

## COMMON SYLLABUS

ENGLISH

II TERM

CLASSES I to VIII

### 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 sake ...the 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.

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## Class I

## 1. Listening

Competency	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> <li>Listening to short, familiar stories or folktales</li> <li>Understanding the main point of short stories told in English</li> </ul>	<ul style="list-style-type: none"> <li>Simple short familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>Teacher narrates stories, or folktales. Children listen and respond</li> </ul>	<ul style="list-style-type: none"> <li>Do actions related to the story / folktale</li> <li>Reproduce any environmental sounds (Eg. wind blowing, crow cawing) occurring in the story.</li> <li>Listen and respond to simple questions related to the story or folktale.</li> </ul>
<ul style="list-style-type: none"> <li>Listening to sounds in selected words, and discriminating them.</li> <li>Relating sound and letter.</li> </ul>		<ul style="list-style-type: none"> <li>Children listen and discriminate the sounds that the letters make.</li> </ul>	<ul style="list-style-type: none"> <li>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.....</li> <li>Circle pictures beginning or ending with a particular letter.</li> <li>'Do the two pictures rhyme?' Say 'yes' or 'no'</li> </ul>

**2. Speaking**

<b>Competency</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Respond to questions</li> <li>Speaking using a combination of grammatical forms</li> </ul>	<ul style="list-style-type: none"> <li>Words, phrases and sentences</li> <li>Functional grammar: adjectives, articles, prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks simple questions during the course of the day and children respond.</li> <li>Teacher provides opportunities through activities and informal conversation for children to speak using a combination of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to questions appropriately.</li> <li>Answer questions using phrases/sentences.</li> </ul> <p>Where is the book? - On the table.</p>

**3. Reading**

<b>Competency</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Letter sound correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Sounds of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows cards with letters of the alphabet and articulates the sound. Children repeat after the teacher.</li> </ul>	

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| <ul style="list-style-type: none"> <li>• Reading words/sentences</li> </ul>                          | <ul style="list-style-type: none"> <li>• Words/Sentences</li> </ul>                         | <ul style="list-style-type: none"> <li>• Teacher provides opportunities for children to read using flash cards. Children label things around the class room.</li> </ul> | <ul style="list-style-type: none"> <li>• Read words</li> <li>• Read simple sentences</li> <li>• Choose the correct word for each picture.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Responding to various types of reading material.</li> </ul> | <ul style="list-style-type: none"> <li>• Books, flash cards, labels, charts, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher makes available different types of reading materials and encourages the children to use them.</li> </ul>               | <ul style="list-style-type: none"> <li>• Browse/read the different reading materials available in the class room.</li> </ul>                         |

**4. Writing**

<b>Competency</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Spacing of words, alignment of words in a sentence (Mechanics of writing)</li> <li>• Recall spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Words /Sentences</li> <li>• Words ( high frequency words, phonetic words and content words)</li> </ul>	<ul style="list-style-type: none"> <li>• Children write leaving space in between words and write on a line.</li> <li>• Teacher presents a variety of writing exercises and word building activities such as word grids, jumbled letters, fill ups, dictation to develop</li> </ul>	<ul style="list-style-type: none"> <li>• Copy words and sentences.</li> <li>• Trace over dotted words.</li> <li>• Arrange jumbled letters to make words.</li> <li>• Look at the picture and fill in the blanks with the correct letter.</li> <li>• Write the first/last letter for each picture.</li> </ul>

spelling skills.

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| <ul style="list-style-type: none"> <li>• Writing words/simple sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Common, familiar words/sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher presents activities such as jumbled words, fill ups, to write words and sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange word cards to make sentences.</li> <li>• Write one's name.</li> <li>• Write the words for the given pictures.</li> <li>• Fill in the blanks with the correct word.</li> <li>• Put the words in correct order and make a sentence.</li> </ul> |
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**5. Vocabulary**

<b>Competency</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Stating number names</li> </ul>	<ul style="list-style-type: none"> <li>• 1 to 10</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Finger counting and songs. Summative</li> <li>• Count and say how many</li> </ul>

- Distinguish singular from plural names.
- Singular and Plural 's'
- Teacher uses classroom objects, pictures, worksheets, charts, children, etc for the children to name one and more than one.
- Using Action words
- Common actions such as read, jump, eat, walk, play etc
- Teacher uses songs, pictures and other activities for children to identify and name different actions.
- Can you hop like a frog? Yes, I can. (Children hop.)
- Can you crawl like a snake? Yes, I can. (Children crawl.)
- Play games.

Look at the picture. What are they doing?

### 6. Language Functions

<b>Competency</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Speak using Pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Simple and composite pictures, pictures in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses pictures that depict people in different roles and feelings.</li> <li>• Teacher gives worksheets with activities like "Spot the difference," pictures with missing parts to encourage children to talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about a simple sequence of events shown in the pictures: Germination of a seed.</li> <li>• Name the pictures.</li> <li>• Who are these people? E.g., doctor, carpenter, teacher.</li> </ul>

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

**COMMON SYLLABUS II TERM - ENGLISH**

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| <ul style="list-style-type: none"><li>• Listening and responding to instructions and directions.</li></ul> | <ul style="list-style-type: none"><li>• Longer instructions and directions.</li><li>• Directions during indoor or outdoor games.</li><li>• Directions involving two objects or people.</li><li>• Directions involving two actions.</li></ul> | <ul style="list-style-type: none"><li>• Naturally occurring and suitable situations are created in the classroom to follow directions. Gestural prompts may also be used to help children follow directions</li></ul> | <ul style="list-style-type: none"><li>• Take out your notebook and write.</li><li>• Please bring your pencil and sharpener.</li></ul>   |
| <ul style="list-style-type: none"><li>• Listening to questions</li></ul>                                   | <ul style="list-style-type: none"><li>• Simple questions. What, Where, Who 'Yes' or 'No'</li></ul>   | <ul style="list-style-type: none"><li>• Simple questions based on classroom situations are asked.<br/><br/>E.g., What are you doing?<br/><br/>Did you have you breakfast?</li></ul>                                   | <ul style="list-style-type: none"><li>• Listen to questions and respond in full sentences.<br/><br/>Can you fly in the sky?</li></ul>   |
| <ul style="list-style-type: none"><li>• Listening to pronunciation</li></ul>                               | <ul style="list-style-type: none"><li>• Words and sentences</li></ul>  | <ul style="list-style-type: none"><li>• Teacher uses words highlighting correct pronunciation.</li></ul>  | <ul style="list-style-type: none"><li>• Sing rhyme with correct pronunciations.</li><li>• Games with rhymes and alliterations. E.g., Ponni plays with a purple pot.</li></ul> |
| <ul style="list-style-type: none"><li>• Listening carefully to more sounds of the</li></ul>                | <ul style="list-style-type: none"><li>• Diagraphs ch, sh, etc.), blends (bl, cr,</li></ul>   | <ul style="list-style-type: none"><li>• Teacher plays 'sound games' where the</li></ul>   | <ul style="list-style-type: none"><li>• Click your fingers every time you hear a word ending</li></ul>  |

## COMMON SYLLABUS II TERM - ENGLISH

language through chosen words, and discriminating them.

etc.), rhyming words, blending sounds, coining new words by changing first, last or middle sounds.

children listen to sounds in different positions.

with/sh/ - bath, dish, sleep, fish, watch, crush.

- Children listen and discriminate the sounds that specific letters make.

- 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

- Reciting more rhymes, jingles, songs

- Communicating a message

### Content

- Rhymes, jingles and songs.

- Simple messages.

### Mode of Transaction

- Children sing along with the teacher or cassettes, and reproduce new and familiar nursery rhymes and songs

- Children communicate messages to peers or another adult. They communicate messages

### Evaluation

- 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.

E.g., Ask your classmates to submit their workbooks.

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|   |  | from home.   |  |
| <ul style="list-style-type: none"> <li>• Responding to questions</li> </ul>                         | <ul style="list-style-type: none"> <li>• Phrases/sentences</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher asks questions during the course of the day and children respond.</li> </ul>  | <ul style="list-style-type: none"> <li>• Respond to questions appropriately</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Expressing one's needs</li> </ul>                          | <ul style="list-style-type: none"> <li>• Needs</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher encourages students to express needs and acknowledges them.</li> </ul>  | <ul style="list-style-type: none"> <li>• I want an eraser. Please, can you give me a pencil?</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Making a request</li> </ul>                                | <ul style="list-style-type: none"> <li>• "Please"</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher creates familiar situations and encourages children to respond suitably</li> </ul>  | <ul style="list-style-type: none"> <li>• Use the word, 'Please' to ask for something in appropriate situations.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Expressing feelings</li> </ul>                             | <ul style="list-style-type: none"> <li>• Feelings</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher encourages students to express feelings and acknowledges them.</li> </ul>   | <ul style="list-style-type: none"> <li>• Express feelings spontaneously in response to questions</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Participating in simple conversation in English</li> </ul> | <ul style="list-style-type: none"> <li>• Simple conversation</li> </ul>  | <ul style="list-style-type: none"> <li>• Children take turns during conversations with adults and peers</li> <li>• Teacher provides different contexts for initiating and sustaining conversations.</li> </ul> | <ul style="list-style-type: none"> <li>• Initiate and sustain conversation in pairs and in groups.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Speak using a combination of grammatical forms</li> </ul>  | <ul style="list-style-type: none"> <li>• Functional grammar: Noun, verbs, singular and plural, construction of sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher provides opportunities through activities and informal conversation for children to speak using a combination of grammatical forms.</li> </ul>                | <ul style="list-style-type: none"> <li>• Name some things that you saw on the way to school. "On the way to school, I saw a ....."</li> <li>• Look at the pictures and tell what the children are doing. E.g., The girl is climbing, The old man is painting.</li> </ul> |

- 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**

<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"><li>• Reading words / sentences (word attack skills, sight reading / phonic reading)</li></ul>	<ul style="list-style-type: none"><li>• Words / sentences/connected sentences.</li></ul>	<ul style="list-style-type: none"><li>• Teacher provides opportunities for children to read using flash cards. Children label things around the class room, using text book and story books.</li></ul>	<ul style="list-style-type: none"><li>• Read words</li><li>• Read sentences</li><li>• Read simple passages.</li></ul>
<ul style="list-style-type: none"><li>• Picture reading</li></ul>	<ul style="list-style-type: none"><li>• Pictures</li></ul>	<ul style="list-style-type: none"><li>• Teacher displays a picture which is familiar to them and asks probing questions.</li></ul>	<ul style="list-style-type: none"><li>• Children use pictures as an aid for reading</li><li>• The words are given below a picture. "Circle the things that you see in the picture."</li><li>• Look at the picture and answer , 'Yes' or 'No'</li></ul>

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| <ul style="list-style-type: none"> <li>• Responding to different kinds of reading materials</li> </ul>       | <ul style="list-style-type: none"> <li>• Books, storybooks, flashcards, pictures, self-made books.</li> </ul> | <ul style="list-style-type: none"> <li>• Different kinds of reading materials are displayed in the classroom.</li> </ul>   | <ul style="list-style-type: none"> <li>• Browse/read the different reading materials available in the classroom.</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• Reading a variety of materials like a calendar and clock</li> </ul> | <ul style="list-style-type: none"> <li>• Days of week</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher shows the calendar / clock and:<br/><br/>Names the days of the week.<br/><br/>Tells the time rounded to an hour.</li> </ul> | <ul style="list-style-type: none"> <li>• Is it hot, today?</li> <li>• Tomorrow is _____.</li> </ul> <p>Look at the clock and tell the time:</p> |
| <ul style="list-style-type: none"> <li>• Reading for fun</li> </ul>  | <ul style="list-style-type: none"> <li>• Reading - graded readers, colourful picture stories</li> </ul>       | <ul style="list-style-type: none"> <li>• Teacher facilitates children to look at pictures / read books.</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at the pictures and enjoy them.</li> <li>• Read books for pleasure.</li> </ul>                    |

#### **4. Writing**

<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Write with Spacing of words, alignment of words (Mechanics of writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Words / Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Children write legibly leaving space in between the words and write in straight line.</li> </ul>	<ul style="list-style-type: none"> <li>• Write words, sentences on their own.</li> <li>• Copy words and sentences.</li> </ul>

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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.
  - 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.
- Writing of words/sentences
  - 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 colour, Mother, Tree etc.
  - Teacher presents activities such as jumbled words; fill ups, creative writing activities to write words and sentences.
  - Draw yourself and write a few words/ sentences about your picture.
- Write using a combination of grammatical forms
  - Functional grammar: Noun, verbs, singular and plural, construction of sentences.
  - 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"> <li>Name parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>Elbow, neck, feet, stomach, fingers and toes</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses action songs, pictures and activities for children to point, name and understand the functions of body parts.</li> </ul>	<ul style="list-style-type: none"> <li>Draw yourself and a person you like and talk about some things you like to do together.</li> <li>Fill in the blanks: I use my _____ to write. (feet/fingers)</li> </ul>
<ul style="list-style-type: none"> <li>Express Feelings in words.</li> </ul>	<ul style="list-style-type: none"> <li>Shy, scared, kind</li> </ul>	<ul style="list-style-type: none"> <li>Children express their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion: I am scared of.....</li> </ul>
<ul style="list-style-type: none"> <li>Identify School spaces</li> </ul>	<ul style="list-style-type: none"> <li>Places within the school.</li> </ul>	<ul style="list-style-type: none"> <li>Children learn the names of different places in the school and their purpose by actively using them.</li> </ul>	<ul style="list-style-type: none"> <li>Use different areas in the school and perform errands.</li> </ul>
<ul style="list-style-type: none"> <li>Write Names of birds, insects, vegetables, fruits, vehicles and other things around us.</li> </ul>	<ul style="list-style-type: none"> <li>Birds, insects, vegetables, fruits, vehicles and other things around us.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses songs, pictures, stories, real objects and activities for children to identify, name and learn about them.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Say Action words</li> </ul>	<ul style="list-style-type: none"> <li>Variety of actions</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses songs, pictures, stories and other activities to</li> </ul>	<ul style="list-style-type: none"> <li>Name three activities that you do at home and three activities that you do in</li> </ul>

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| <ul style="list-style-type: none"> <li>Form Plurals Noun number</li> </ul> | <ul style="list-style-type: none"> <li>Singular and Plural 'es'</li> </ul> | <p>identify and name different actions.</p> <ul style="list-style-type: none"> <li>Teacher uses classroom objects, pictures, stories, worksheets, charts, children, etc., for children to name one and more than one.</li> </ul> | <p>school.</p> <ul style="list-style-type: none"> <li>Match the words to the action shown in each picture.</li> <li>Use correct singular or plural forms in conversation</li> <li>Fill in the blanks with correct word.<br/>There are five_____.<br/>(mango/mangoes)</li> </ul> |
| <ul style="list-style-type: none"> <li>Say Numbers</li> </ul>              | <ul style="list-style-type: none"> <li>1 to 50</li> </ul>                  | <ul style="list-style-type: none"> <li>Teacher guides the children in reading and writing numbers and number names through activities like tracing on dotted lines, matching number to number names, etc.</li> </ul>             | <ul style="list-style-type: none"> <li>Make a picture by connecting the numbers.</li> <li>Look at the number and fill in the missing letter for number name.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Name Days of the week</li> </ul>    | <ul style="list-style-type: none"> <li>Days of the week</li> </ul>         | <ul style="list-style-type: none"> <li>Teacher uses the calendar in the classroom to talk about day, date and month.</li> </ul>  | <ul style="list-style-type: none"> <li>Look at the calendar everyday and find out what day it is today.</li> <li>How many days are there in a week?</li> <li>Name the days of the week</li> <li>Refer picture dictionary as and when needed.</li> </ul>                         |
| <ul style="list-style-type: none"> <li>Using Picture Dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Picture Dictionary</li> </ul>       | <ul style="list-style-type: none"> <li>Teacher guides the children in using a picture dictionary to understand the meaning of words.</li> </ul>  | <ul style="list-style-type: none"> <li>Show &amp; Point to body parts.</li> <li>Express anger, sympathy, respect.</li> <li>From the pictures point to some birds and name them.</li> </ul>  |

- Showing and number naming
- Which is the fifth day of a week?

**6. Language Functions**

<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Introducing oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Name, class, school</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher creates a context such as interaction with people, role play and presentations for students to talk about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce oneself to adults, peers and neighbours when required.</li> </ul>
<ul style="list-style-type: none"> <li>• Using a picture, talk about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, → composite picture, pictures in a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Children look at the picture and respond by observing, comparing, associating, inferring and relating to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture of three little pigs building a house - How would you build your house?</li> <li>• Picture of outdoors - What are some of the things the birds would use to make a nest?</li> </ul>
<ul style="list-style-type: none"> <li>• Making a presentation (Show and tell)</li> </ul>	<ul style="list-style-type: none"> <li>• Objects in nature, things created by children.</li> </ul>	<ul style="list-style-type: none"> <li>• Children say a few sentences about the work they created or something that they found, how they made it, where they found it etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a presentation.</li> </ul> <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"> <li>• Act simple role play</li> </ul>	<ul style="list-style-type: none"> <li>• Roles based on small stories, simple poems, pictures, real life situations,</li> </ul>	<ul style="list-style-type: none"> <li>• Children enact a variety of simple roles and use songs, sounds, movements, gestures, dialogues etc as a part of role</li> </ul>	<ul style="list-style-type: none"> <li>• The scene is a market place. Children take up roles as shopkeepers selling different things. Others go to the</li> </ul>

feelings etc.

playing.

market and pretend to buy.

Introduce yourself to a guest.

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

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

**2. Speaking**

<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Singing rhymes, poems, songs</li> </ul>	<ul style="list-style-type: none"> <li>• Rhymes, poems, songs</li> </ul>	<ul style="list-style-type: none"> <li>• Children sing or recite along with the teacher or cassette and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the tune and sing, or listen to and recite the rhyme or poem.</li> </ul>

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		reproduce the rhymes, poems or songs	<ul style="list-style-type: none"> <li>Respond with the next word or sentence when the teacher pauses while singing or reciting the rhyme.</li> <li>Perform actions related to the rhyme were initiated.</li> </ul>
Communicate a message	<ul style="list-style-type: none"> <li>Simple messages</li> </ul>	<ul style="list-style-type: none"> <li>Children communicate messages to peers or another adult.</li> </ul>	<ul style="list-style-type: none"> <li>Stand in line to go to the playground.</li> <li>My teacher wants a box of chalks</li> </ul>
<ul style="list-style-type: none"> <li>Responding to questions</li> </ul>	<ul style="list-style-type: none"> <li>Phrases/sentences</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks questions during the course of the day and children respond.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to questions appropriately.</li> </ul>
<ul style="list-style-type: none"> <li>Narrating</li> </ul>	<ul style="list-style-type: none"> <li>Short stories/incidents</li> </ul>	<ul style="list-style-type: none"> <li>Children narrate any incident they have experienced, parts of stories or an entire simple story.</li> </ul>	<ul style="list-style-type: none"> <li>I went to the zoo with my brother and .....</li> </ul> <p>Narrate the story of - The thirsty crow.</p>
<ul style="list-style-type: none"> <li>Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>'Wh' questions</li> </ul>	<ul style="list-style-type: none"> <li>Children ask a variety of questions during the course of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Where is the black dog?</li> <li>Who is your friend?</li> </ul>

**3. Reading**

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

individually, in pairs and in small groups.

- Children read and answer simple questions.
- Children pause at the end of sentences.
- Children use word attack skills to read.

reading - reading one sentence each from a given passage.

- Read the sentence and illustrate.
- Read the given passage.
- Read the passage and choose the correct answer.

The rat ran into a

\_\_\_\_\_.  
( pipe, hole, house)

- Reading different genres

- Road Signs / maps

- Road signs and simple maps are introduced to children.

- List out the road signs you see while coming to school.
- Create your own road sign and talk about it.
- Draw a map from your home to school.

- Reading for fun

- Reading - Graded readers, colourful picture books

- Teacher facilitates children to look at pictures/read books.

- 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.

**4. Writing**

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> <li>• Recall spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Words (high frequency words, phonetic words and content words)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presents a variety of writing exercises such as jumbled letters, sentences, fill ups and dictation to develop spelling skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks with correct word: Monkeys climb_____. (stere/ reest/ trees)</li> </ul>
<ul style="list-style-type: none"> <li>• Creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing rhyming sentences, Writing on a topic, Drawing and writing, Making a list</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher presents a simple rhyme with missing sentences.</li> <li>• Children draw, colour and write.</li> </ul>	<ul style="list-style-type: none"> <li>• Write two sentences that rhyme using the given words. ball, wall</li> <li>• Make a list of things that you would like to do this Sunday.</li> <li>• Read and Answer the following questions</li> <li>• Make a question for the</li> </ul>

- Write using a combination of grammatical forms
  - [Consolidation of functional learning through usage]
  - Functional grammar: Possessive forms subject verb agreement verb forms, pronouns d [Learnt and interpreted only as usage]
  - Teacher provides opportunities through written activities for children to write using a combination of grammatical forms.
- following sentences. The question words are given.
- What \_\_\_\_\_  
This is a train.
- 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**

<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Words</li> </ul>	<ul style="list-style-type: none"> <li>• Words given in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher explains the meaning and asks questions</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the blanks with words given</li> </ul>

**6. Language Functions**

<b>Competencies</b>	<b>Content</b>	<b>Mode of Transaction</b>	<b>Evaluation</b>
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## COMMON SYLLABUS II TERM - ENGLISH

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| <ul style="list-style-type: none"><li>• Make a Role play (pair work)</li></ul> | <ul style="list-style-type: none"><li>• Themes from text, story books, real life situations</li></ul>             | <ul style="list-style-type: none"><li>• Teacher initiates discussion and guides children to play different roles</li></ul>                   | <ul style="list-style-type: none"><li>• Take up roles as butterfly, bee, tree, peacock and speak one or two lines about yourself</li></ul>   |
| <ul style="list-style-type: none"><li>• Making lists</li></ul>                 | <ul style="list-style-type: none"><li>• Shopping list, list of items in the classroom, list of children</li></ul> | <ul style="list-style-type: none"><li>• Teacher presents topics for lists or uses naturally occurring opportunities to make lists.</li></ul> | <ul style="list-style-type: none"><li>• Make a list of things you bring to school.</li></ul>   |
| <ul style="list-style-type: none"><li>• Talking about a theme</li></ul>        | <ul style="list-style-type: none"><li>• Simple / Common/ familiar themes</li></ul>                                | <ul style="list-style-type: none"><li>• Teacher enables children to talk about a familiar theme.</li></ul>                                   | <ul style="list-style-type: none"><li>• Talk about:<br/>My school.<br/>My pet cat.</li><li>• Act like a doctor.</li><li>• Prepare a list of things you want from your father.</li><li>• Describe what you made out of waste paper / rags / clay / plastic items.</li></ul> |

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

**COMMON SYLLABUS II TERM - ENGLISH**

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

relevantly.

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.

**2. Speaking**

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

versa.

- Communicate an idea/opinion
  - Creating something planning an event, talking about some event, day-to-day activities
  - General discussions
  - Sentences (Questions and answers)
  - "How?" questions
- Participating in discussion
  - Functional grammar: article, adverbs [Learnt and interpreted only as usage]
- Teacher presents opportunities for children to communicate their ideas and acknowledges them.
- Children plan as a part of different club activities.
- 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.
- 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.
- What do you think about the movie we saw today in school?
- Talk about the different ways you can save water.
- Respond to questions appropriately.
- How did the mouse save the lion?
- Throw the ball on the black board and make a sentence with the words you hit with the ball.
- Look at the six pictures and tell

- Responding to questions
- Asking questions
- Speaking using a combination of grammatical forms.

[Consolidation of functional learning through usage]

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 minute on a topic of your liking.

### **3. Reading**

#### **Competencies**

- Reading a longer and level appropriate text (familiar / unfamiliar text)

#### **Content**

- Text/other reading materials.

#### **Mode of Transaction**

- Children read longer texts silently and aloud.
- Children read with a degree of fluency.

#### **Evaluation**

- 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.

- |  |  |   |   |
|--|--|---|---|
| <ul style="list-style-type: none"><li>• Reading with attention to pronunciation, stress and intonation</li></ul> | Text   | <ul style="list-style-type: none"><li>• Teacher models reading a passage from the text with attention to pronunciation, stress and intonation</li></ul> | <ul style="list-style-type: none"><li>• Recall answers based on text</li><li>• Read the passage and find the author, the title, the main idea and the ending.</li><li>• Read the question and choose the best answer (choice of three answers)</li><li>• Read the letter and circle the address and the place you sign.</li></ul>   |
| <ul style="list-style-type: none"><li>• Reading for fun</li></ul>  | <ul style="list-style-type: none"><li>• Supplementary Reading-Graded series and a wide range of reading materials.</li></ul> | <ul style="list-style-type: none"><li>• Teacher provides a variety of reading materials.</li></ul>  | <ul style="list-style-type: none"><li>• Divide yourselves into small groups and read two lines each, one after the other.</li><li>• Take up different roles in a written play and read aloud</li><li>• Read, enjoy and recommend the book to a friend!</li><li>• Read a letter written by your relative.</li><li>• Read a news item.</li><li>• Locate a place on the given map.</li></ul> |

4. Writing

Competencies	Content	Mode of Transaction	Evaluation
<ul style="list-style-type: none"> <li>Dictation of words/sentences</li> </ul>	<ul style="list-style-type: none"> <li>Text / General</li> </ul>	<ul style="list-style-type: none"> <li>Teacher presents a variety of writing exercises and word building activities.</li> </ul>	<ul style="list-style-type: none"> <li>Build a word pyramid. a, an, ant, pant</li> <li>Write words and sentences with correct spelling.</li> </ul>
<ul style="list-style-type: none"> <li>Writing sentences/passages</li> </ul>	<ul style="list-style-type: none"> <li>Question/answers, journal notations, creative writing, letter writing (informal).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher presents a variety of writing activities for children to do.</li> </ul>	<ul style="list-style-type: none"> <li>Word pyramids</li> <li>Draw the things you saw during a bus journey and write 2/3 lines about it.</li> <li>Look at the picture and write about it.</li> <li>Choose a sentence from Column A and a sentence from Column B and join them to write a sentence using 'and' or 'but'.</li> </ul>
<ul style="list-style-type: none"> <li>Writing using a combination of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Functional grammar : article, adverbs. [Learnt and interpreted only as usage]</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides opportunities through written activities for children to use a combination of grammatical forms.</li> </ul>	<ul style="list-style-type: none"> <li>Order jumbled sentences to make a story.</li> <li>Answer the</li> </ul>

[Consolidation of functional learning through usage]

- givequestions.
- 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

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

- Play a word - building game.
- Use a picture book for developing a sequence of events.

## 6. Language Functions

Competencies	Content	Mode of Transaction	Evaluation
<p>Other language functions for continued practice are:</p> <ul style="list-style-type: none"> <li>• Making announcements</li> <li>• Describing a person / object</li> <li>• Role play</li> <li>• Presentation</li> </ul>		<ul style="list-style-type: none"> <li>• Children practice these skills in real life and simulated situations</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a game you have played or witnessed.</li> <li>• Announce to a group of your friends a rare achievement of one of your relatives.</li> </ul>

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

## COMMON SYLLABUS II TERM - ENGLISH

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

**2. Speaking**

<b>Competencies</b>	<b>Content</b>	<b>Mode of transaction</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Reciting / singing poems</li> </ul>	<ul style="list-style-type: none"> <li>Poems - Text</li> </ul>	<ul style="list-style-type: none"> <li>Children are facilitated to recite the poem through various learning activities, which may include actions</li> </ul>	<ul style="list-style-type: none"> <li>Recite the poem</li> <li>Sing the song with the teacher.</li> <li>Pick out the rhyming words in the poem.</li> </ul>
<ul style="list-style-type: none"> <li>Expressing one preferences</li> </ul>	<p>Sharing/Interaction Time; day to day situations</p>	<ul style="list-style-type: none"> <li>Children in groups make a portfolio depicting their likes, dislikes, preferences and other such personal explorations</li> </ul>	<ul style="list-style-type: none"> <li>Tell the class about your likes and dislikes?</li> <li>How would you like your friend to behave? Tell the class.</li> <li>Discuss and make a list of what you like doing alone or in groups, etc</li> </ul>
<ul style="list-style-type: none"> <li>Exchanging ones ideas with peers on a particular object / place / person /event / situation</li> </ul>	<ul style="list-style-type: none"> <li>Sharing/Interaction Time; day to day situations Eg; Encounter with a person one doesn't know well.</li> </ul>	<ul style="list-style-type: none"> <li>Children in groups discuss and exchange ideas around any particular object / place / person /event /situation</li> </ul>	
<ul style="list-style-type: none"> <li>Speaking on common experiences</li> </ul>	<ul style="list-style-type: none"> <li>Sharing/Interaction Time; day to day situations Eg; Lost in a crowd</li> </ul>	<p>Children in groups discuss and exchange ideas around any particular experience which they discover to have been common</p>	<ul style="list-style-type: none"> <li>Practice rhymes and rhythms in a few songs given.</li> <li>Say what you like and</li> </ul>

what you don't like in eating, drinking, reading.

### 3. Reading

Competencies	Content	Mode of transaction	Evaluation
<ul style="list-style-type: none"> <li>• Reading text                             <ul style="list-style-type: none"> <li>i) Understanding sequence</li> <li>ii) Understanding content</li> <li>iii) Finding answers to questions on the given passage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Text/ Supplementary materials</li> </ul>	<ul style="list-style-type: none"> <li>• Children read the text both silently and aloud</li> <li>• The teacher facilitates the following activities and skills for each student:                             <ul style="list-style-type: none"> <li>• Underlines main facts</li> <li>• 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</li> <li>• Uses the reading material to answer questions</li> <li>• Teacher facilitates the understanding of selected spelling rules through a range of exercises and play activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read and list out the unfamiliar words.</li> <li>• Raise questions</li> <li>• Engage in comprehension activities</li> <li>• Choose the correct answers.</li> <li>• [Objective Questions]</li> </ul>
<ul style="list-style-type: none"> <li>• Using simple spelling conventions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling rules emphasized through a relevant passage</li> </ul>	<ul style="list-style-type: none"> <li>• Children are facilitated to read words with correct pronunciation, stress and intonation - Small or Large group.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a spelling game.</li> <li>• Read a letter, an essay and a poem.</li> <li>• Read a story with suitable difference</li> </ul>
<ul style="list-style-type: none"> <li>• Reading with attention to pronunciation, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Text / Additional</li> </ul>		

	material		from a picture sequence.
<ul style="list-style-type: none"> <li>• Reading for fun</li> </ul>	<p>Reading Time</p> <ul style="list-style-type: none"> <li>• Supplementary Reading - Graded series V</li> <li>• Colourful picture stories</li> </ul>	<p>Children read in large groups, small groups and individually - aloud or silently</p>	

**4. Writing**

**Competencies**

- Simple projects
  
- Developing a story
  
- Reading between the lines

**Content**

- Provided with materials and ideas
  
- Story - clues, Story - pictures are given
  
- Text

**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 explains steps in developing a story
- Children frame stories
- Discuss them in small groups
  
- 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

**Evaluation**

- Prepare a project on the given topic.
- Display your project and explain how you worked on it.
  
- Objective Questions, VSA, SA [2 to 4 lines]
  
- Look at the given diagram and answer the questions that follow.

		link thoughts and ideas to facts	
		<ul style="list-style-type: none"> <li>• They discuss their questions in small groups</li> </ul>	
<ul style="list-style-type: none"> <li>• Writing simple poems</li> </ul>	<ul style="list-style-type: none"> <li>• Simple topics or free choice</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher encourages children to write simple poems.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the given rhyming words and form a poem of your own.</li> </ul>
<ul style="list-style-type: none"> <li>• Completing simple passages</li> </ul>	<ul style="list-style-type: none"> <li>• Text and back of chapter questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher facilitates children to complete the passage with suitable sentences, after discussion in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the story</li> </ul>
<ul style="list-style-type: none"> <li>• Writing letters (Informal)</li> </ul>	<ul style="list-style-type: none"> <li>• Themes, Model letters</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher encourages children to write informal letters</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to your Uncle / Dad / Friend</li> </ul>
Reference Skills			
<ul style="list-style-type: none"> <li>• Referring to Junior Encyclopedia/ any other relevant information source/ reference material</li> <li>• Making small notes</li> </ul>	<ul style="list-style-type: none"> <li>• Passage with questions</li> <li>• Encyclopedia/ any other relevant information source/ reference material</li> </ul>	<ul style="list-style-type: none"> <li>• After initial large group reading, children are facilitated collectively to search for answers to the questions</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a project done by you.</li> <li>• Write simple poems.</li> <li>• Complete the story- ( half of which is only given.)</li> <li>• Write a casual letter to your parents.</li> <li>• Use an encyclopedia to find out some rare events.</li> </ul>

**5. Grammar**

Competencies	Content	Mode of transaction	Evaluation
<p>Parts of speech- verbs, adverbs, adjectives, vowels, Conjunctions [Introduction to formal naming of the different parts of speech - already explored as use, in the earlier classes]</p> <p>[Naming seen as a tool to build formality and awareness in learning at this level]</p> <p>Types of Sentence</p>	<p>Text / Additional material such as magazines, newspapers</p> <p>Exercises, Worksheets</p>	<p>Teacher guides the children through usage to identify various parts of speech. Exercises and activities are utilized for this.</p> <p>Children are facilitated to use these sentence types in contexts of their own</p>	<ul style="list-style-type: none"> <li>• Correct the given wrong sentences.</li> <li>• Reorder the words in the given sentence to make it a question.</li> <li>• Use correct tense forms in describing a series of activities.</li> </ul>

**6. Vocabulary**

Competencies	Content	Mode of transaction	Evaluation
<ul style="list-style-type: none"> <li>• Using Antonyms/ Synonyms</li> <li>• Forming Compound words.</li> <li>• Identify Prefix / Suffix</li> </ul>	<ul style="list-style-type: none"> <li>• Text / poetry</li> <li>• Text, Puzzles, Supplementary material, chapter questions</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises, activities and games</li> <li>• Exercises, activities and games</li> </ul>	<ul style="list-style-type: none"> <li>• Games,</li> <li>• children do various exercises</li> <li>• Use correct alternative to the identified word in a sentence.</li> <li>• Identify the prefixes</li> </ul>

- State kinship terms
- write similes / metaphors

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

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

<b>Competencies</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
Reading aloud from a text	Reading aloud from their reader	Reads clearly with pauses; pronounces words accurately	<i>Read the given passage fluently without erasing 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: Teacher guided	Learns to frame appropriate questions and answers correctly in the 'Wh' / Yes/No model; also knows how to ask, to elicit relevant information	Objective questions  Questions for different situations: Eg;  Ask questions to  - find a place,

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			- 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?

<b>Reading</b>			
<b>Competencies</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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 learning activity	Reads and comprehends  Understands and enjoys stories and essays  Learns to read independently	Follow instructions clearly;

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	('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
Reads poetry: appreciates it, understands, relates and responds	[Teacher facilitates] Read and respond to poetry; answer questions; illustrate	Appreciates poetry  Understands meaningfully  Free association and 'imagine' activities	Illustrations and responses show understanding;  Answer questions accurately
Reading Extension Activities	Supplementary reading, use of the Library,	Reads for interest  Reads to deepen knowledge	Small assignments and projects

	Referencing skills and activities	Reads to link and connect additional data	
<b>Writing</b>			
<b>Competencies</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
Answers questions in complete sentences.	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

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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.
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

<b>Grammar</b>			
<b>Competencies</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
<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>Verbs: being and doing words: adds to understanding predicates</p> <p>Simple Present [Habitual Action, universal truth], Simple Past [Completed actions].</p>	<p>Learns all doing and being verbs in the required contexts, through sheets, explanations and activities</p>	<p>Recognise verbs and their role as predicates</p> <p>Students use different tense forms in different situations</p>	<p>Pick out verbs, simple predicates, use verbs in sentences correctly</p> <p>Objective questions</p>

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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 proper nouns; pronoun I.	Worksheets, explanations learning the rules of capitalising	Learn all the uses of capital letters in sentences	Applies rules in all written work  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
<b>Vocabulary</b>			
<b>Competencies</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
Grasping the meaning of unfamiliar words from reading materials	Uses dictionary; checks with peers, teacher helps with	Understands meanings of words in context	Uses the words in sentences; understands context and meaning  Objective questions

	meaning		
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
<b>Language Functions</b>			
<b>Competencies</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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
Role play	Activities, tasks, and language games	Enrichment and application	Simulates effectively

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"> <li>• Priming/Reading Preparation Activity      <b>Large Group</b></li> <li>• Do you know? [related to content]</li> <li>• A short related/reinforcing word game/anecdote/discussion</li> </ul>
2.	<i>Learning Engagement Activities</i>	Teacher Reading and Explanation, <b>Reading related Activities</b> with paragraphs [Word Web, Mapping Activity] - <b>Individual/Pair</b>
3.	<i>Understanding Activities</i>	Discussion and activity using graphic organisers provided in the textbook <b>Small Groups</b>
4.	<i>Consolidation Activities</i>	Students answer Questions and attempt the activities that consolidate their learning of the content in the textbook - <b>Mixed as appropriate</b>
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				
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
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	Poems from the	Learning and reciting in groups, or	Appreciates, recognises rhyme, meter and meaning	Recite clearly; with correct inflexion

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memory and from text	text	individually from the selection of specified poems	and brings it out through recitation	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.
<b>Reading</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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 find 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.

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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 / 'Wh' 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	Answer questions eliciting imagination and emotions.

			appropriately and with proper intonation	
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
<b>Writing</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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	Topics of general interest	Introduction to essay writing; writing on given topic with guidelines	Writes upto 10 cogent lines on a given topic	Write grammatically correct sentences in an organised manner on a given topic

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specified length [8 - 10 lines]		provided		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
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
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

<b>Grammar</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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] Have a clear, meaningful and focussed understanding of the usage of selected Transitive and Intransitive verbs in the specified sentence structures	Objective type questions
Framing Question Tags	didn't, hasn't, isn't did, has, is	Through varying exercises and classroom activities - on each concept, with explanation of the logic behind each:  Eg; He took the book, didn't he?  He didn't take the book, did he?	Applies the rules influencing Question Tags in a meaningful manner  Clear in this concept in their writing; recognise errors and correct them	Objective type questions
Subject and verb agreement	Singular subject - singular verb  Plural subject -	Through exercises and substitution tables, verbal situations etc.,	Knows and applies the rules of singular and plural nouns and verbs	Objective type questions

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	verb in the plural Each, every, either, neither, etc.,			
Identifying Phrases and Clauses	Phrase- is a group of words without a finite verb in it Clause- is 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
<b>Vocabulary</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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, synonyms and antonyms of words	Find synonyms and antonyms Split the word into smaller words Objective type questions
<b>Language Functions</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
Talk about oneself	Talks on likes, dislikes, friends, etc.,	Conversation class; teacher anchors and helps children speak authentically:	Learns to speak in sentences and communicate their thoughts and feelings with	Speak confidently and attempt to speak in complete sentences

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		Interaction questions based on Favourites: players, hobbies, friends, books, leaders, movies, TV programmes, etc	ease and clarity	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

<b>Listening</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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	Understand 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 words accurately with proper intonation	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

	<b>Speaking</b>			
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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, pausing at the right places with proper intonation  Summarises the story, assesses it's 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 Reads to link and connect additional data	Questions to build interest  <i>Summative</i> Answers addressed questions appropriately with supporting statements

<b>Writing</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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.

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Writing a summary	Passages for summarising	Teacher explains the steps involved in writing a summary. Teacher provides a passage and the students make use of the steps and make a summary of the given passage.	Write 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
<b>Grammar</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
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. Transitive and Intransitive verbs	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

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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
Using the degrees of comparison	Transformation of sentences from one degree into the other	Various examples from day-today-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.
<b>Vocabulary</b>				
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
Synonyms and antonyms	Glossary - other connected words	Using dictionary and thesaurus, exercises	Learns synonyms of words, their uses and parts of speech, etc.,	Use vocabulary appropriately

	<b>Language Functions</b>			
<b>Competencies</b>	<b>Content</b>	<b>Classroom activities and processes</b>	<b>Learning Outcomes</b>	<b>Evaluation</b>
Expressing ideas clearly	Debates	Giving topics for debating; listing ideas for and against a topic	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