3.	- speak about themselves and topics of their choice.	- demonstrates how to speak about themselves or a topic.	i) I am / My name is ii) I'm six/seven years old. <b>Topics:</b> i) My School ii) My Mother iii) My Friend iv) My Dog.	- speak about themselves or topics of their choice confidently.	
4.	- take part in face to face interactions using stock expressions.	- presents models of interaction with others.	i) May I come in Sir? ii) Please give me your pen. iii) Thank you ! iv) Congratulations!	- use stock expressions in face to face interactions.	The teacher encourages learners to speak with strangers/ relatives/ friends and neighbours at home and at public places.
5.	- politely express one's personal needs, feelings, etc.	- presents how to politely express one's personal needs, feelings, etc.	i. Please give me your book. ii. Hurrah! We have won the match, let's celebrate it.	- express their personal needs, feelings, etc	Learners listen to a few expressions and identify the feelings.

# Syllabus

## Skill: Speaking

### Standard: I and II

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
6.	- discuss their likes and dislikes.	- provides opportunities to learners to discuss likes and dislikes.	Habits, games, food items, etc.	- talk about their likes and dislikes.	Learners talk about the traits of people they know.
7.	- give proper instructions to do an activity	- demonstrates how to conduct an activity	Making a small paper boat.	- conduct simple activities.	The teacher asks learners to conduct the following activity : i) make a recipe, ii) draw a picture.
8.	- talk about personal experiences.	- gets students to talk about their personal experiences.	i) 'My daily routine' . ii) 'My habits' etc.	- talk about their personal experiences.	
9.	- relate a story with the help of pictures and key words.	- presents a story with the help of some pictures and key words	Picture of a pot (for the story of 'The Thirsty Crow') and related words.	- narrate a story with the help of clues.	
10.	- enact and narrate a story / event.	- provides opportunities to enact or narrate a story/ event from the textbook.	i) The Lion and the Mouse ii) Monkeys and the Cap-seller iii) A game of cricket, hockey, kabaddi, kho kho, etc.	- narrate/enact a familiar story or event .	

## Syllabus

### Skill : Reading

#### Standard : I & II

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- read whole words at sight.	- associates things and pictures with their written names. - drills names.	Objects/ pictures of different things - e.g. various fruits, animals, vegetables.	- read words as a whole in the absence of pictures/objects.	The teacher shows flash-cards having names of things found in school and home environment.
2.	- read all letters of the alphabet correctly.	- ensures that learners identify all the letters correctly and know their correct order.	Letters from A to Z	- identify the letters of the alphabet correctly. - present all the letters in alphabetical order.	—
3.	- read aloud familiar words, phrases and sentences.	- progresses from words and phrases gradually towards short passages, - uses flash cards and word cards/ phrase and sentence strips. - uses pictures that support the reading of phrases and sentences.	i) Meaningful phrases: e.g.: in their arms, on the waist, a cup of tea, a jar of pickles, etc. ii) Short sentences : e.g.: My father is a farmer/teacher/doctor/ driver.	- read words, phrases, sentences and short passages correctly.	—
4.	- read with proper pauses and intonation	- demonstrates reading aloud of dialogues and action songs.	i) Action songs ii) Conversations	- read aloud a text with proper pronunciation, intonation, pauses and pace.	—

## Syllabus

### Skill : Writing

#### Standard : I & II

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- copy/ write letters of the alphabet in print script.	- shows learners how to copy/ write letters of the alphabet in print script.	Letters of the alphabet	- copy/ write letters of the alphabet.	Learners find the letters of the name of the object, shown in the picture and write them down.
2.	- copy/ write words, phrases and sentences correctly.	- shows how to write words, phrases and sentences.	i) Words, ii) Phrases and iii) Sentences	- -copy/ write words, phrases and sentences.	The teacher gives a list of retronyms such as 'nun', 'mum', 'noon' and asks learners to copy them from left to right and right to left and say if they get new words. Learners add two such words to the list.
3.	- rearrange words in alphabetical order.	- provides a set of words in jumbled order. - asks learners to rearrange words in alphabetical order.	Sets of words	- rearrange words in alphabetical order.	The teacher asks learners to name five to seven big cities of India and write them in alphabetical order.
4.	- write neatly and legibly.	- shows a specimen of neat and legible handwriting. - encourages learners to copy/ write properly.	Specimens of good, neat and legible handwriting	- observe specimens of neat and legible handwriting. - write neatly and legibly.	The teacher arranges a handwriting competition.

## Syllabus

### Skill : Writing

#### Standard : I & II

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- take dictation of words, phrases and sentences.	- dictates words, phrases and sentences.	Words, phrases and sentences	- listen carefully. - take dictation of words, phrases and sentences.	The teacher says words having silent letters and learners write them down correctly.
6.	- use proper punctuation marks.	- shows specimens of proper punctuation marks.	Specimens of proper punctuation marks	- listen carefully. - observe carefully. - use punctuation marks properly.	The teacher says interrogative, imperative, exclamatory sentences and a sentence listing several things. Learners write down those sentences and punctuate them.
7.	- write a short and simple composition.	- introduces himself/herself by using simple sentences. Asks learners to write a composition on 'Myself', 'My Best Friend'. Favourite things, Festivals, etc.	(A) Topics: i) Myself, ii) My Best Friend, iii) Festivals (B) Pictures related to a festival : i) Rakshabandhan, ii) Deepawali, iii) Ramzan Eid, iv) Christmas, v) Republic Day, vi) Pateti	- write a guided composition	Learners make lists of words related to particular topics.



# Syllabus

## Skill: Listening

### Standard : III to V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- listen to short informal conversations so as to participate in them.	- creates situations like planning for a project.	Conversations	- listen to others and respond accordingly.	Learners listen to instructions and participate in different activities.
2.	- listen to English spoken on radio, TV, CDs, etc.	- arranges for listening to a short skit on a funny topic. - asks simple comprehension questions.	Short skit in a video-clip form.	- answer simple questions based on spoken passages/conversations, etc.	
3.	- listen and respond to a chain of instructions and requests.	- conducts activities requiring instructions (with demonstration).	Origami activities.	- follow the given instructions	
4.	- listen to short announcements and follow them.	- makes announcements for different events.	Independence Day, Republic Day, and other events.	- act as per the announcements.	
5.	- listen and note the sequence of events.	- gives an opportunity / experience to listen to a story. - gives the sentences in jumbled up sequence and asks learners to put them in a logical order.	i) Story / event ii) Sentences in mixed up order.	- arrange the sentences in a proper order.	

## Syllabus

### Skill: Listening

#### Standard: III to V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
6.	- listen and take dictation.	- gives dictation	A text/ a small paragraph of about 5-7 lines.	- listen to a text and write it in their notebooks correctly.	
7.	- understand simple English spoken by various persons.	- create situations to give experience of listening to different persons.	A play/let involving different roles.	- follow presentations of different people. - understand the difference between various ways of speaking.	Learners listen to a short conversation between two speakers and identify their roles. (e.g. doctor-patient)
8.	- enjoy listening to skits, plays and notice the sequence of events.	reads out skits and short plays	Skits and plays.	- enjoy short skits and plays.	---
9.	- understand the content of stories, passages, etc.	- gives an experience of listening to a story/ a passage. -asks learners to complete the sentences appropriately after listening.	Story.	- understand the details of a story/passage.	Learners tell the central idea in one sentence or in a saying or proverb.

# Syllabus

**Standard : III, IV and V**

**Skill : Speaking**

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- be aware of stress, rhythm and intonation in poly-syllabic group of words.	- presents a model of short sentences illustrating stress, rhythm and intonation.	Monosyllabic words, polysyllabic words and short sentences.	- say monosyllabic and polysyllabic words and short sentences with proper stress, rhythm and intonation.	The teacher provides learners with an opportunity to identify the tone (rising/falling) according to the type of sentences.
2.	- recite songs/ poems of their choice individually with pleasure.	- presents some songs/poems with actions and asks learners to repeat after him/her.	Some songs and some short poems.	- recite/ sing some songs and poems with actions	Learners take part in poetry recitation competition.
3.	- use proper body language.	- demonstrates the importance of body language in communicating meaning of the spoken text.	i) Gestures to show variety of expressions ii) Eye contact, iii) Body, posture and movements	- use body language and gestures appropriately and effectively.	Learners present a mime/ dumb charade.
4.	- communicate their personal needs, feelings, etc. politely.	- encourages learners to make simple enquiries and polite requests and to communicate their personal needs, feelings, etc.	i) Would you close the door please? ii) Oh! It's too hot today!	- make simple enquiries and polite requests and communicate their personal needs and feelings.	The teacher provides learners with opportunities of making simple enquiries at different public places, post office, bus stand, etc.
5.	- describe things, pictures, events, festivals, etc. using simple English.	- presents a demo of describing things, pictures, events, festivals, etc. using simple structures.	Chair, table, pictures of scenes, events, festivals, etc.	- describe things, pictures, events, festivals, etc. using simple and short sentences.	The teacher asks learners to match cartoon pictures and their captions.

# Syllabus

## Skill: Speaking

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
6.	- tell simple jokes, present and solve riddles.	- shares some simple jokes and riddles to evoke laughter and interest of the learners and asks them to share similar jokes and riddles.	i) Simple jokes ii) Simple riddles like Recognise me, Who am I?	- share jokes and solve riddles	Learners are encouraged to collect some simple jokes and riddles through sources outside the class and share those with the class / groups.
7.	- take part in short skits, playlets and present monologues.	- makes learners to present short skits, playlets and monologues by providing with script with proper guidance.	Short skits, playlets and some monologues.	- participate in skits, playlets and monologues with interest.	The teacher divides the class in groups and organises a competition to present skits, playlets, and monologues.
8.	- describe things and events imaginatively	- tells learners to work in groups and describe things or events imaginatively.	i) Table-fan, refrigerator, T.V. set, etc. ii) Independence Day celebration.	- describe things and events imaginatively.	The teacher encourages learners to present a running commentary on an imaginary event.
9.	- comper a programme	- asks learners to comper a school programme.	i) Elocution competition ii) Prize distribution ceremony iii) Anniversaries iv) Birthday celebration v) Cultural programme vi) Sports Day	- comper various programmes with some preparation	Learners comper programmes independently.

# Syllabus

## Skill: Speaking

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
10.	- prepare and deliver different speeches.	- asks learners to prepare and deliver welcome, introductory, farewell speeches and vote of thanks.	Welcome, introduction, farewell speeches and vote of thanks.	- deliver different speeches eloquently.	Learners deliver an extempore speech.
11.	- interact with others.	- divides the class in groups - creates informal situations and initiates a conversation.	i) Home work ii) Examination Preparation iii) T.V. Serials iv) Sports Events	- interact informally with others.	Learners name a few day-to-day situations, which they use to construct conversations in written form as homework.
12.	- ask appropriate questions to seek information.	- shows a map of a town. - initiates various questions for reaching a particular destination - asks learners to conduct an interview asking different questions.	A map of a town with different routes, signs, boards, names of places, etc. e.g. i) Where is the school? ii) Which is the shortest route to the bus stand?	- frame different questions on various situations.	The teacher displays a picture showing animals, trees, houses, mountains, people, a river, etc. Learners frame questions on the picture.

## Syllabus

### Skill : Reading

#### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- read words, phrases, sentences, dialogues and passages with understanding.	- presents meaningful texts.	simple texts.	- read words, phrases and sentences with understanding.	- The teacher provides news items to groups of learners and asks them to identify and write down new words and phrases. - Learners look up their meanings in a dictionary.
2.	- read aloud words, sentences and passages clearly and accurately.	- presents a model reading using tone-groups. - gives ample practice in reading aloud.	Sentences and passages with tone-groups marked in them.	- read aloud with proper pronunciation, stress, intonation, pauses, pace and expression.	—
3.	- read charts, tables, time-tables and maps to get specific information.	- gives practice in reading various charts, tables, time-tables and maps.	Various charts, tables, time-tables and maps.	- read and understand charts, tables, time-tables, maps, etc.	—
4.	- read from authentic sources such as magazines, newspapers, reports, etc.	- provides opportunities to read magazines, newspapers, etc.	i) Children's magazines, ii) Newspaper supplements, iii) Children's novels, iv) Comics, etc.	- read for pleasure without difficulty.	—

# Syllabus

## Skill : Reading

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	<ul style="list-style-type: none"> <li>- arrange words in alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>- explains how to arrange words alphabetically.</li> <li>- gives sets of words to be arranged in alphabetical order.</li> </ul>	Sets of words beginning with different letters of the alphabet.	<ul style="list-style-type: none"> <li>- arrange given sets of words in alphabetical order.</li> </ul>	—
6.	<ul style="list-style-type: none"> <li>- use dictionaries to find meanings and spellings.</li> </ul>	<ul style="list-style-type: none"> <li>- gives practice in using dictionaries.</li> </ul>	Dictionary entries.	<ul style="list-style-type: none"> <li>- find out meanings of new words from a dictionary.</li> <li>- look up the spellings of words in a dictionary</li> </ul>	Learners take part in spelling bee competitions with the help of dictionaries
7.	<ul style="list-style-type: none"> <li>- read handwritten material.</li> </ul>	<ul style="list-style-type: none"> <li>- provides various handwritten material such as letters, note-books, etc. to read.</li> </ul>	Various handwritten materials such as letters, note-books, manuscripts, activity-books, etc.	<ul style="list-style-type: none"> <li>- read handwritten material successfully.</li> </ul>	Learners arrange an exhibition of specimens of handwriting.
8.	<ul style="list-style-type: none"> <li>- read aloud poems with proper pronunciation, rhythm and pace.</li> </ul>	<ul style="list-style-type: none"> <li>- presents poems with the help of a cassette or CD player.</li> <li>- gives ample practice in reciting poems with proper rhythm, pace and pronunciation.</li> <li>- asks learners to read poems independently.</li> <li>- gives practice in reading throughout the year.</li> </ul>	Age-appropriate poems.	<ul style="list-style-type: none"> <li>- recite poems with proper pronunciation, rhythm and pace.</li> <li>- enjoy reading poems.</li> </ul>	—

# Syllabus

## Skill : Reading

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
9.	<ul style="list-style-type: none"> <li>- read aloud conversations with voice modulation.</li> </ul>	<ul style="list-style-type: none"> <li>- plays some conversations on cassette/ CD player</li> <li>OR</li> <li>- presents a model reading.</li> <li>- encourages learners to modulate their voice while reading to convey the mood of the conversation.</li> </ul>	Short conversations/skits/playlets : e.g. The Giant's Clever Wife, Wishes Wasted	<ul style="list-style-type: none"> <li>- read dialogues with correct voice modulation.</li> <li>- enjoy reading dialogues, skits, playlets.</li> </ul>	Learners present street-plays/ skits, etc.
10.	<ul style="list-style-type: none"> <li>- read aloud announcements with proper pronunciation, stress, intonation and audible voice.</li> </ul>	<ul style="list-style-type: none"> <li>- reads announcements in an audible voice and with proper stress and intonation</li> <li>OR</li> <li>plays announcements on a cassette player.</li> <li>- creates opportunities for learners to practise.</li> <li>- rectifies their mistakes.</li> <li>- encourages learners to read announcements independently.</li> </ul>	Announcements on public media and at public places.	<ul style="list-style-type: none"> <li>- read announcements in a clear and audible voice with proper pronunciation, stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners read announcements of various programmes on the TV.</li> <li>- Learners read announcements on mobile phones, newspapers, leaflets, etc.</li> </ul>



# Syllabus

## Standard : III, IV and V

## Skill : Writing

Sr. No	Objectives	Activities teacher	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The facilitator....</i>		<i>Learners are able to..</i>	
1.	- copy words and sentences in legible hand.	- writes some words on the board. - shows word strips and asks learners to copy them in legible hand.	Words written on board/ strips	- copy words in legible hand.	The teacher offers four samples of handwriting. Learners rank them as best, better, good and poor.
2.	- write words related to a given word/ picture.	- gives examples. e.g. mobile-call, ring tone, message, etc. - asks learners to write words related to a given word or picture.	i) Word-cards, ii) Pictures	- quickly think of words related to a given word or picture.	The teacher presents a list of words related to a word and asks learners to guess the topic.
3.	- write full forms and contracted forms correctly.	- provides some examples of full forms and contracted forms.	<u>Full forms</u> are not will not I am <u>Contracted forms</u> aren't won't I'm	- use full forms and contracted forms appropriately.	Learners listen to a recorded conversation and note down contracted forms.
4.	- use punctuation marks correctly.	- presents a passage with proper punctuation marks. - provides a passage without punctuation marks. - asks learners to use punctuation marks properly.	Passages with and without punctuation marks	- use punctuation marks correctly.	—

# Syllabus

## Skill : Writing

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- take dictation of words, phrases and sentences.	- dictates suitable words, phrases and sentences	Words, phrases, sentences and short passages.	- write dictation of words, phrases, sentences, etc.	- The teacher says sentences such as 'Tell me if the monkey in the tale has a tail.' - Learners have to write 'tell', 'tail' and 'tale' in proper places.
6.	- write a few sentences on a given topic.	- presents a topic along with pictures and related sentence-strips. - asks learners to observe them. - asks learners to write one or two sentences on a provided topic.	Pictures of different topics like festivals, sports, etc.	- write a few sentences with the help of pictures.	Learners listen to sentences and guess what they are about, e.g. sport, family, travel, etc.
7.	- write captions, headlines and titles for a given matter.	- presents one example each of a title, caption and headline. - asks learners to write titles, captions and headlines.	News, stories, pictures and cartoons	- give titles, captions and headlines.	—
8.	- develop a paragraph with the help of points.	- provides points to develop a paragraph. - asks learners to develop a paragraph.	Points : Diwali- festival of lights, enjoyment, sweets, new clothes, visits by friends and relatives, paper lanterns, (Aakash-kandil), greetings, gifts, crackers and mud-forts	- understand the points provided by the teacher. - write a paragraph with the help of points.	The teacher asks learners to work with their friends and jot down points for a particular topic.

# Syllabus

## Skill : Writing

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
9.	- write short descriptions of incidents, pictures, . etc	- shows pictures and demonstrates how to write short descriptions - describes an incident. - encourages learners to write short descriptions of other incidents and pictures.	i) Incidents, ii) Pictures	- write short descriptions of incidents, pictures, etc.	The teacher asks learners to observe two pictures and spot the differences. Learners write a descriptive paragraph about each.
10.	- write a continuous and meaningful passage independently	- demonstrates how to link sentences, how to write continuous and meaningful passages. - asks learners to write continuous and meaningful passages with the help of appropriate sentence connectors.	i) Stories, ii) Processes, iii) Events	- write a continuous and meaningful passage.	—
11.	- write a short autobiography.	- presents a short autobiography of a school-bag. - asks them to write a short and simple autobiography of a black-board, an old book, an umbrella, etc.	Short autobiography : i) A black-board ii) A school-bag, iii) An old book, iv) An umbrella	- write a short autobiography of a thing or object of their choice.	- Learners collect and bring riddles of their choice, which end with the question, 'Who am I?' - Others answer the riddles.

# Syllabus

## Skill : Writing

### Standard : III, IV and V

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
12.	- write an imaginary story	- presents an imaginary story.	Imaginary stories	- write an imaginary story.	—
13.	- describe a process.	- demonstrates a process step by step. - asks learners to describe the process orally and then write it down.	i) Experiments, ii) Recipes and iii) Crafts	- write a description of a given process.	The teacher provides a set of jumbled up steps of a craft-making process and asks learners to arrange them in proper order.
14.	- write informal letters.	- presents samples of informal letters. - asks learners to note special features of informal letters.	Various types of informal letters.	- write various types of informal letters.	- The teacher provides an informal letter with a very formal sentence in it. - Learners identify the odd sentence.
15.	Translate a text from an Indian language into English and vice versa.	- demonstrates how to translate a text.	Texts brought by Learners, e.g. recipes	- translate a text from a language of their choice into English and vice versa.	Learners choose themes/ texts/advertisements for translation.

# Syllabus

## Skill: Listening

### Standard : VI, VII and VIII

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- comprehend the content of a poem.	- reads a poem with proper stress and voice modulation.	Poems from the text.	- understand the content of a poem.	Learners listen to extra textual poems or prayers, so as to understand their content.
2.	- listen so as to comprehend the basic story line, important events/points, etc.	- presents a story/ passage, etc.	News items or stories/ passages, etc.	- understand the broad feature of a story/ passage.	- Learners listen to moral stories in the school assembly (paripath) and narrate their storyline. - Learners listen to a narration and write down the main points in the form of a tree diagram.
3.	- understand the use of idioms and proverbs	- presents idioms and proverbs in a proper context.	Idioms and proverbs	- understand the use of idioms and proverbs	--
4.	- take notes from a lecture/speech.	- presents an informative passage orally.	A passage on different types of transport systems available.	- present the information in different forms such as a tree diagram, tables and graphs.	- Learners listen to news at home and take notes in the form of headlines.

# Syllabus

## Standard: VI, VII and VIII

## Skill: Listening

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- listen to speeches, narrations and descriptions and identify key words and topic sentences.	- presents speeches, narrations and descriptions using modern technology.	Speeches, narrations and descriptions.	- identify key words and topic sentences and share them with the class.	- The teacher gives a list of related words. - Learners identify the topic.
6.	- listen to a part of a conversation and say what it is about.	- presents a partial conversation. - asks learners to identify the topic of conversations.	Conversations.	- understand the importance of context in meaning making process.	- The teacher offers a sentence and asks learners to think of 3-4 contexts in which it will have different meanings.
7.	- listen to TV news and serials.	- presents video clips and asks them to write down some words, expressions.	Video clips of news and serials.	- understand contextual meaning.	---
8.	- listen to an invisible speaker and identify him/her with the help of voice.	- plays a language game, arranges for a curtain. some students hide behind the curtain and converse in English. others tell the name of the boy or girl.	Language games, language activity.	- recognize the person by voice and differentiate one person from others. - identify the speakers and the situations.	A learner who is good at mimicry speaks like different eminent personalities, others identify the personalities.

# Syllabus

**Standard : VI, VII and VIII**

**Skill : Speaking**

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<i>To enable learners to....</i>	<i>The teacher....</i>		<i>Learners (are able to)..</i>	
1.	- recite poems using proper rhythm and pace. - open conversations in different situations.	- organizes a poetry recitation competition. - divides the class into groups. - gives different situations to each group for a debate. - gives a few words for opening a conversation.	i) Poems known to the learners. ii) Any textual poem. Topic for the conversation: Advantages and disadvantages of TV and the Internet.	- recite poems effectively  - open a conversation on different issues in different situations.	—
2.	- show agreement and tactful disagreement.	- arrange debates	i) Too much use of technology is harmful ii) School uniform should be compulsory for learners iii) English should be made compulsory.	- express their opinions clearly and freely.	The teacher provides learners with a conversation without an opening and learners come up with multiple openings.
3.	- express apologies, gratitude; make complaints, suggestions, etc.	- demonstrates how to express gratitude, apologies and make complaints, suggestions, etc.	Various ways and expressions used to express apologies, gratitude, complaints and suggestions	- express apologies, gratitude; make complaints and suggestions.	Learners pick up examples of apologies, gratitude, complaints and suggestions from the stories they have read.

# Syllabus

## Skill: Speaking

### Standard : VI, VII and VIII

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- discuss problems and offer solutions.	- discusses some problems and offers some solutions as a model. - poses a problem before learners and asks them to offer solutions.	i) Global warming ii) Ill-effects of bursting fire crackers/pollution iii) Pollution.	- discuss problems from all possible angles and offer solutions.	The teacher asks learners to present street-plays on various problems.
6.	- use formal and informal language appropriately.	- presents specimens of formal and informal language use	Scripts of formal and informal conversations.	- understand the difference between formal and informal language and use it appropriately in various situations.	The teacher gives a list of formal, semi-formal and informal versions of a sentence and asks learners to label them correctly.
7.	- speak a few sentences on a topic spontaneously.	- asks learners to present current news and to explain and comment on it at the time of <i>Paripath</i> .	i) Current news in newspapers ii) Important events in the school / village / town, etc.	- speak spontaneously	The teacher writes a few topics on slips and keeps them in a bowl. Learners pick up a slip each from the bowl and speak 5 to 10 sentences on the topic.
8.	- use idioms / proverbs while speaking.	- introduces a few / idioms and proverbs	i) Tit for tat ii) Strike the iron while it is hot iii) An apple a day keeps the doctor away. iv) Time is money.	- use suitable idioms and proverbs - expand their own ideas effectively.	Each learner collects at least two English proverbs and their mother-tongue equivalents.



# Syllabus

## Standard : VI, VII and VIII

## Skill : Reading

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
4.	<ul style="list-style-type: none"> <li>- guess meanings of new words.</li> </ul>	<ul style="list-style-type: none"> <li>- presents passages having new words.</li> <li>- asks learners to read given passages silently and guess meanings of new words.</li> <li>- asks questions to elicit meanings of new words.</li> </ul>	Unseen passages having a few new words.	<ul style="list-style-type: none"> <li>- read silently given passages.</li> <li>- guess the meanings of new words with the help of the context and answer the questions correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher uses an unfamiliar word in a context and asks learners to guess its meaning.</li> <li>- The teacher gives expressions and learners give one word substitutes for them.</li> </ul>
5.	<ul style="list-style-type: none"> <li>- use reference material: dictionary, encyclopedia, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- explains how to refer to a dictionary.</li> <li>- explains the different components of dictionary entries such as parts of speech, usage, examples, etc.</li> <li>- explains how to refer to an encyclopedia.</li> </ul>	Dictionary entries and encyclopedia entries.	<ul style="list-style-type: none"> <li>- read unseen passages and refer to dictionaries and encyclopedias to get meanings of, information about new words.</li> </ul>	Learners compare similar entries from two dictionaries and note the differences.
6.	<ul style="list-style-type: none"> <li>- understand descriptions, narrations and processes from a text.</li> </ul>	<ul style="list-style-type: none"> <li>- provides descriptive, narrative passages and processes to learners.</li> <li>- asks them to read the matter silently.</li> <li>- asks comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>i) Descriptive passages : e.g. passages pertaining to water management, water conservation, rain - water harvesting, etc.</li> <li>ii) Narrative passages: e.g. Stories promoting peace education</li> <li>iii) Passages related to processes: e.g. process of preparing jaggery, paper, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- read passages with understanding.</li> <li>- answer questions correctly after reading passages.</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher narrates a story using present tense.</li> <li>- Learners retell the story using past-tense.</li> </ul>

# Syllabus

## Standard : VI, VII and VIII

## Skill : Reading

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
7.	- understand the intention and attitude of the writer.	- introduces various short passages depicting various moods of writers. - sensitises learners to different attitudes and intentions by asking probing questions.	Short passages having various intentions and attitudes of the writer: e.g. criticism, sarcasm, etc.	- read given passages with understanding. - read between and beyond the lines and understand the intention and attitude of the writer.	- The teacher plays or reads aloud Pandit Nehru's speech 'Tryst with Destiny' or Martin Luther King Junior's 'I Have a Dream'. - Learners identify the speaker's intention.
8.	- understand the formats of various types of writing	- introduces various types of writings such as letters, speeches, reports, stories, poems and plays. - explains their formats and features. - creates opportunities for learners to understand these formats by providing various types of writing.	Various letters, speeches, reports, stories, poems, plays, etc.	- read silently given compositions and identify their formats. - identify and classify texts into various types.	The teacher asks learners to collect specimens of advertisements, letters to the editor, cartoons, haikus, etc. which have different formats.
9.	- read with increasing speed.	- provides longer texts for reading.	Short stories, informative passages, etc.	- read silently with increasing speed.	The teacher flashes a few sentences with increasing speed on a projector and gives a prize to the fastest reader in the class, like 'Fastest Finger' in the TV serial <i>Kaun Banega Crorepati</i> .

# Syllabus

## Skill : Reading

### Standard : VI, VII and VIII

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
10.	- read to make notes. (intensive reading)	- provides some infomative passages to learners. - asks them to read passages silently and make notes.	Informative passages : e.g. passages pertaining to science, water conservation, Indian culture, national integrity, etc.	- read the provided passages silently. - make precise notes after reading the text.	- The teacher provides a note in the form of a tree-diagram. - Learners write a composition using those points.
11.	- read for pleasure (extensive reading)	- provides opportunities to learners to read books, magazines, newspapers, etc.	i) Newspaper-supplements ii) Children's magazines iii) Children's novels iv) Comics.	- read for pleasure - read and understand the gist. - develop a habit of reading beyond the text book. - report the matter in their own words.	—
12.	- read beyond the textbook (extensive reading)	- provides opportunities to read books, magazines, newspapers, - asks learners to present gist of the content.	i) Newspaper supplements ii) Children's magazines iii) Novels iv) Comics v) Story books	- read for pleasure. - develop a habit of reading beyond the text-books. - present a gist. - tell the read matter in their own words. - improve their knowledge and vocabulary.	Learners collect various types of reading material such as sports news, comics, movies, advertisements and plays.

# Syllabus

**Standard : VI, VII and VIII**

**Skill : Reading**

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
13.	- read to appreciate the beauty of language.	<ul style="list-style-type: none"> <li>- explains the use of poetic devices such as simile, metaphor, alliteration, rhyme, etc.</li> <li>- creates opportunities for learners to read poems and figurative passages,</li> <li>- asks questions to help learners appreciate the beauty of the language.</li> </ul>	Poems and passages written in figurative language.	<ul style="list-style-type: none"> <li>- read poems and passages between the lines.</li> <li>- appreciate poetic language.</li> <li>- answer the questions correctly after reading the text.</li> </ul>	The teacher provides a figurative prose passage and a poem and asks learners to identify the distinguishing features.

# Syllabus

## Standard : VI, VII and VIII

## Skill : Writing

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	<p><i>To enable learners to....</i></p> <ul style="list-style-type: none"> <li>- write descriptions.</li> </ul>	<p><i>The teacher....</i></p> <ul style="list-style-type: none"> <li>- demonstrates how to write descriptions of people, places, objects, events, incidents and processes.</li> <li>- asks learners to write various types of descriptions on given topics.</li> </ul>	<p>People, places, objects, events, incidents, processes</p>	<p><i>Learners are able to..</i></p> <ul style="list-style-type: none"> <li>- write descriptions of given topics.</li> </ul>	<p>The teacher divides the class into groups and asks them to make a list of words that we need to describe-people, places, objects and processes.</p>
2.	<ul style="list-style-type: none"> <li>- frame a set of questions and conduct an interview.</li> </ul>	<ul style="list-style-type: none"> <li>- asks learners to frame a set of questions for an interview.</li> <li>- conducts an interview and writes a report on it as a sample.</li> </ul>	<p>A set of questions for an interview</p>	<ul style="list-style-type: none"> <li>- frame a set of questions and conduct an interview.</li> </ul>	<p>Learners watch an interview on TV and name the areas on which questions have been asked. e.g. family, education, work, etc.</p>
3.	<ul style="list-style-type: none"> <li>- summarize a text.</li> </ul>	<ul style="list-style-type: none"> <li>- presents a text with a summary and explains the techniques of summarizing a given text/material.</li> <li>- asks them to summarize a text that they have already studied.</li> </ul>	<p>Texts</p>	<ul style="list-style-type: none"> <li>- write a gist of the texts that they have already studied.</li> </ul>	<p>Learners underline the key-words, phrases and sentences which they would use in the summary of the text.</p>

# Syllabus

## Standard : VI, VII and VIII

### Skill : Writing

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
4.	- answer various types of questions.	- asks learners to write answers to different types of questions.	A set of questions	- answer questions appropriately	Learners frame questions for answers given under a passage.
5.	- write a personal profile.	- demonstrates to fill up personal information for a profile in a provided format. - asks them to write personal profile in a provided format.	Personal profile format	- write their own profile or profile of another person.	Learners read the profile of a well-known person and identify the aspects that have been covered. e.g. social, intellectual, etc.
6.	- prepare a write-up based on personal views on various issues.	- presents a write-up based on personal views on various issues of his/her interest. - encourages learners to write personal views on various issues of their interest.	Various issues such as uniform, homework, etc.	- write personal views on issues of their interest.	Learners listen to an interview on an issue and write a paragraph explaining why they agree or disagree to the views expressed in the interview.
7.	- present information in various forms.	- demonstrates how to present information in the form of a table, diagram, chart, graph, etc. - asks learners to present information in a given form.	Various types of information or data	- present information in the form of tree-diagrams, pie-charts, flow-charts, graphs, etc.	- Learners read a tree-diagram and compose a paragraph using the points.

# Syllabus

**Standard : VI, VII and VIII**

**Skill : Writing**

Sr. No	Objectives	Activities	Examples	Expected Learning Outcome	Innovation/ Extension
8.	<ul style="list-style-type: none"> <li>- write a short speech.</li> </ul>	<ul style="list-style-type: none"> <li>- presents short speeches on different topics.</li> <li>- asks learners to write short speeches on suggested topics.</li> </ul>	<ul style="list-style-type: none"> <li>i) Independence Day,</li> <li>ii) Republic Day,</li> <li>iii) Sports Day,</li> <li>iv) Environment Day,</li> <li>v) Mother's Day,</li> <li>vi) Teacher's Day</li> </ul>	<ul style="list-style-type: none"> <li>- write a short speech on a suggested topic.</li> </ul>	<ul style="list-style-type: none"> <li>Write short speeches on different topics and collect them as project work.</li> </ul>
9.	<ul style="list-style-type: none"> <li>- write a story implied in a poem.</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrates how to write a story that is implied in a poem.</li> <li>- asks learners to write a story implied in a poem.</li> </ul>	<ul style="list-style-type: none"> <li>Poems, especially ballads</li> </ul>	<ul style="list-style-type: none"> <li>- write a story implied in a poem.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners write down a story implied in a folk-song.</li> </ul>
10.	<ul style="list-style-type: none"> <li>- make notes from an informative text.</li> </ul>	<ul style="list-style-type: none"> <li>- presents informative passages.</li> </ul>	<ul style="list-style-type: none"> <li>Passages about Science, Geography, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- make notes from informative passages for their own reference.</li> </ul>	

## Sample Questions for Continuous and Comprehensive Evaluation (CCE)

### Listening Skills

#### Std. : I & II

**For Evaluation :** Teachers may pick and choose exercises and activities from the list given below to devise tools of formative and summative evaluation in consonance with the spirit of RTE 2009. This list is neither restrictive nor exhaustive.

1. Listen and enjoy rhymes and songs on an audio / video - CD.
2. Listen and do / act / classify and enact.
3. Listen, repeat and learn.
4. Listen and sing (whole class, group, individual).
5. Listen and read (whole class, group, individual).
6. Listen and note the stress, intonation, contracted forms and question tags.
7. Listen, note and repeat stress and intonation accordingly.
8. Listen to instructions and follow them (one word, phrase or sentence).
9. Listen to a chain of instructions / announcements and act / do accordingly.
10. Listen to requests and respond accordingly.
11. Listen, identify and name the picture / object shown.
12. Listen, identify and name the picture / object shown and describe it in one sentence.
13. Listen and participate in language games in groups, as a whole class or individually.
14. Listen and write down dictated words, phrases and sentences.
15. Listen and guess the contextual meanings of words, phrases and sentences.
16. Listen and guess the emotions and feelings of the speaker.
17. Listen and understand the gist of a poem / story / event / speech / commentaries / specific information / dialogues and conversations.
18. Listen and narrate stories, speeches with expressions and feelings.
19. Listen carefully, read and answer questions.
20. Listen read and arrange words / in proper sequence.
21. Listen to narrations, fables and descriptions.



## Listening skills

### Std. : III, IV & V

1. Listen to others and respond accordingly in a dialogue or conversation.
2. Listen to English spoken on radio, TV, C.D. etc. and answer simple questions. Listen to new words and phrases and use them in sentences and in day to day conversations.
3. Listen and respond to a chain of instructions, commands, requests, announcements and speeches.
4. Listen and arrange the sequence of events in a story or skit in proper order.
5. Listen and take dictation of words, phrases, sentences and paragraphs.
6. Listen and follow presentations made by different people.
7. Listen and understand the various ways of speaking by the same individual.
8. Listen and complete sentences, paragraphs and stories appropriately.
9. Listen to jokes and riddles and solve them.
10. Listen and make a list of sounds heard in different public places .
11. Listen, read, find and tell the answers and learn them.
12. Listen and participate in a question hour, right question, wrong answer. Return a question with a question.
13. Listen carefully. Be a good listener. Be a good speaker.
14. Listen pages from any diary (Special Days)
15. Listen to daily news given by others.
16. Listen to identify repeated sounds.
17. Listen and say whether the given statements agree with the passage or not.
18. Listen to short announcements, instructions, dialogues.
19. Listen attentively to note characteristics of spoken English.

Listening skills  
**Standard VI, VII & VIII**

1. Listen, repeat, recite or sing poems.
2. Listen and answer questions in a few words, phrases and sentences.
3. Listen and solve riddles.
4. Listen to group discussions and voice your opinions.
5. Listen to how a programme is being compered.
6. Listen and arrange words, phrases, sentences, stories, events, etc. in proper sequence.
7. Listen to a passage, poem or story and frame 'Wh' questions.
8. Listen and learn new, unfamiliar words.
9. Listen to a telephone conversation and understand its gist.
10. Listen to a Chat Show on T. V. or Radio and express your views.
11. Listen to jingles and advertisements on radio and TV and frame your own version of it.
12. Listen and respond to various instructions.
13. Listen and identify non-sensical words, confusing words, similar sounding words in the poem.
14. Listen to a story, change its ending and narrate it.
15. Listen to an audio clip and identify the characters.
16. Listen to abbreviations and give their full forms.

## Speaking skills

### Std. : I & II

1. Recite poems.
2. Narrate stories.
3. Describe given pictures through words, phrases, sentences and paragraphs.
4. Identify name and classify what is asked.
5. Look and say one sentence about a given picture.
6. Listen to and repeat tongue twisters as fast as you can.
7. Find the rhyming words and say.
8. Look and say letters, words and phrases.
9. Say what each one is doing in the picture
10. Try this and tell others to do.
11. Find and repeat letters hidden in the pictures.
12. Look at a picture and talk.
13. Make use of greetings, expressions according to the situation.
14. Name some things you see in the house / school/ surroundings, etc.
15. Name the days of the week, months of the year, seasons and colours and shapes.
16. Name the different kinds of birds, animals, insects, trees, fruits, flowers, vegetables, etc.
17. Conduct a role play activity and ask the students to say a few sentences on any given character.
18. Spot the animal / fruit / flower / bird / tree / vegetable / insect whose name begins or ends with a particular letter.
19. Close the book and say what you saw.

## Speaking skills

### Std. : III to V

1. Suggest suitable titles for poems, stories, passages.
2. Share some proverbs / sayings you know.
3. Answer the following questions orally.
4. Present a part of a monologue / dialogue / story.
5. Find and tell.
6. Give one word for many words, many words for one word, opposites, similar sounding words and words that go in pairs.
7. Answer questions based on a yearly calendar, time table, maps, charts, pictures.
8. Say whether the statements are true or false, who said to whom, give reasons.
9. Find words hidden in the given words.
10. Name and point-out the parts of your body / tree / house.
11. Look at the pictures and say what we do to keep our body, house, school and surroundings clean.
12. Say one or two sentences about the fruit / flower / animal / friend / family member / game / vehicle you like best.
13. Say how you help your family members at home.
14. Say what you do when you feel thirsty, hungry, tired, happy, sad, sick, hot, cold, etc.
15. Change the last words of each line and say the poem.
16. Change the ending of the story and narrate it.
17. Arrange the following from shortest to longest / smallest to biggest, youngest to oldest and say.
18. Say 5 naming words, doing words and describing words.

19. Name the odd man out.
20. Add new words to the list given and say.
21. Draw a picture and describe it.
22. Say a similar sounding word for a given word.
23. Spot and say which of the things don't belong there.
24. Listen and answer the question asked.
25. Use your own words to complete the sentence and say.
26. Spot and say what is wrong in the picture.
27. Talk about some good things you have done / an event or incident you have witnessed.
28. Say a few sentences about your class picnic / shopping / birth day party / annual sport day / any competition.
29. Say a few sentences about your visit to your grand parent's house / native place / circus / zoo / park.
30. Look and say what your family members are doing in the picture.
31. Say the ordinals from 1-10 in proper order and name the animals standing at that position.
32. Enact the dialogue between two people, e.g. two friends, mother and child, teacher and student, shopkeeper and customer, etc.
33. Give commands and make requests and also appropriate responses.
34. Give an appropriate word that goes with a given word.
35. Give contracted forms for given words.
36. Say the names of ten things along with the name of the person to whom they belong, e.g. Daddy's shoes.
37. Look at the pictures and complete the sentences orally.
38. Say the names of things that finish up quickly, that last long, that we get in ready made shops, that we make at home, you have made at home or you can make.

39. Answer riddles and puzzles.
40. Name some places where you have to buy tickets.
41. Give one word for many words, for opposites,
42. Put in proper sequence and narrate the stories, events and processes.
43. Give one and many forms of given words.
44. Name the young one, shelter, cries of given animals.
45. Give a small speech on a given topic.
46. Frame questions.

## Speaking skills

### Std. : VI to VIII

1. Discuss qualities of your friend / relative.
2. Speak on a given topic
3. Recite a poem with proper intonation.
4. Narrate a story, describe events orally.
5. Enact a skit / play.
6. Say whether the following statements are right or wrong.
7. Explain phrases or sentences.
8. Prepare a speech and defend your side.
9. Use words / phrases / idioms and proverbs while speaking.

## Reading skills

### **Std. : I to V**

1. Read words, phrases, sentences, dialogues and passages with understanding.
2. Read aloud words, sentences and passages clearly and accurately.
3. Read aloud poems with proper pronunciation, rhythm and pace.
4. Read aloud conversation with voice modulation.
5. Read aloud given material with proper pronunciation, stress, intonation and audible voice.
6. Read and find information from a passage.
7. Find meanings from a good dictionary.
8. Read and match.
9. Read and complete the sentences.



Reading skills  
**Std. : VI to VIII**

1. Find rhyming words from a poem.
2. Read aloud words, phrases, sentences and passages / poem.
3. Read and explain as per instructions.
4. Match the items and their descriptions / words and their meanings.
5. Read and classify.
6. Read carefully and give reasons.
7. Read and find events from the story.
8. Read given speeches.
9. Read poems aloud.
10. Find the meaning of words with the help of a good dictionary.
11. Read the passage carefully and frame five questions on it.
12. Underline the subject and predicate (as per instructions)
13. Read and predict.

## Writing skills

### Std. : I to V

1. Copy / write letters of the alphabet in print script.
2. Copy / write words, phrases and sentences correctly.
3. Rearrange words in alphabetical order.
4. Take dictation of words and sentences.
5. Write a short and simple composition by using proper punctuation marks.
6. Write words related to a given word / picture.
7. Develop a paragraph with the help of points.
8. Write a paragraph on a given picture.
9. Write a continuous and meaningful passage independently.
10. Write an imaginary story.
11. Describe a process.
12. Write informal letter.
13. Translate a text from an Indian Language into English and vice versa.

## Writing skills

### Std. : VI to VIII

1. Write to others about something nice that your friend did for you.
2. List five things you could do for your friend.
3. Write whether the following statements are true or false.
4. Punctuate the following sentences properly.
5. Complete the following sentences.
6. Write about an occasion and experience.
7. Frame questions on a passage.
8. Write short notes.
9. Collect more riddles and tongue twisters.
10. Write different articles for class magazine.
11. Describe different things.
12. Frame your own sentences using given words and phrases.
13. Write historical information.
14. Write about imaginany events.
15. Copy the verses in beautiful hand writing.
16. Write a story in short.
17. Write synonyms and antonyms.
18. Write short poetic descriptions.
19. Write advertisements, slogans, jingles, news, etc.
20. Write a short autobiography of a given object, bird, animal, etc.
21. Write a dialogue / conversation.

22. Write a recipe / process.
23. Write a monologue.
24. Translate the given content into your mother tongue.
25. Write a formal letter / informal letter.
26. Write various charts.
27. Write a summary.

