

# ENGLISH SYLLABUS

PRIMARY AND HIGH SCHOOL



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
ANDHRA PRADESH , HYDERABAD



## FOREWORD

Curriculum revision is a regular activity in accordance with the changing needs of the society. Curriculum revision includes revision of textbooks, classroom process, teacher preparation and reforms in evaluation procedures. It also includes the learner, teacher, material and parents and society at large.

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks was developed for classes I, II, III, VI, and VII. In the year 2013-14 for classes IV, V, VIII and IX and for class X textbook in 2014-15. Practicing teachers have been involved in the production of the textbooks along with the state level and national level experts.

In AP there are two streams of students, i.e., English medium and Non-English medium. The English medium students have English as subject from class I, where as in non-English medium it was introduced from class III. In the revised curriculum English has been introduced in non-English medium schools as one of the subjects in class I from 2011-12. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non- English medium, a common English textbook has been introduced in all media from June 2012 with title “ **My English World**” in Primary and “**Our World through English**” in Upper Primary.

The textbooks have been prepared basing on the constructivism, critical pedagogy and to promote thinking skills like reflections, critical thinking, dialectical thinking and creative thinking. Utmost importance has been given for children participation in every stage of classroom transaction. Teacher role has been redefined as facilitator from teaching. We need to consider the child innate system of language and sufficient exposure should be provided to produce language contextually rather reproduce the content from the textbook. Every child should become an independent user of the target language.

This syllabus copy contains the objectives of teaching English at various stages, Academic standards and indicators, Syllabus grids, Textbook features, Transaction process, Teacher preparation and Planning, Teaching Learning Material, Evaluation Procedures and Continuous Professional Development. It also includes the reference sources in language at the end.

Children are the gift of mankind to mankind. They are the hopes of our future. Let them engage meaningfully and allow them to speak and write. Let's democratize the classrooms. Mutual respect and trust should take in the place of disbelief in the classroom. Let confidence take the place of fear in the learners. We want 'speaking' classes and not 'silent classes'. Let the voices of learners come out using language. Let's treat the learners as co-constructors of knowledge and not as empty receptacles. Let them assert themselves. Let them express and argue. That's real production of language.

I hope the syllabus copy will be helpful for the teachers and teacher educators in understanding the curricular goals and realizing them through meaningful classroom transaction in tune with the innate ability of the child. The SCERT AP Hyderabad appreciates the efforts of the members of the textbook development committee in developing this syllabus copy for the benefit of the teachers.

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Hyderabad.

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# ENGLISH SYLLABUS

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## Chapter - I

### INTRODUCTION

The main goal for any language curriculum is literacy. Here the term 'literacy' is not used in its narrow sense of 'the ability to read and write' but in its broader sense (as defined by UNESCO) of "the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society." NCF - 2005 says that the goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes (Basic Interpersonal Communication Skills or BICS) and the development of language into an instrument for abstract thought and knowledge acquisition (Cognitive Academic Linguistic Proficiency or CALP) through literacy.

Ludwig Wittgenstein has rightly said, "The limits of my language are my limits of my universe". By the time the learner finishes her/his school, she/he should become an autonomous learner and use her/his linguistic competence to extend the limits of her/his universe and achieve her/his goals. **This is possible only through a language-across-the-curriculum approach that breaks the barriers between English and other languages and subject areas.** Respecting each other's language (and culture) in our multilingual classrooms paves way for social harmony.

*We have been talking in terms of LSRW skills as the objectives of languages teaching (in more recent times we have started talking about communicative skills, accent neutralization and voice training, etc. in an equally disastrous way). This exclusive focus on discrete skills has had fairly adverse consequences. We now plead for a more holistic perspective on language proficiency. After all, when we are Speaking, we are also simultaneously Listening and when we are Writing, we are also Reading in a variety of ways. And then there are many situations (e.g. friends reading a play together and taking notes for its production) in which all the skills in conjunction with a variety of other cognitive abilities are used together. (Syllabus for Language Teaching, NCF - 2005)*

Since language is not the totality of the language skill but the manifestation of inner competence in performing these skills, the learning outcomes are stated in terms of the learner's competence to do a language task. For example, 'the competence to participate in conversations and respond in a way appropriate in terms of person, place and the topic of conversation' involves not only the learner's skills in: listening with comprehension, speaking, and non-linguistic communication, but also their sensitivity to the topic of conversation and their tolerance to the other people's opinions.

### **1.1 Assumptions on language and language learning**

The convergence of theoretical linguistics, cognitive psychology and experiential pedagogy has derived new insights into language pedagogy. With these insights we can propose the following theoretical assumptions on language and language learning:

- Language is a biological system which gets unfolded in humanbeings.
- Language acquisition is a non conscious process.
- Language is acquired not through learning and practising isolated language facts such as words, structures but through clusters of linguistic expressions involved in the reception and production of discourses.
- Language is not the totality of the four skills (LSRW) but manifested of the inner competence in the performance of their skills.
- Language acquisition can take place only in a collaborative environment where the child gets ample opportunities to get involved in interpersonal and intrapersonal communication.
- Language is acquired not through repetition but through recurrence.
- Language acquisition is facilitated not by learning linguistic facts (such as vocabulary, structures) in isolation but through the clustering of these facts in meaningful discourses.

## **1.2 Understanding Curriculum**

Curriculum is a set of planned activities which are designed to implement well defined educational aims in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statement of criteria for selection of content, and choices in methods, materials and evaluation.

Curriculum is a source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials, how learning should be assessed, teachers must be prepared, schools monitored, Curriculum is the source of all works related to education.

### **Curriculum and syllabus**

Curriculum is a plan that interprets educational aim viz-a-viz both individual and society to arrive at an understanding of the kinds of learning experiences schools must provide to children. The curriculum framework document provides direction to take up various educational activities, development of syllabus and textbooks etc.

Syllabus refers to the content of what is to be taught in a subject and the knowledge, skills and attitudes which are to be fostered in a child together with state specific objectives the source of all works related to education

## **1.3 State Curriculum Frame Work – Context and Challenges**

Recent researches on brain development and alternative active learning pedagogies such as higher order thinking skills, critical pedagogy, social construction, multiple intelligences, learning styles etc., have changed the landscape of teaching learning processes in schools and this must be reflected in the curriculum.

## State Vision

*The vision of AP is that ALL children should receive high quality education and become responsible citizens with an acute sense of the other. They should be aware of their environment and think about it critically. They should listen carefully and speak fearlessly. They should be able to understand what they hear and read; but they should also be able to question it. Teachers should promote these skills, provide meaningful teaching learning processes in natural and friendly environment that enable children to express themselves freely and ask questions. Teachers are collaborative learners and reflective practitioners. Parents and community should have a sense of ownership and participate in the life of the school. In a world which is becoming increasingly materialistic and competitive, school should become a space for reflection, cooperation and promotion of human and ethical values.*

## Major Challenges

### Monitoring and Supervision

- A higher rate of teacher and pupil absenteeism and poor performance levels of children shows need for urgent measures to improve the system.
- Lack of appropriate supportive academic monitoring focusing on classroom processes, teacher preparation, child performance and providing appropriate on job support.
- The field functionaries lack adequate professional preparation and knowledge of pedagogical processes, tools to improve the situation, reflecting the contemporary pedagogical renewal process.

### Classroom Process and children engagement

- The teaching learning process is mostly in traditional type with lecture mode and textbook oriented.
- The classroom processes show that the children copy from textbooks without any challenging and meaningful engagement with learning tasks.

- Assessment and examinations – the entire school practices and preparation are increasingly examination oriented.
- The assessment is information oriented and memory based and test paper developed by outside agencies which are not competency based leading to tension and fear of exams among children.

### **Early Childhood Education**

- Early years are very crucial for child development and development of language.
- Integration of ECE / Pre-primary / anganwadies with primary schools.

### **Teacher Education**

- Increased privatization and commercialization – no proper perspective building for would be teachers. There is no representation of contemporary innovations in Pre-Service Teacher Education (PSTE) curriculum. Mostly it becomes theory based rather than field based practice

### **Research and Studies**

- There is not much relevant database generated through studies to guide curriculum practices and support educational policies and decision making processes.

### **Decentralization, Delegation and deregulation**

- Decentralization and capacity building – Encourage local capacity building, participation and decision making and improvement.

**Academic Leadership** – District, Mandal and School level – Erosion of professionalism. Identifying and promoting teacher innovations.

**Encouraging and Use of technology** – ICT, Video Conference, Teleconference effectively.

**Curriculum sources** – going beyond textbook, issue based topics for critical perspective building.

Rationalization of school timings and vacation period to engage teachers for their professional preparation.

Regulation of un professional practices of private schools viz., working hours, working days, corporal punishments, homework, assessment practices et

### **1.4 Major Directions of Curriculum Reforms**

Curricular reforms is a regular activity. We are living in a dynamic society and this dynamism should reflect in rurriculum reforms. The following are the major directions in curricular reforms.

#### **1.4.1 RTE 2009 and quality aspects**

1. Conformity with constitutional values
2. All-round development of the child
3. Building of the child’s knowledge, potentiality and talent.
4. Development of physical and mental abilities to the fullest extent
5. learning through activities, discovery and exploration in a child friendly and child centered manner,
6. the child’s mother tongue serving as far as possible as the medium of instruction Curriculum to address diversities and various levels of children as a result of mainstreaming of out of school children / dropouts in age specific grades.
7. Making the child free of fear, trauma and anxiety and helping the child to express views freely, no punishments, child abuse etc.

8. Comprehensive and continuous evaluation of child understanding of knowledge and the ability to apply it.

These factors can be deemed to provide a fairly comprehensive coverage of the indicators of a child centered curricular policy for the school education. RTE clearly envisaged re-examining the curriculum keeping the above factors in view.

#### **1.4.2 National Knowledge Commission Recommendations**

- Flexibility and autonomy of local level management – the village panchayats must be given with power and autonomy to manage the elementary education as the spirit of 73<sup>rd</sup> & 74<sup>th</sup> Constitutional Amendments.
- Management of Private Schools – control mechanism
- Focus on Early Childhood Education – 0 – 5 years are crucial for learning.
- Administration of School Education Departments and accountability.
- Effective mechanism of monitoring the quality of schools and schools made accountable primarily to the community.
- Social Audit of School Performance
- Strong Mechanisms and programs for professional development of teachers and on job support.
- Improved School leadership for managing schools
- Professional sharing and exchange between the schools
- Building of Strong Curriculum Groups and Textbook writers and promote curriculum action research.
- Education of marginalized groups, respect of diversity and equity.

### 1.4.3 National Curriculum Framework 2005 – Guiding Principles

- Connecting knowledge to life outside the school,
- Ensuring that learning is shifted away from rote methods,
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- Creating multiple texts from given text,
- Teacher role from teaching to facilitator
- Sharing ideas and collaborative learning
- Scope must be given for divergent responses in place of single answer.
- Learning must be multidisciplinary, educational focus,
- Child must be active participant rather a recipient of information,
- Learning must provide variety and challenge, and be interesting and enjoying.
- Learning takes place both within and outside school. Learning is enriched if two arenas interact with each other.
- Children learn in a variety of ways; through experience, making and doing things, experimentation, reading, discussion, asking questions, listening, thinking and reflecting, expressing oneself in speech, movement of writing- both individually and collaboratively.
- All children are naturally motivated to seek and are capable of learning.
- making examinations more flexible and integrated into classroom life and,
- Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.



#### 1.4.4 The National Curriculum Framework for Teacher Education 2010

- Effective pre-service teacher education
- Strategies for the professional development of in-service teachers.
- Focus on research on curriculum implementation and studies on program evaluation.
- Professional ethics and teacher preparation.
- Learning without burden – reducing physical and cognitive load.
- Create a warm and encouraging atmosphere in the school.
- Ensure more inclusive classroom participation through visible and continuous reduction in discriminatory classroom practices.
- Uniformity and links between syllabus, textbooks, teaching learning, assessment and teacher training.
- Formulating academic standards – Standards for schools, standards for content, standards for teaching learning process, teacher performance, standards for teacher training, children’s learning and learning achievement, standards for school management.
- Focus on Human Rights and Values as a part of school curriculum.
- Development of complete person not only cognitive but affective, moral, ethical, aesthetic terms.
- Focus on higher order learning with the objective of building children’s knowledge, potential and talent.
- Learning to be – positive values, socialization of learners, formation of world outlook and life outlook.
- Full flowering of human potentiality as individual learners and tapping talents hidden in every person.
- More learner directed activities, projects.
- ICT as a subject and as a tool applied to teaching learning in all subjects.

- ICT as educational resource for all learning areas and learning to learn.
- Enquiry / exploratory learning as a cross cutting principle across curricular subjects.
- Capacity building of teachers and field functionaries.
- Address fully teacher related issues, vacancies, absenteeism, non teaching assignments and fix accountability for learning outcomes of pupil, teacher certification.
- Make DIETs, SCERTs fully functional and organically linked with BRC, CRC and NCERT.
- Improved quality in operational terms through clearly identified outcome indicators viz., learning levels of students, teacher competence, classroom process, teaching learning materials etc.
- Change in the pupil assessment procedures and examination reforms.
- Schools self appraisal / evaluation and assessment for learning to track children learning i.e., formative assessment to improve the learning and it is ongoing and a component of teaching.
- Assessment of learning which is a summative used for certification, standard setting and accountability

#### **1.4.5 State Curriculum Frame Work – Perspective**

- From Teacher centered to learner centered.
- From Teaching to Learning.
- From Textbook oriented to Experiential oriented.
- From Lecture method to activity based.
- From memorizing the knowledge to construction of knowledge.
- Cooperative, collaborative and communicative classrooms and learning.

- Continuous and comprehensive evaluation becomes part and parcel of learning and recording learner development continuously.
- Child is given importance and the curriculum is learner centered – learning through engagement of children in challenging activities, projects.
- Focus on learning environment and on student learning outcomes.
- Assessment is continuous and comprehensive, focus on assessment for learning, evaluation system de-emphasis memory.
- Life skills to be reflected in the competencies.
- Values to be integrated with classroom activities.
- Curriculum and textbooks reflecting our democratic and secular heritage.
- Medium of instruction shall be in children mother tongue as far as possible at elementary level Multi Lingual approaches should be applied in various subjects.
- Learner centered approach based on constructivism in language education and non languages.
- Textbook is treated as one of the many materials to be used in the classrooms.
- Promotion of thinking process of the child with critical pedagogy.
- Focus on learning based on cognitive and social construction including multiple intelligences
- Teacher as reflective practitioner and collaborative learner.
- Focus on teacher empowerment through self and support by system – focus on teaching strategies and methodologies and understanding the nature of subjects.
- Focus on teacher competencies, teaching standards.
- Undertaking teacher appraisals

- Focus on improved parent teacher collaborations – intended process and outcomes.
- Studies on training needs of teachers
- Teachers as Researchers – conducting action researches and case studies.
- Focus on identification of sources of information and using.
- Focus teacher's role as facilitation and scaffolding.
- Making classroom environment challenging with interactive, questioning, discovering and deliberating – providing opportunities to children to construct knowledge.
- To develop teacher capacity in creative arts and heritage crafts.
- To develop teacher made test papers and implement formative assessment and help child to improve learning.
- Use of ICT in classrooms.
- Teachers work collaboratively breaking the style of working in isolation and take up whole school based programs.
- To make teachers feel multi grade teaching and diversities as advantage rather than limitation.
- Using the technology and assisting devices for improved classroom transaction.
- Teacher preparation and active learning pedagogies

#### **1.4.6 State Curriculum Frame Work – Guiding Principles**

- Keeping the potential of the child to learn always in focus,
- Respecting the systems of knowledge such as languages children bring to school,
- Connecting knowledge to life outside the school; children should not feel that what they are learning at school has no relevance to their lives.

- Ensuring that learning is shifted away from rote methods and the focus should be on interactions, project work, analysis etc.
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric.
- Making examinations more flexible and integrated into classroom life; more focus on assessment for learning than assessment of learning,
- Promoting social constructivism, issue-based curriculum and critical pedagogy across curricular areas,
- Nurturing towards flora and fauna and respect for bio-diversity and social diversity, respect to the work shall be promoted as a part of school curriculum.
- Locating classroom practices in the languages and cultures of children.

**Most of we notice the change in Textbooks but not understand the change in the curriculum which includes:**

- the shift in approach to language and language learning
- the shift in academic standards
- the shift in classroom process
- the shift in assessment
- the shift in the role of the teacher, learner and the Text Book
- the shift in societal needs

## 1.5 Multilingualism

*The aim of English teaching is the creation of multilingual that can enrich all our languages; this has been an abiding national vision.*

Language is a complex phenomenon. It is not just a means of communication. Language is thought also. Language and thought are inseparable. India is a land of many languages. Even in our state Andhra Pradesh many languages are spoken. While teaching the target language English, the teacher must understand the multilingual scenario and consider it an advantage rather than a handicap. He / She must respect the various languages like Telugu, Urdu, Marathi, and Oriya spoken by the children and provide space for each linguistic community in the English classroom. Instead of teaching English Grammar mechanically and boringly, the English teacher may think of comparing and contrasting the structure of English Language with those of the different languages spoken by the children. Freedom should be given to the learners to use the mother tongue at every stage. They are expected to say a few lines about the pictures in the language they like. When they come across English expressions (words), they can say what they are called in Telugu or any other language they can freely express. There can be intermittent shift from L1 to English and vice versa

Multilingualism promotes scholastic achievement and cognitive growth and social tolerance, multilingualism should be taken as an advantage rather than a handicap in teaching the target language, English. Languages flourish in one another's company and they die if they are frozen in textbooks, dictionaries and grammar books. Hence the teacher should make use of the strategies of translation, paraphrase, code mixing and code switching very effectively and consider multilingualism a great resource for him / her in the teaching the target language. It is really an interesting and challenging task for the teacher to amalgamate the multiplicity of languages and cultural practices and ethos [that the children bring to class and use it as a great resource to foster social tolerance, linguistic enhancement besides teaching the target language. He / she should explore the possibility of using multilingualism as a great resource through co-operative and collaborative reading]. Then every child belonging to a different linguistic community and speaking a different language can voice it and feels that he / she is given proper space in the classroom.

## 1.6 Textbooks

*'I have always felt that the true textbook for the pupil is his teacher.'* – Mohandas Karamchand Gandhi

There are great teachers who can do away with textbooks and do a great job. But for many an Indian teacher, a textbook is an essential part of English language teaching. It saves time, gives direction to lessons, and facilitates a wide variety of activities in the classroom. A good textbook, for a teacher with limited language proficiency is often a good tool to improve her own language competence. The way teachers say 'I like this textbook' or 'I don't like this textbook' suggests that every teacher has some expectations about the textbook, though they differ from teacher to teacher.

For the learner, an English textbook is an important thing – important to do homework, to prepare for the examinations and to learn on her own. It is an interesting thing too, because it brings with it stories, plays, poems and some interesting pieces of information on a wide variety of topics. The way some students treasure some of their textbooks long after they have completed their studies suggests that the textbook is more than a teaching-learning medium.

Richards (1998: 125) says "The most commonly found elements in second and foreign language classrooms around the world are teachers, learners, and textbooks. While the roles of teachers, teaching, and learners have been the focus of a vast body of discussion and research over the years, much less attention has been given to textbooks. Yet in many schools and language programs the textbooks used in classrooms are the curriculum. If one wants to determine the objectives of a language program, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that the course embodies, it is often necessary to look no further than the textbooks used in the program itself." However, there are many limitations.

1. Textbooks cannot provide the basis for a comprehensive language course.
2. Textbooks are often culturally inappropriate
3. Textbooks are not compatible with a learner-centred philosophy of teaching.
4. Textbooks should not be needed by good teachers, who can create their own materials.

The State propose to prepare textbooks that reflect the second language teaching/learning philosophy given earlier, and the themes suggested by NCF – 2005. But a text book assumes its value in accordance with the teacher who uses it in the way a digit assumes its value in accordance with its place in a number. Its value can be increased multifold in the hands of a competent teacher or decreased to a big zero in the hands of an incompetent teacher.

**The English textbooks should have the following features.**

- They should match the cognitive levels and socio-cultural background of children, and uphold and encourage all the secular values enshrined in the constitution.
- They need to be sensitive to perspectives of equity (gender and societal) and harmony (between humans, and between humans and nature)
- They should reflect local arts such as Burrakatha, Voggukatha, Harikatha, etc.; local customs, culture and traditions; and provide opportunities for children to talk about them using their own languages along with English.
- They should contain good narratives which can be used to give the richest kind of linguistic input to the learners.
- Lessons should be based on a wide variety of discourses like, songs, stories, poems, conversations, autobiographies, essays, letters etc., which lead to thought provoking questions that sensitise children to various issues, and in the process help them develop their language competence.
- The lessons should represent different regions, ages, interests, cultures, people, and rouse interest among children to read extensively. They should have language tasks such as extending poems (adding lines) and stories; concluding stories; writing conversations; puppetry; dramatization; mono action; reviews; descriptions; translations; project works; riddles; cultural songs; proverbs; idioms etc.
- They should contain (particularly in stages 1 and 2) attractive and thought provoking pictures and illustrations appropriate to the lesson. Printing and paper should be of high quality.



- They should have spaces to promote individual, group, and whole class activities. The language tasks (priority should be given to self-learning tasks) should lead to observation, exploration, discovery, and research. They may also consist of quiz, matrix, puzzles, language games etc.
- Enough space should be allocated in the textbooks to enable the learner to record his/her self assessment and answers to language tasks.
- They should have a good glossary, cross references, references to other resources, and an index of vocabulary and language items.
- They should be suitable for continuous comprehensive evaluation and help learners achieve the class level competencies.

**The following themes that are compatible with NCF are suggested for making of textbooks**

**A. Core themes:**

- |  |                                    |
|--|------------------------------------|
| 1. Self, family, home, friends and pets; | 2. Neighbourhood and community     |
| 3. The nation – diversity and heritage;  | 4. The world-India’s neighborhood  |
| 5. Adventure and imagination;            | 6. Sports and Games                |
| 7. Issues relating to adolescence ;      | 8. Science and Technology          |
| 9. Peace and Harmony;                    | 10. Travel and Tourism             |
| 11. Mass media;                          | 12. Art and Culture;               |
|  | 13. Health and Reproductive health |

**B. Other Themes:**

- Environment; Mystery; Fashion and shopping; Films, Media; Festivals; Education and career; People-differently abled, marginalized sections etc; Freedom; Disaster management; Crime and violence; Agrarian Issues; Social issues-Dowry, Migration, violence against women, Old age problems, Child labour, unemployment, Globalisation etc.

We cannot develop a language pedagogy overlooking these assumptions. This implies that any learning package which takes recourse to practising language elements through repetition cannot fetch the desired outcome.

### **1.7 Paradigm Shift in Second Language Teaching**

It is not enough that our learners store information in their short term or long term memory, depending on what is stored and for what purpose. They need to go beyond the information they have gathered and utilize and build their higher-order thinking skills.

What are the major components involved in the shift? Let's enumerate a few points:

- We have to give more attention to the role of the learners. This shift is generally conceived as changing teacher-centred instruction to learner –centred or learning-centred facilitation.
- The focus must be on the learning process rather than on the products that learners produce. This shift is from product –oriented teaching to process –oriented facilitation.
- Greater attention is to be paid to the social nature of learning rather than on students as separate, de-contextualized individuals.
- We need to focus on the diversity among learners. Individual differences are to be viewed not as barriers for learning but as potential resources that are to be recognized, appreciated and catered to.
- We have to focus greater attention on the views of those internal to the classroom rather than solely valuing the views of those who come from outside to study classrooms, evaluate what goes on there and engage in theorizing about it.
- We must pursue ways out for connecting the school with the world beyond as a means for promoting holistic learning.

- We have to help students understand the purpose of learning and develop their own purposes. We have to shift from part-to-whole orientation to whole-to-part approach. This involves such approaches as beginning with meaningful whole texts rather than small units such as letters/sounds, words and sentences.
- We have to acknowledge the importance of meaning rather than drills and other forms of rote learning.

Learning is to be viewed as a lifelong process rather than something done to prepare for an examination.

### **1.8 Ensuring Holistic Treatment of Language**

In order to ensure holistic treatment of language APSCF proposed discourse oriented pedagogy at all levels of learning English. A discourse is a mode of communicating certain ideas meaningfully in a particular situation. The intuitive idea is that both the input and output will be focusing on discourses which will take care of the treatment of language by embedding sentences, words and sounds in them contextually. In the initial stages, the emphasis is on the use of varied modes of discourses through the basic skills. Learning experiences should be targeted to provide the learner sufficient scope for the integration of the basic skills in their language acquisition process. Moreover, one language function can be served through different forms of language and one form of language can have different functions. These possibilities should be addressed in the language acquisition process. Simple discourses like conversations, rhymes, descriptions, stories can be worked out at this level.

We expect the student at the **Upper Primary level** to construct more varieties of discourses, both orally and in the written form. The discourses constructed at this level should be linguistically at a higher level for which indicators are to be clearly defined:

At the later stages, we will need further varieties of discourses such as screen-play writing, drama, short story, poems, travelogues, biography, etc. The students must have a higher level of socio-linguistic competence. They must be familiar with a variety of stylistic devices and should be capable of making use of these in their own writing and speech.

Since curricular objectives are defined in terms of discourses and not in terms of structures and their relevant communication functions, level-specific features of each discourse are to be identified clearly.

## 1.9 Objectives of Teaching English

### General Objectives:

#### **Competence to listen to, understand, and respond**

The learner should be able to use a variety of strategies like listening for gist, listening for specific information, listening for pleasure, etc. and make use of not only verbal, but also non verbal/graphical /contextual cues to understand the message; to know the speaker's point of view; to follow the line of argument, etc., so that they can respond appropriately orally or in writing as the need may be.

#### **Competence to respond orally to what is viewed, read or listened to**

The learner should be able to order and present facts, ideas and opinions effortlessly using language appropriate to the context/person/topic of discourse while giving a lecture/talk, or while participating in a debate/conversation responding to what is viewed, read or listened to.

#### **Competence to read, understand, and respond orally, graphically or in writing**

The learner should be able to construct meaning by reading critically posing questions while reading, drawing inferences, and relating the text with their previous knowledge /experiences. They should be able to select suitable reading strategy and adjust their reading speed and comprehension level to what they read bearing in mind the purpose of their reading. They should be able to read different genre of language texts as per their level, such as; story/narrative, description, rhymes/poems, letter, diary, notice/message, poster, play, biography etc.

#### **Competence to respond in writing to what is viewed, read or listened to**

The learner should be able to respond in writing to what is viewed, read, or listened to by organizing their thoughts coherently using a variety of cohesive devices such as linkers and lexical repetitions with a sense of audience and purpose. They should use different indicators as per the discourses they write.

#### **Competence to understand and use various words and idiomatic expressions**

The learner should be able to understand and use various words and idiomatic expressions as they listen to, read, speak, or write while performing various tasks involving English language. Language is never used in a uniform fashion. It has innumerable

varieties, shades and colours which surface in different domains and in different situations. These variations, known as registers, should form a part of a student's repertoire. Besides the register of school subjects, a student must be able to understand and use the variety of language being used in other domains such as music, sports, films, gardening, construction work, cookery, etc. (Syllabus for Language Teaching, NCF - 2005)

### **Competence to use language creatively**

Children's minds are imbued with creativity and imagination, so they should be given ample space to develop them. If the classroom atmosphere is encouraging and if suitable tasks that challenge the young brains are given, they will be able to produce oral or written discourses creatively. It can be a picture, a flow chart, a report, a script for a drama, a poem, a biography etc.

### **Aesthetic sensibility and social responsibility**

The learner should be able to appreciate the beauty of a literary piece by developing an awareness of literary devices like figurative language, imagery, allegory, and symbolism. They should be able to make informed aesthetic judgements and demonstrate an understanding of artistic expression through analysis.

Language classrooms and textbooks have a lot of scope to make students sensitive towards surroundings, people and nation, and to familiarize them with our rich culture, heritage and aspects of our contemporary life. The learner should be able to develop sensitivity to the issues presented in the text such as conservation of resources, population concerns, human rights violation, deforestation and sustainable development. They should be able to free their mind from prejudices against other cultures and other religions and unlearn certain misconceptions about people, culture and social issues.

### **Competence in metalinguistic awareness**

Metalinguistic awareness is the ability to view and analyze a language as a 'thing', as a 'process', and as a 'system'. The learner should be able to reflect on the use of language by demonstrating an understanding that statements may have a literal meaning and an implied meaning. They should be able to demonstrate an understanding the subtleties of an utterance's social and cultural context by recognizing irony and sarcasm. They should be able to manipulate sentences by transforming them from one form to another.

### Primary English Syllabus (Classes I to V)

#### Goals, Objectives of Teaching English

The main goal for any language curriculum is literacy. Here the term ‘literacy’ is not used in its narrow sense of ‘the ability to read and write’ but in its broader sense (as defined by UNESCO) of “the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

NCF-2005 says that the goals for a second-language curriculum are twofold: attainment of a basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday purposes (Basic Interpersonal Communication Skills or BICS) and the development of language into an instrument for abstract thought and knowledge acquisition (Cognitive Academic Linguistic Proficiency or CALP) through literacy.

#### 2.1 Objectives Teaching English for level - I (classes I &II)

- to build familiarity with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.).
- to provide and monitor exposure to and comprehension of spoken, and spoken-and-written inputs (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions/answers).
- to help learners build a working proficiency in the language, especially with regard to listening with understanding and basic oral production (words/phrases, fragments of utterances, formulaic expressions as communicative devices).
- to recite and sing poems, songs and rhymes and enact small plays/skits.

- to use drawing and painting as precursors to writing and relate these activities to oral communication.
- to become visually familiar with text [word(s)], and what it means.
- to associate meaning with written/printed language.

**At the end of this stage learners should be able to:**

- talk about themselves, members of the family and the people in their surroundings.
- follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- recognise whole words or chunks of language.
- read simple words/short sentences with the help of pictures and understand them.
- write simple words/phrases/short sentences.

## **2.2 Objectives Teaching English for level- II (Classes III, IV & V)**

**The main objectives of Teaching English at primary level are:**

1. To create interest among the pupils to acquire English language.
2. To make pupils enjoy and acquire language in a natural atmosphere.
3. To enable pupils to think logically and to reflect.
4. To familiarize pupils with listening to English language and interact with teacher and peer group..
5. To enable them to understand English spoken by the teachers and the other children in the class.
6. To help them construct discourses both orally and in the written form i.e. conversation, description, story, play/skit, letter, diary etc.

7. To help them read and understand different types of texts.
8. To help them recite, enjoy and add lines to the rhymes and simple poems in English.
9. To help them analyse the reading material from various aspect and personalize the text..
10. To help them use simple English during classroom interaction and doing language exercise.
11. To strengthen the competencies of writing various discourses at their level specific
12. To help them develop structure consciousness both at the sentence and word levels.
13. To help them understand the features of various discourses.
14. To help them developing skills in self evaluation.

### **2.3 Academic Standards**

We are familiar with performance indicators stated under the ideal domains of grammar vocabulary and the domains of skills, and discourses. In a holistic approach to language none of these can be given undue prominence without putting the others at stake the others. Since assessment is inseparable from learning it is something that has to take place at every stage of transaction. Grammar, vocabulary and language skills can be assessed only by embedding them in discourses targeted at a certain level of transaction. We can put the language competencies in six broad categories;

#### **The six broad categories of the Academic Standards**

1. Listening and Speaking
2. Reading comprehension
3. Conventions of writing
4. Vocabulary
5. Grammatical awareness
6. Creative expression (Oral and Written discourses)

The class-wise indicators for these academic standards are:



## 2.4 Academic Standards and Indicators

In English there are six academic standards : 1. Listening and Speaking, 2. Reading Comprehension, 3. Conventions of Writing, 4. Vocabulary, 5. Grammatical Awareness and 6. Creative Expression (a) oral and (b) written.

### The details of Academic Standard wise Indicators / features of classes I to X

**Table 1: Listening and Speaking**

	I	II	III	IV	V	VI	VII	VIII	IX	X
1 Listen to simple instructions and directions and interactions and responds accordingly										
2 Listen to a variety of discourses and responds accordingly in the classroom situations										
3 *Recites rhymes/ songs and poems										
4 *Tells stories, narrates experience and produces a variety of level-specific oral discourses										
5 *Role-plays, enact drama /skit,										
6 Pause										
7 Stress										
8 Pitch										
9 Tone										
10 Rhythm										
11 Reflections of emotions (wherever relevant)										
12 Tempo										

\*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table5. This table is meant for the aspects of spoken language.

**Table 2: Indicators for Reading Comprehension**

		I	II	III	IV	V	VI	VII	VIII	IX	X
1	Reads level specific pictures, cartoons, graphs, tables, etc. and decodes the ideas	■	■	■	■	■	■	■	■	■	■
2	Reads a variety of discourses with comprehension	■	■	■	■	■	■	■	■	■	■
3	Reads discourses analytically and identifies the themes and sub themes						■	■	■	■	■
4	Reads and develops one's own perceptions	■	■	■	■	■	■	■	■	■	■
5	Reads critically by agreeing or disagreeing with the author								■	■	■
6	Reads a text from multiple perspectives								■	■	■
7	Refers dictionary, thesaurus, and other reference materials					■	■	■	■	■	■

\*Note: The level of reading material will be decided considering the discourse features.

**Table 3: Indicators for conventions of writing**

	<b>Indicators</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>	<b>X</b>
<b>I</b>	<b>Capitalization</b>										
1	Approximation of use with beginning of the names and sentences										
2	Uses wherever it is applicable										
<b>II</b>	<b>Punctuation Marks</b>										
3	Full stop										
4	Comma										
5	Question mark										
6	Quotation marks										
7	Exclamatory										
8	Apostrophe										
9	Hyphen										
10	Colon										
11	Semi-colon										
12	Parenthesis										
13	Space between words and sentences										
14	Spelling										
15	Abbreviations, acronyms										
16	Ellipsis										
17	*Write a variety of discourses maintaining the conventions of writing and Layout										

\*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table 5.

**Table 4: Indicators for Vocabulary and Grammatical awareness**

	<b>Indicators</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>	<b>X</b>
<b>1</b>	<b>Vocabulary and Word level structure (Morphology)</b>										
1	Prefixes			■	■	■	■	■	■	■	■
2	Suffixes			■	■	■	■	■	■	■	■
3	Tense forms			■	■	■	■	■	■	■	■
4	Auxiliaries and modals (be, have, do, will, shall, etc)			■	■	■	■	■	■	■	■
5	aspects-progressive ,perfective and passive						■	■	■	■	■
6	Agreement (Person, number, gender)			■	■	■	■	■	■	■	■
7	Reflexives and reciprocals (myself, each other ...)			■	■	■	■	■	■	■	■
8	Gerunds (verbal nouns)						■	■	■	■	■
9	Compounding						■	■	■	■	■
10	Phrasal verbs						■	■	■	■	■
11	Collocations						■	■	■	■	■

	<b>Indicators</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>	<b>X</b>
<b>II</b>	<b>Syntax and word level grammar</b>										
12	The structure of simple sentences										
13	Subordination (adverbial connectives with when, if, as, because, since, etc.)										
14	Complementation (I think that ...)										
15	Conjunctions (and , or)										
16	Elliptical constructions (leaving out some parts)										
17	Clefts (It is true that ...)										
18	Relativization (the book that I bought)										
19	Embedding (the book on the table ...; the dog that chased the cat that ...)										
20	Passivization										
21	Parenthesis (Inserting units of language into a structure)										
<b>III</b>	<b>Awareness of the structure of Phrasal categories</b>										
22	Noun phrase										
23	Prepositional phrase										
24	Adverbial phrase										
25	Verb phrase										

\*Note: The competencies related to grammar and vocabulary can be assessed only in the context of oral and written discourses for which the indicators related to discourse features are also to be taken care of.

**Table 5: Creative Expressions - Class wise Targeted Oral and Written Discourses**

		Classes									
	Indicators	I	II	III	IV	V	VI	VII	VIII	IX	X
1.	Conversations										
2.	Descriptions										
3.	Rhymes /Songs /Poems										
4.	Narrative/ Story										
5.	Diary										
6.	Letter										
7.	Message/e-mail/SMS										
8.	Notice/Poster/Invitation/Ads										
9.	Slogans/Placards										
10.	Skit/ Drama/Play										
11.	Compeering										
12.	Choreography										
13.	Essay (All types)										
14.	News Report/Report										
15.	Speech										
16.	Review										
17.	Debate /Discussion										
18.	Biographical sketches/Profile/Autobiography										

## 2.5 Class wise, Academic Standard wise Indicators (Classes I - V)

Based on the broad areas of language i.e. Academic Standards, the class wise and academic standards wise indicators have been developed. The details are given below.

### 1. Listening and Responding

	Class - I	Class - II	Class -III	Class - IV	Class - V
Conversation	1.1.1.Listen and respond to simple conversations.	2.1.1.Listen and respond to simple conversations.	3.1.1.Listen and respond to simple conversations containing three or four exchanges.	4.1.1. Listen and respond to conversations containing three or four sequenced exchanges.	5.1.1. Listen and respond to conversations containing three or four sequenced exchanges.
Description]	1.1.2.Listen and respond to simple descriptions of objects, things, persons with one or two attributes, a sequence of ideas and vivid images.	2.1.2. Listen and respond to simple descriptions of objects, things, persons and places with one or two attributes, a sequence of ideas and vivid images.	3.1.2. Listen to, read and respond to descriptions with one or two attributes, a sequence of ideas, a variety of sentences and vivid images.	4.1.2. Listen and respond to descriptions with one or two attributes, a sequence of ideas, a variety of sentences and vivid images.	5.1.2. Listen and respond to descriptions with one or two attributes, a sequence of ideas, a variety of sentences and vivid images.
Rhymes/ songs/poems	1.1.3.Listen and respond to rhymes/songs with a simple structure and rhyme scheme.	2.1.4.Listen and respond to rhymes/songs with a simple structure and rhyme scheme.	3.1.4.Listen and respond to rhymes /songs that have a rhyme scheme and contain emotions.	4.1.4.Listen and respond to rhymes /songs that have a rhyme scheme and contain emotions.	5.1.4.Listen and respond to rhymes /songs that have a rhyme scheme and contain emotions on various themes by adding lines in a given pattern.
Narrative / Story	1.1.5. Listen and respond to narratives containing at least one event and one exchange of dialogue	2.1.5.Listen and respond to narratives containing at least one event and one exchange of dialogue.	3.1.5.Listen and respond to dialogues as embedded in drama.	4.1.5.Listen and respond to narratives involving characterization and containing a sequence of events, dialogue scene settings, evoking sensory perceptions and images.	5.1.5.Listen and respond to narratives involving characterization and containing dialogues, settings, evoking sensory perceptions, emotions, images and settings with coherence.
Drama/ skit / play		2.1.6. Listen and respond to dialogues.	3.1.6. Listen and respond to dialogues.	4.1.6. Listen and respond to dialogues as embedded in drama.	5.1.6. Listen and respond to dialogues as embedded in drama.

## 2. Reading Comprehension

	Class - I	Class - II	Class -III	Class - IV	Class - V
Conversation	1.2.1. Read graphically and understand simple conversations.	2.2.1. Read simple conversations containing one exchange.	3.2.1. Read conversations containing more than one exchange.	4.2.1. Read conversations containing three or four sequenced exchanges.	5.2.1. Read conversations containing three or four sequenced exchanges.
Description	1.2.2. Read graphically two connected sentences describing objects, things, persons and places.	2.2.2. Read to connect to sentences describing objects, things, persons and places.	3.2.2. Read descriptions containing a few attributes and proper sequencing of ideas.	4.2.2. Read descriptions containing a few attributes, vivid images and proper sequencing of ideas.	5.2.2. Read descriptions containing a few attributes, vivid images, a variety of sentences and proper sequencing of ideas.
Rhyme/song/poem	1.2.3. Read graphically rhymes / songs involving simple structural patterns.	2.2.3. Read rhymes / songs involving simple structural patterns and the rhyme scheme.	3.2.3. Read rhymes and songs, which contain emotions and reflections and have a rhyme scheme.	4.2.3. Read rhymes and songs which contain emotions and reflections and have a rhyme scheme.	5.2.3. Read rhymes, songs, poems which contain emotions and reflections and have a rhyme scheme.
Narrative / Story		2.2.4. Read narratives containing at least one event and one exchange of dialogue.	3.2.4. Read narratives involving characterization and containing a sequence of events, dialogues and settings, evoking sensory perceptions and images.	4.2.4. Read narratives involving characterization and containing a sequence of events, dialogues and settings, evoking sensory perceptions and images.	5.2.4. Read narratives involving characterization and containing dialogues, settings, evoking sensory perceptions, emotions, images and settings with coherence.
Drama			3.2.5. Read diary containing events and reflections.	4.2.5. Read diary containing events other than routine ones, reflections, thoughts and feelings.	5.2.5. Read diary containing events other than routine ones, reflections, thoughts and feelings written using language appropriate to the context.



	<b>Class - I</b>	<b>Class - II</b>	<b>Class -III</b>	<b>Class - IV</b>	<b>Class - V</b>
<b>Letter</b>			3.2.6. Read letters that have a proper beginning and the end.	4.2.6. Read letters that have a proper beginning and the end, express ideas sequentially.]	5.2.6. Read letters that have a proper beginning and the end, express ideas sequentially and use language appropriate to the context and maintain coherence.
<b>Message/SMS</b>			3.2.7. Read messages that contain ideas relevant to the context, maintain brevity.	4.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions.	4.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions. 3.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions, format and layout.
<b>Notice/Poster/ Invitation/Ads</b>			3.2.8. Read notices for various purposes.	4.2.8. Read notices that use persuasive language for various purposes.	5.2.8. Read notices that use persuasive language for various purposes and have organization and layout.
<b>Slogans / Placards</b>			3.2.9. Read slogans and placards that have a rhythm for various purposes.	4.2.9. Read slogans and placards that have a rhythm, for various purposes.	5.2.9. Read slogans and placards that have a rhythm and maintain brevity, for various purposes.
<b>Drama/skit / Play</b>					5.2.10. Read drama that reveals emotions and feelings.

### 3. Conventions of Writing

Class - I	Class - II	Class -III	Class - IV	Class - V
1.3.1. Approximate the use of capital letters with the beginning of names and sentences.	2.3.1. Approximate the use of capital letters with the beginning of names and sentences.	3.3.1. Use capitalization where ever it is applicable.	4.3.1. Use capitalization wherever it is applicable.	5.3.1. Use capitalization wherever it is applicable.
1.3.2. Use full stop and comma.	2.3.2. Use full stop and comma.	3.3.2. Use full stop, comma, question mark and exclamation mark.	4.3.2. Use full stop, comma, question mark and exclamation mark.	5.3.2. Use full stop, comma, question mark and exclamation mark.
1.3.3. Give space between words and sentences	2.3.3. Give space between words and sentences.	3.3.3. Give space between words and sentences.	4.3.3. Give space between words and sentences.	5.3.3. Give space between words and sentences.
1.3.4. Approximate the use of correct spelling.	2.3.4. Approximate the use of correct spelling.	3.3.4. Write correct spelling.	4.3.4. Write correct spelling.	5.3.4 Write correct spelling.
1.3.5. Approximate the lay out conventions of writing a conversation	2.3.5. Approximate the lay out conventions of writing a conversation / dialogues / description and narrative	3.3.5. Follow the lay out conventions of writing dialogues / descriptions, narratives, notices, messages, posters / placard and slogans	4.3.5. Follow the lay out conventions of writing conversations, dialogues, descriptions, narratives, notices, messages, posters, placards, slogans, diary, letter and drama / skit.	5.3.5. Follow the lay out conventions of writing conversations, dialogues, descriptions, narratives, notices, messages, posters, placards, slogans, diary, letter and drama / skit , paragraphs and Essays

#### 4. Vocabulary

Class - I	Class - II	Class -III	Class - IV	Class - V
1.4.1. Recognize and use simple, short and common words related to home, shop, colour, body, vegetables, animals, market, kinship, school and vehicles	2.4.1. Recognize and use simple, short and common words related to home, shop, colour, body, vegetables, animals, market, kinship, school and vehicles, games, professions, stationery, village fair	3.4.1. Use simple, short and common words related to home, shop, colour, body, vegetables, animals, market, kinship, school and vehicles, games, professions, stationery, village fair, crops, seeds and plants, drawing materials, festivals, giant bodies on earth, furniture, things they love, words related to kingdom.	4.4.1. Use common words related to home, shop, colour, body, dress, food, vegetables, flowers, animals, groups of animals, habitat of animals, insect, market, kinship, school and vehicles, games, professions, stationery, village fair, crops, seeds and plants, drawing materials, festivals, giant bodies on earth, furniture, things they love, words related to kingdom, countries, nationalities, occupation, home appliances, directions	5.4.1. Use common words related to home, shop, colour, body, dress, food, vegetables, flowers, animals, groups of animals, habitat of animals, insect, market, kinship, school and vehicles, games, professions, stationery, village fair, crops, seeds and plants, drawing materials, festivals, giant bodies on earth, furniture, things they love, words related to kingdom, countries, nationalities, occupation, home appliances, directions
1.4.2. Recognize and use state verbs and action verbs related to daily routine.	2.4.2. Recognize and use state verbs and action verbs related to daily routine, things done at home, school, market, etc.	3.4.2. Use state verbs and action verbs related to daily routine, things done at home, school, market, etc. mind, sensual perceptions, etc.	4.4.2. Use state verbs and action verbs related to daily routine, things done at home, school, market, etc. mind, sensual perceptions,	5.4.2. Use state verbs and action verbs related to daily routine, things done at home, school, market, etc. mind, sensual perceptions,
1.4.3. Recognize and use personal pronouns such as I, you, he, she	2.4.3. Recognize and use personal pronouns such as I, you, he, she,	3.4.3. Use personal pronouns, impersonal pronouns, possessive pronouns, possessive nouns.	4.4.3. Use personal pronouns and impersonal pronouns.	5.4.3. Use personal pronouns and impersonal pronouns.
1.4.4. Recognize and use articles (a/an, the), demonstratives (this, that) and possessive pronouns (my, his...).	2.4.4. Recognize and use articles (a/an, the), demonstratives (this, that) and possessive pronouns (my, his...).	3.4.4. Use articles (a/an, the).	4.4.4. Use articles (a/an, the), demonstratives and possessive nouns and possessive pronouns.	5.4.4. Use articles (a/an, the), demonstratives and possessive nouns and possessive pronouns.

Class - I	Class - II	Class -III	Class - IV	Class - V
1.4.5. Recognize and use a few common adjectives (good, nice, big, small, etc.)	2.4.5. Recognize and use a few common adjectives (good, nice, big, small, etc.)	3.4.5. Use demonstrative pronouns (this, that, these, those).	4.4.5. Use quantifiers (all some, etc.); numerals (one, two...) and ordinals (first, second...).	5.4.5. Use quantifiers (all some, etc.); numerals (one, two...) and ordinals (first, second...).
1.4.6. Recognize and use a few prepositions (on, in, at, etc.).	2.4.6. Recognize and use a few prepositions (on, in, at, etc.).	3.4.6. Use a few common adjectives (good, nice, big, and small, etc.).	4.4.6. Use a few common adjectives (good, nice, big, small, etc.); adjectives related to animals.	5.4.6. Use a few common adjectives (good, nice, big, small, etc.); adjectives related to animals.
1.4.7. Recognize and use Wh- words.	2.4.7. Recognize and use Wh-words.	3.4.7. Use prepositions (on, in, at, etc.).	4.4.7. Use prepositions.	5.4.7. Use prepositions.
1.4.8. Recognize and use conjunctions (and, but)	2.4.8. Recognize and use conjunctions (and, but, or)	3.4.8. Use Wh-words	4.4.8. Use Wh-words.	5.4.8. Use Wh-words.
		3.4.9. Use conjunctions (and, but, or)	4.4.9. Use conjunctions (and, but, or)	5.4.9. Use conjunctions (and, but, or)]
		3.4.10. Use adverbs (there, here, now, etc. )	4.4.10. Uses adverbs (there, here, now, etc. ), manner adverbials	5.4.10. Uses adverbs (there, here, now, etc. ), manner adverbials
		3.4.11. Use some simple mono syllabic and disyllabic words referred under Reading and Writing sections.	4.4.11. Express dates.	5.4.11. Express dates.

Class - I	Class - II	Class -III	Class - IV	Class - V
		3.4.12. Recognize words from reading materials and other authentic materials.	4.4.12. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	5.4.12. Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
		3.4.13. Maintain a personal dictionary and look up unfamiliar words in a dictionary/picture dictionary.	4.4.13. Give the numbers.	5.4.13. Give the numbers.
		3.4.14. Use contextual clues, pictures, synonyms (hot/warm), antonyms (good/bad), and illustrations to deduce the meaning of new words.	4.4.14. Identify simple multiple-meaning words.	5.4.14. Identify simple multiple-meaning words.
		3.4.15. Group words based on a criterion (living/non-living), setting (school - home) and make web diagrams / concept maps.	4.4.15. Make new words by adding, deleting or changing letters.	5.4.15. Make new words by adding, deleting or changing letters.
		3.4.16. Develop vocabulary through reading extensively (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.	4.4.16. Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	5.4.16. Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
			4.4.17. Use some simple mono syllabic and disyllabic words referred under Reading and Writing sections.	5.4.17. Use some simple mono syllabic and disyllabic words referred under Reading and Writing sections.

Class - I	Class - II	Class -III	Class - IV	Class - V
			4.4.18. Recognize words from reading materials and other authentic materials.	5.4.18. Recognize words from reading materials and other authentic materials.
			4.4.19. Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary.	5.4.19. Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary.
			4.4.20. Use contextual clues, pictures, synonyms (hot/warm), antonyms (good/bad), and illustrations to deduce the meaning of new words.	5.4.20. Use contextual clues, pictures, synonyms (hot/warm), antonyms (good/bad), and illustrations to deduce the meaning of new words;
			4.4.21. Group words based on a criterion (living/non-living), setting (school - home) 1.4.9.	5.4.21. Use knowledge of antonyms, synonyms, homophones, and homographs
			4.4.22. Develop vocabulary through reading extensively (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.	5.4.22. Develop vocabulary through reading extensively (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.

## 5. Grammatical Awareness

Class - I	Class - II	Class -III	Class - IV	Class - V
1.5.1. Recognizes simple declarative, imperative, interrogative, and exclamatory sentences.	2.5.1. Recognizes simple declarative, imperative, interrogative, and exclamatory sentences.	3.5.1. Use simple declarative, imperative, interrogative, and exclamatory sentences.	4.5.1. Use simple declarative, imperative, interrogative, and exclamatory sentences. Develop understanding about exclamatory sentences.	5.5.1. Develop understanding of declarative, imperative, interrogative, and exclamatory sentences.
	2.5.2. Uses simple sentences of SV; SVC; SVO patterns.	3.5.2. Use sentences of SV; SVC; SVO, and SVOO patterns.	4.5.2. Develop understanding simple past, past progressive and past perfective.	5.5.2. Develop understanding present tense and past tense with perfective and progressive.
1.5.3. Connect words using and.	2.5.3. Connect words and sentences using and.	3.5.3. Connect sentences using adverbial connectives such as when, if, as, because, since, etc.).	4.5.3. Develop understanding about modal 'can' Use auxiliaries.	5.5.3. Develop understanding about primary auxiliaries and modal auxiliaries.
1.5.4. Recognizes structures like (the book on the table).	2.5.4. Recognizes structures like (the book on the table).	3.5.4. Use structures like (the book on the table).	4.5.4. Understand about contracted forms of negatives.	
1.5.5. Recognizes phrases such as (a tall man); (on the table); (child sleeps: eat an apple); and a few adjectives that denote size, shape, age, colour, etc.	2.5.5. Use phrases such as (a tall man); (on the table); (child sleeps: eat an apple); and a few adjectives that denote size, shape, age, colour, etc.	3.5.5. Follow the layout conventions of writing dialogues / descriptions, narratives, notices, messages, posters / placard and slogans	4.5.5. Understand about the plurals and subject - verb relationships.	
1.5.6. Recognizes singular and plural nouns.	2.5.6. Recognizes singular and plural nouns.	3.5.6. Uses singular and plural nouns.	4.5.6. Understanding the use of connectives 'and, but, because, though and when'.	5.5.6. Understanding about adverbial connectives (when - as-if - because - since).

<b>Class - I</b>	<b>Class - II</b>	<b>Class -III</b>	<b>Class - IV</b>	<b>Class - V</b>
1.5.7. Recognizes words like he, she,.	2.5.7. Recognizes words like he, she, it, they.	3.5.7. Uses words like he, she, it, they.	4.5.7. Understanding about comparative forms of adjectives.	5.5.7. Understanding about noun phrases containing adjectives of size, age, colour etc.,
1.5.8. Recognises the uses of action words of the past tense	2.5.8. Recognises and uses action words of the present and the past tense.	3.5.8. Recognises and uses action words of the present and the past tense.	4.5.8. Understanding about adverbs of frequency.	5.5.8. Understanding about the degrees of comparison.
1.5.9. Recognizes words like can and will,.	2.5.9. Uses words like can and will.	3.5.9. Uses auxiliary verbs and a few modals to form questions and negatives.		5.5.9. Understanding about gerunds.
		3.5.10. Connect sentences using too -to.		
1.5.11. Recognises words have.	2.5.11. Uses have to talk about possession.	3.5.11. Use possessives like my, his, her, their, your and possessives nouns like Ravi's.		



## 6. Creative Expression – Oral and Written

	Class - I	Class - II	Class -III	Class - IV	Class - V
Conversation	1.6.1. Initiate or respond to a dialogue related to a specific context (sometimes using fragments) in oral and written forms.	2.6.1. Produce oral as well as written forms of simple dialogues related to a specific context.	3.6.1. Produce oral as well as written forms of simple dialogues related to a specific context.	4.6.1. Write and say simple dialogues related to a specific context.	5.6.1. Write and say simple dialogues related to a specific context.
Description	1.6.2. Describe people and objects using a few attributes.	2.6.2. Describe people and objects using a few attributes.	3.6.2. Produce descriptions depicting the characteristics of persons and scenic details of events and places.	4.6.2. Write descriptions depicting the characteristics of persons and scenic details of events and places and talk about them.	5.6.2. Write descriptions depicting the characteristics of persons and scenic details of events and places; talk about them and give personal reflections.
Narrative / Story			3.6.3. Write and talk about the beginning, the middle and the end of a story / narrative with dialogue wherever necessary.	4.6.3. Write and talk about the beginning, the middle and the end involving events, dialogues and sensual perceptions.	5.6.3. Write and say a sequence of events that have a beginning, middle and end involving, dialogues and sensual perceptions.
Mind Mapping			3.6.4. Develop mind maps about the persons, events and places they read in oral and written.	4.6.4. Develop mind maps about the persons, events and places they read in oral and written.	5.6.4. Develop mind maps about persons, events and places they read and incorporate their reflections wherever possible.
Rhyme / poem / Song	1.6.5. Add lines to a rhyme / song by substituting words or phrases orally and in writing (writing in grade I may be graphic writing only).	2.6.5. Add lines to a rhyme / song orally and in writing by substituting words or phrases or sentences.	3.6.5. Write and sing songs and poems/rhymes with rhythm on various themes by adding lines in a given pattern.	4.6.5. Write and sing songs and poems/rhymes with rhythm on various themes by adding lines in a given pattern.	5.6.5. Write and sing songs and poems / rhymes with rhythm on various themes incorporating sensual perceptions (what they see, hear, smell, etc.).

	Class - I	Class - II	Class -III	Class - IV	Class - V
Choreography			3.6.6. Plan and perform choreography of the song they learnt.	4.6.6. Plan and perform choreography of the song they learnt and lines they composed.	5.6.6. Write the script of choreography they performed.
Letter			3.6.7. Write and talk about personal letters for various purposes.	4.6.7. Write in talk about personal letters for various purposes.	5.6.7. Write personal letters for various purposes and talk about them.
Diary			3.6.8. Write and talk about a diary using reflections and feelings.	4.6.8. Write and talk about a diary depicting reflections and feelings.	5.6.8. Write a diary depicting reflections and feelings and talk about them.
Notice /			3.6.9. Write notices for various occasions and purposes and talk about them.	4.6.9. Write notices for various occasions and purposes and talk about them.	5.6.9. Write notices for various occasions and purposes.
Poster / Ad			3.6.10. Write posters for various purposes talk about them.	4.6.10. Write posters for various purposes and talk about them.	5.6.10. Write posters for various purposes and talk about them.
Drama				4.6.11. Write short drama scripts and enact the drama.	5.6.11. Write short drama scripts and enact the drama.
Speech					5.6.12. Make announcements for class / school functions.
Essay					5.6.13. Write short essays with proper organization and linkers and talk about what they wrote.

## 2.6 Primary Syllabus Grid for Classes I-V

### CLASS - I

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Family	Family Relationships / love, respect and concern for others	Words related to kinship; demonstrative (this); possessive words - my, his, her	He-words; she-words	Graphic Writing	Description (using 'This is.....')
2	Travel	Awareness on transport / aesthetic sense	Words related to vehicles and places; demonstrative (that); prepositions - near, far	Using phrases like 'near the bank, near the school etc.,) Framing questions with 'what is....?'; Answering questions with 'That is .....?'	Graphic Writing	Description; Conversation
3	Neighbour hood	School life / Democratic values	Words related to school, Parts of the body; Action words; Preposition - on	Preposition - phrases beginning with 'on'	Graphic Writing	Description; Conversation; Song
4	Friends	Friendship / Love, Cooperation	Words related to colour; action words; preposition - at	phrases beginning with 'at'; Expressing likes using the structure 'I like...'; Connecting words using 'and'	Graphic Writing	Description; Conversation; Song

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Self	Daily routine / Self-esteem	Words related to things we use and things we do;	Expressing possessions using 'have / has'	Graphic Writing	Description; Conversation; Song
6	Animal	Zoo / Appreciation, Love and care for animals	Words related to animals, birds, food items;	Recognising phrases beginning with attributive adjectives	Graphic Writing	Description; Conversation
7	Public Places	Health	Words related to fruits, vegetables; attributive adjectives - shape, colour, size, taste	Recognising phrases beginning with attributive adjectives; Using plural forms of nouns	Graphic Writing	Description; Conversation; Song

**Class - II**

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Animal world	Zoo / Positive attitude towards animals	Words related to zoo; Action verbs	Present Continuous Tense; declarative sentences;	Adding lines to the rhyme	Picture description
2	Domestic Animals	Pet animals / Caring for Pets	Words related to animals and baby animals; colours	Preposition - on	Description Adding lines	Description
3	Travel and Transport	Travel Experience / cooperation, democratic values	Words related to vehicles and travel	Declarative Sentences	Adding lines to the rhyme	Description
4	Culture	Entertainment / Aesthetic values, Social values	Words related to village fair; 'wh' words	Form questions using 'wh' words; Use of phrases like 'walking like a tiger'.	Adding lines; Description; Conversation	Description

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Neighbourhood	Learning at School / understanding about oneself and others	Words related to school and food items	Framing questions using 'can!'; Interrogatives	Description; Adding lines; Aonversation	Conversation
6	Environment	Rain / Appreciation	Words related to rain; wh words; preposition-'on'	Frame structures using will	Conversation; Adding lines	Description and Conversation
7	Professions	Importance of professions / Social values, respecting every work	Words related to occupations	Phrases like ' making pots, catching fish'	Description; conversation	Conversation
8	Unity	Unity is Strength/ Democratic values	Words related to vegetables and fruits; many words from a word	Use the phrase 'such as'	Conversation	Conversation

**Class - III**

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Travel	Travel Experience/ Aesthetic values, Co-operation	Words related to travel and train; Antonyms	Prepositions; through, under, along,	Conversation; Description; Adding Lines	Narrative and Conversation
2	Folklore	Cultivation/ Dignity of Labour	Words related to plants	Punctuation - comma, full stop, question mark, exclamation	Description; Recipe; Adding lines	Conversation; Description
3	Science and Technology	Importance of Communication/ Social values	Words related to places; palindromes		Adding lines to the rhyme; Conversation	Description; Conversation
4	Humour	Entertainment/ Appreciation	Words related to Drawing; Framing words from the given words;	Adjectives; Asking questions using the structures ' Is that....? / Are those....?' to get yes/no responses	Description; Adding lines to the rhyme;	Description; Conversation

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Culture	Fantasy, Entertainment/ Aesthetic values	Words related to giant bodies on earth; Rhyming words	Imperatives	Paragraph; Adding lines to the Rhyme	Description
6	Adventure	Fantasy, Entertainment	Words related to furniture	Use of ' too-to'	Description; conversation; Adding lines to the rhyme	Conversation
7	Neighbourhood	Fantasy/ appreciation of individual traits and abilities	Words related to school; synonyms; one word substitutes	Using expressions such as 'I like, I don't like'.	Description; Adding lines to the rhyme	Conversation
8	History and Culture	Entertainment/ Honesty	Words related to kingdom; word building	Use of 'have' to express possession	Conversation; Adding lines to the rhyme	Conversation



### Class IV

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Folklore	Humour, Fantasy / Appreciation	Common Adjectives Antonyms Rhyming Words	Simple Past and Past Continuous Tenses	Conversation Story Writing	Explaining a process
2	Public Life	Wisdom, friendship /Decision-making, Love and trust,	Building new words Collective nouns, Antonyms	Use of Exclamation	Description	Description Role Play
3	Nature	Saving bird life / Love and care for birds	Possessive Forms Common words related to hunt and birds	Adverbs of Frequency	Preparing a Sign Board	Enacting a Play
4	Society	Superstitions / Human values	Common words related to reasons for illness Synonyms, Compound words	Agreement between subject and verb	Conversation Description	Conversation

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Travel	Adventure/ Coping with adverse situations	Words related to desert and travelling Synonyms	Degrees of Comparison	Conversation	Narrating an incident
6	Bio-diversity	Conservation of animals and forest	Adjectives Using words contextually	Exclamatory Sentences	Conversation; Paragraph	Description
7	Culture	Mythology/ Honesty	Proper nouns and Common nouns Adjectives	Conjunction (and)	Conversation	Conversation
8	Communication	Importance of letters / Human values	Making comparisons using 'as....as'; Vocabulary related to emotions	Expressing ability using 'can'	Writing a Letter	Conversation

**Class - V**

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
1	School life	Picnic / Co-operation, Care for others	Words related to food	Articles; Adverbs	Notice, Conversation	Description
2	Animals	Relationship with man and animals / Kindness	Adjectives Action Verbs	Adverbial Connectives (when, as, if) Types of sentences	Description	Conversation
3	Neighbourhood	Unity and Cooperation / Social values	Suffixes Collocations	Noun Phrases, Types of Adjectives	Recipe; Story	Conversation
4	Agriculture/ Farming	Farming / Self sufficiency, Positive attitude towards farming	Words related to fruits, vegetables, pulses and tools	Primary Auxiliaries	Poster, Letter	Conversation

Unit	Theme	Sub Themes/ Values	Language Competencies			
			Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Health	Natural food and junk food / Positive attitude towards natural food	Food vocabulary Words in context Synonyms & Antonyms Common Abbreviations	Conjunctions	Advertisement; Adding lines	Role Play
6	Folklore	Humour / Social values	Homophones Same word in different parts of speech	Degrees of comparison	Notice; Story	Description
7	Games & Sports	Importance of games and sports / sporting spirit	Finding new words Same word in different parts of speech	Modal Auxiliaries	Letter	Quiz
8	Willpower	Overcoming Disability / Self-esteem and determination	Synonyms Antonyms Singulars and Plurals	Gerunds	Preparing a Speech	Speech

## 2.7 Salient Features of the new Primary English Textbooks

### 2.7.1 Class I Textbook features:

1. The book contains 7 units. Each unit dealing with a specific theme but all the units together making a story. Each unit begins with a warm up activity involving children in reading a picture and talking about it after which they will be colouring it.
2. This is followed by a big picture which spreads on two pages. This makes an entry point to the story narrated in the unit. It also contains a number of labelled objects. The gist of the story to be narrated by teacher is given in a box at the top of the page. There are also a few questions for interaction.
3. The narrative that is presented to the learners runs through the pages that follow the big picture. Each page deals with a major episode in the story and has its own sub title. The gist of the narrative related to each page is given at the top of the page. The full narrative is given in the teachers' manual. Most of the questions given on the pages are meant for eliciting the perception and divergent thinking of the learners. Certain letters on each page have been highlighted using different colours so that they will leave visual imprints in the minds of the learners.
4. Some of the pages contain rhymes / songs which make an integral part of the story. These rhymes and songs have a lot of potential for generating more lines with the involvement of the children.
5. Each unit also contains a few activities meant for the learning of vocabulary and spelling. The vocabulary activity ends up with evolving a concept map on themes such as family, vehicles, places, animals, birds, things I like, etc.
6. Towards the end of the unit there is a section for revisiting the letters of the alphabet linked with objects that children are already familiar with (either through their previous experience or by virtue of the learning experience they have undergone in the class).
7. Efforts have been taken to ensure that the learners get holistic input of language rather than fragmentary one in terms of language elements, vocabulary items, etc. The language elements are presented not linearly but in a spiral mode.

### 2.7.2 Textbook features of classes II - V

The following are the features of the textbooks of classes II to V.

- Units are thematically organized with passages meant for listening, reading and reading activities focusing on comprehension, expansion of vocabulary and building up grammar consciousness.
- Efforts have been taken to ensure that the learners get holistic input of language rather fragmentary one in terms of language elements, vocabulary items, etc.
- Vocabulary and grammar exercises have been contextually embedded avoiding decontextualised treatment of these.
- A few questions and activities have been included from the point of view of Continuous and Comprehensive Evaluation (CCE). These do not target on any fixed responses; instead they demand the learners to use language authentically by way of expressing themselves orally and in writing. The comprehension questions, vocabulary and grammar exercise, reading and listening are all stepping stones for the learners to gain proficiency in language and as such are not goals by themselves.

### 2.8 Unit Structure

Each unit contains the following components:

#### 1. Facesheet/ Theme picture

Each unit begins with a picture called Facesheet or Trigger. Interaction based on this facesheet/ trigger helps in motivating the children towards the theme. It also helps in generating language.

#### 2. Listening passage

Unit wise listening texts are provided at the end of the textbook. These passages are in fact a part of the listening input. Listening passages help children to get an idea about the theme.

#### 3. Reading texts:

Every unit consists of three reading texts (Reading A, B and C). The usual pattern followed is as follows.

Reading text - A;      Reading text - B (poem);      Reading - C

Different genres such as stories/ narratives, short play, biography, letter and poems are included in the texts. All the texts are followed by glossary, few comprehension questions and some exercises related to grammar and vocabulary. The exercises serve the purposes of students exploring the language. Writing part provides an opportunity to the children to write. Each writing belongs to different discourses such as conversations, descriptions, messages, letters, songs etc.

**4. Project:**

This section contains one or two projects related to the theme of the unit. Projects enable children to find resources to work out the task, prepare the report and present it before the class.

**5. Self assessment checklist:**

The checklist given at the end of each unit helps the learner as well as teacher to assess the learning. The checklist reflects all the sections of the unit.

### **Critical Pedagogy**

*Critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. This is important in view of the multiple contexts in which our schools function. A critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives. For instance, understanding of democracy as a way of life can be chartered through a path where children reflect on how they regard others (e.g. friends, neighbours, the opposite sex, elders, etc.), how they make choices (e.g. activities, play, friends, career, etc.), and how they cultivate the ability to make decisions. Likewise, issues related to human rights, caste, religion and gender can be critically reflected on by children in order to see how these issues are connected to their everyday experiences, and also how different forms of inequities become compounded and are perpetuated. Critical pedagogy facilitates collective decision making through open discussion and by encouraging and recognising multiple views.*

## 2.9 Transactional Strategies

### 2.9.1 The Classroom Process for Class I

The general design of classroom transaction:

The Class – I textbook has been designed to achieve certain specific objectives at the entry level. So, the following strategies are suggested to attain those objectives.

#### **Face sheet:**

The picture given in the beginning of the unit is meant to be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. Children can colour the picture and talk about it. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow.

#### **Big picture:**

The second picture in the beginning of the unit is related to the listening input given to the learners. The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage. Let children identify the various objects in the picture and name them. The teacher has to write those names on the chart/board and let the children read them graphically.

#### **Pictures with dialogues:**

This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book. However, the teacher need not present the whole narrative solely in English. Code-switching is suggested for presenting the narrative. Certain English expressions have been highlighted which are to be narrated in English and the rest of it can be narrated in mother tongue.

The text on each page is to be elicited through the interaction that takes place in the course of the presentation of the narrative. Children will be responding in mother tongue. The teacher can put this in English and write it on a chart. She can read the text generated in this manner and help the learners associate the text written on the chart with the one printed in the textbook. This process of graphic reading is very important for the learners to develop phonemic consciousness.



### **Graphic reading and writing:**

Instead of the unscientific and illogical way of introducing alphabet we can make them read and write graphically. Graphic reading means reading a word and sensing its meaning without even knowing the alphabet. Graphic writing means writing something without knowing the letters in isolation but knowing its meaning in totality as a word. Graphic reading and writing help the learner pick up the vocabulary without any process conflict i.e., without any problems of spelling and pronunciation. The learners pick up the vocabulary non-consciously.

### **Organic reading:**

The alphabet is not taught independently. Children develop phonemic consciousness through systematic spiralling of discourses which they experience through classroom interaction. After a few days of experience, learners will be at various levels with regard to skills of reading and writing:

- They can identify a number of words as units.
- Some of them can identify various English letters.
- Some of them can write a few letters of the alphabet.
- They have noticed that English letters sound differently when they appear in different words.
- We can make use of several activities before children actually enter reading a passage. The teacher can write their names on slips and ask them to pin the name slips on their clothes. The teacher herself can pin her name slip on her clothing. In the evening they are asked to keep the name slips in a box. Next day morning, they have to take their slips back and pin them on their clothes.
- Later each child can take her friend's slip and hand it over to her.
- Children can mark their attendance against the names displayed on a chart.

### **Organic writing:**

Everyone would like to possess a good handwriting. But how to achieve this is the issue. Suppose the child undertakes writing tasks on her own because she has an urge to do so. Certainly she will try to improve her handwriting since she is doing this for herself

and not for the teacher. How can we instill this urge in her? The only way to do this is to involve the child in need-based writing tasks, which are meaningful to her.

All what we have to do is to give those writing tasks that will psychologically appeal to her since she knows that by doing them she is addressing her own needs. For this she must have opportunities to see good handwriting. What are the sources for these?

- The teacher's writings
- Captions on wrappers and packets of commercial products
- Sign boards on the road side

As facilitators we have to help children familiarize themselves with these things.

**A number of meaningful writing tasks can be thought of**

- Labeling things in the classroom
- Making picture cards with labels on them
- Preparing 'Happy Birthday' cards

Utmost care is to be taken for ensuring that at no point a writing task is imposed on the learners. They must be intrinsically motivated to write down the words and sentences or to copy down what the teacher writes on the chart. Forcing them to write down these will be disastrous. In the early stages of writing children might make a number of errors such as using wrong spellings, mixing up capital letters with small letters, ignoring the conventions of writing, etc. Teachers have to appreciate their writing and should have patience enough to give them proper feedback that will help them reflect on their own writing so that they will be progressing to the next level of learning.

Sufficient time should be given for the learners to share their ideas with their peers. Whether they are reading, or constructing discourses opportunities should be provided for the learners to do the task individually as well as in groups.

Instead of asking and eliciting pre-decided responses from the learners the teacher can initiate dialoguing with the learners using a variety of strategies such as reporting, seeking confirmation, agreeing or disagreeing, asking for opinions etc.

## 2.9.2 The Classroom Process for Classes II - V

The general design of classroom transaction will be something like the following:

### *The Pre-reading session*

- i. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. The picture given in the beginning of the unit can be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow. The teacher can ask a few analytical questions that will elicit individual perceptions on the picture.
- ii. The second picture in the beginning of the unit is related to the listening input given to the learners (from the texts which are placed in the appendix of the textbook). The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage.
- iii. This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book.
- iv. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.

### *Reading*

The next language module to be transacted is reading. There are three reading texts i.e. reading texts A,B and C. All the reading texts are to be transacted in the same manner. This involves a number of micro-processes:

- i. **Individual reading:** Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be facing with a few barriers, caused by the unfamiliar words or structural complexities.
- ii. **Collaborative reading:** Children sit in groups and share their reading experience within the group in terms of things like the following:

- What they understood from the passage they read
  - What they did not understand
  - The parts that they liked most in the passage
- iii. This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- iv. When collaborative reading is over the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. **Reading aloud:** The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi **Mind mapping:** A mind mapping activity may be carried out which will act as a tool tracking the thinking process of learners. They can describe the mind maps they have developed.

### ***The Post Reading Session***

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- Teacher interaction
- individual construction,
- positive feedback by the teacher
- presentation by a few individuals,

- sharing in group for refinement,
- presentation by the groups,
- presentation of the facilitator's version of the targeted discourse.

### ***Editing***

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading session also includes some activities meant for the expansion of vocabulary and the strengthening of specific aspects of grammar. However, these activities are not meant for teaching any grammatical points explicitly. Both vocabulary and grammar are contextually embedded.

### **Addressing listening, speaking, reading and writing**

Traditional classrooms give a lot of importance to the writing skills of learners. The underlying assumption is that skills can be developed through practice which in due course will lead to the mastery of language. However, a major chunk of the writing task assigned to children comprises of;

- Writing answers to comprehension questions;
- Doing de-contextualized exercises involving vocabulary and structural items;
- Writing guided compositions (letter writing, developing story from the given outline, etc.);
- Writing copies;

This kind of writing is in a way, 'risk-free' because in most cases there will be only one correct answer. Since the thrust is on practising skills most of what children are expected to write have a direct bearing upon the information given in the textbook. This is supposed to be necessary for avoiding or at least minimizing the possibilities of learners making errors. This being the general

situation of writing tasks undertaken by the learners there is no point in sharing ideas with others. Therefore, there is hardly any scope for refining one's written work through collaboration.

Discourse Oriented Pedagogy as had been conceived here does not address skills placing them in watertight compartments. Instead, they are treated embedding them in the context of discourses to be listened to, to be read and to be produced orally and in the written form by the learners; there is wider scope for integrating skills.

Sufficient time should be given for the learners to share their ideas with their peers. Whether they are reading, or constructing discourses opportunities should be provided for the learners to do the task individually as well as in groups.

Instead of asking and eliciting pre-decided responses from the learners the teacher can initiate dialoguing with the learners using a variety of strategies such as reporting, seeking confirmation, agreeing or disagreeing, asking for opinions, etc.

### **Treatment of Grammar, Vocabulary and Study Skills**

The teacher shall ask the learners to do the task individually, as suggested in the TB. After completing the task they can sit in groups and share with others what they have done. You may give feedback.

The teacher may ask relevant questions so that the learners can analyze a given corpus of language and make their own observations. These can lead to the consolidation of the grammatical concepts that are targeted. Please keep in mind that learning grammar does not lead to language acquisition. It is a knowledge domain just like mathematics or physics.

**Transaction of project:** This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task (Individually or in group) i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class. The project will cater all language skills holistically. The teacher has to support monitor and give feedback to achieve the desired outcomes.

## 2.10 Classroom Transaction – Steps

### Pre-reading:

1. Interact with the learners based on the trigger picture.
2. Ask questions in additions to what has been given in TB.
3. Use well-framed questions.
4. Allow the learners to respond in mother tongue.
5. Megaphone the children’s responses in English.
6. Elicit and accept the divergent responses from the learners.
7. Elicit relevant responses (words and sentences) and write on the BB/chart.
8. Utter the word holistically and not letter by letter.
9. Ask the learners to read the words and sentences from the BB / chart.

### Reading:

1. Specify which part of the reading passage is to be read
2. Ask the learners read individually.
3. Give proper instructions such as the following.
  - Tick the sentences /words you are able to read.
  - Identify the characters/ location, events / dialogues in the story.
4. Give further support to low-proficient learners in the following manner.
  - Interact with the low- proficient learners to generate a subtext.
  - Write the sub text on BB / on chart / in the notebook of the learner.
  - Ask the learners to associate the sub text with the reading text.
5. Put the learners in groups for sharing their reading experience.

6. Give proper instructions for sharing the reading experience.
7. Monitor the group activity (i.e., check whether the instructions are being followed).
8. Facilitate sharing of reading experience between the groups.
9. Make use of a glossary. (The glossary given in the TB and developed by the teacher additionally)
10. Pose some questions to check comprehension.
11. Ask some analytical questions to extrapolate the text.
12. Make use of a concept mapping activity.
13. Read the text aloud with proper voice modulation.
14. Give chance to the learners to read aloud.
15. Give proper feedback while the learners are reading aloud.
16. Invite feedback from other learners on loud reading.

**Post-reading:**

1. The post-reading activities:
  - Identify a discourse and assign a task to construct it.
  - Write the targeted discourse on BB and ask children to copy it.
  - Write down the questions and answers.
2. Follow the process for the construction of discourse individually.
  - Interact to make the context of the discourse (available from the reading passage).
  - Ask questions to help the learners get ideas such as events, characters, location, etc.
  - Ask questions to sensitize the learners on some features of the discourse.
  - Give support to low –proficient learners.
3. Provide opportunity for individual presentation.



4. Give feedback on the presentation.
5. Invite feedback from the other learners.
6. Provide slot for refining the individual work in groups.
7. Give proper instructions regarding the following.
  - How to share the written work.
  - What are the things to be taken care of while writing ( checking missing words, excess words, proper word forms, using proper punctuations, other writing conventions) whether all members are writing down the group product in their notebooks on a separate page
  - Who will present the work in the whole class?
8. Monitor the group work to ensure proper collaboration.
9. Provide slot for presentation by the groups.
10. Give feedback.
11. Present your version of the discourse.

**Editing:**

1. Conduct the editing as a whole class activity through interaction.
  - Thematic editing and checking discourse features
  - Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words
  - Editing the errors related to word forms (tense forms, prefixes, suffixes, agreement, etc.)
  - Editing punctuations
  - Editing spelling errors
2. Check the remaining groups' products undertaken by the groups.
3. Let the learners refine their individual work based on these inputs on a separate page.
4. Compile the refined works together to make the big book.

### Steps in transaction of textual exercises:

- Whole class interaction and elicit responses and write key words/ phrases on a chart
- Put children in small groups and read the exercises in groups and discuss
- Let them share their ideas in the groups
- Let groups present their answers one by one
- Let other group reflect and suggest changes
- Teacher consolidate the group work.

#### ***Why don't children learn to read?***

- *Teachers lack basic pedagogic skills (understanding where the learner is, explaining, asking appropriate questions and, an understanding of the processes of learning to read, which range from bottom-up processes such as syllable recognition and letter-sound matching, to top-down processes of whole-word recognition and meaning making from texts. They also often lack class-management skills. They tend to focus on errors or hard spots rather than on imaginative input and articulation.*
- *Pre-service training does not give the teacher adequate preparation in reading pedagogy, and neither does in-service training address the issue.*
- *Textbooks are written in an ad-hoc fashion, with no attempt to follow a coherent strategy of reading instruction.*
- *Children from disadvantaged backgrounds, especially first-generation learners, do not feel accepted by the teacher, and cannot relate to the textbook.*

#### ***A workable approach to beginning reading***

- *The classroom needs to provide a print-rich environment, displaying signs, charts, work organising notices, etc. that promote 'iconic' recognition of the written symbols, in addition to teaching letter-sound correspondences.*
- *There is a need for imaginative input that is read by a competent reader with appropriate gestures, dramatisation, etc.*
- *Writing down experiences narrated by children, and then having them read the written account.*
- *Reading of additional material: stories, poems, etc.*
- *First-generation school goers must be given opportunities to construct their own texts and contribute self-selected texts to the classroom.*

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## Chapter - 3

### High School Syllabus

#### 3.1 Objectives of Teaching English for level III - Classes VI - X

**The two fold objectives of teaching English is:**

- to prepare the children an independent users of language by setting their own learning goals and evaluate their own progress, edit, revise, review their own work through collaborative learning.
- to understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living and genres of language.

**To help the children in developing competencies:**

- to listen to and understand conversations, informative passages, stories, anecdotes, etc., and respond appropriately
- to read and understand a wide variety of reading texts like stories, dramas, informative passages, tables, pictures, charts, ads, posters, etc., and respond orally or in writing.
- to articulate individual/personal responses effectively in oral and written discourses.
- to convert the texts into theatre activities and sustain linguistic experience.
- to use language and vocabulary appropriately in different discourses and social context.
- to use grammatical awareness while writing and editing.
- to write simple messages, notices, invitations, essays, letters (formal and informal) simple narrative and descriptive pieces, skit/play, compeering, choreography, discussions/dialogues, etc.
- to use language as a tool for knowledge acquisition and its sharing

- to use self-assessment tools appropriately, to be tolerant and receptive to his/her group's assessment, and to improve his/her linguistic competence in a collaborative learning environment
- to use language creatively, to refine their literary sensibility, and to enrich their aesthetic life through different literary genres
- to use language as a tool for knowledge acquisition and its sharing and set their own goals
- to use dictionary suitable to their needs
- to edit the given passage in terms of discourse features, grammar and writing conventions
- to undertake small projects on a regular basis
- to think independently and use English creatively and spontaneously as needed in the real life situations

### **3.2 Salient Features of the new High School Textbooks – Classes VI-X**

1. Previously, we had separate textbooks, supplementary readers and workbooks. The new English readers are designed in an integrated manner. Now, we have a single book that is a combination of the main reader, listening material, workbook at the unit level.
2. The present textbooks are brought out in multicolours. Earlier, we had textbooks in single colour.
3. The previous textbooks were skill - based. Development of language skills was given priority. The content was isolated. It had no relevance to each other. The present text books are based on certain themes. Every unit is based on a theme that is familiar to the learners. The theme recurs throughout the unit: in all the activities of the unit. The thematic approach facilitates construction of knowledge along with development of language skills.
4. Holistic treatment of language is taken care of in the present textbooks. Grammar and vocabulary have relevance to the content. Whereas in the earlier textbooks, the treatment of grammar and vocabulary have no relation to the content.
5. In the present textbooks, authentic (real) communication in writing and speaking is attempted. In the previous textbooks, writing activity was either controlled or guided; speaking was also not authentic.

6. The earlier text books were developed by experts. There was not much to address the problems of teachers and learners, whereas the present textbooks were the outcome of combined efforts of experts in the ELT, linguists and the textbook development committees that include teacher trainers and teachers.
7. Present text books include activities that result in the production of language in the name of 'Project'. The learners literally use language in solving real life problems. This helps the learners in internalizing the language.
8. In the earlier textbooks, each unit began with a listening activity. Experience proved that, by doing so the learners were receiving the reading input a bit late. To put it in other words, listening texts were lengthy. By the time the teacher completed reading, the learners were exhausted and lost interest.
9. The earlier textbooks had listening passages that have no contextual relevance. The present books have contextually relevant listening texts. They are reasonably long. Hence, they will be interesting to the learners.
10. Earlier we were using two series of textbooks; one for the English medium stream and the other for the non-English medium. Now, there is a common book for these two streams.

**The new textbooks have a few features which make it different from the ones that we used earlier.**

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

### 3.3 Unit Structure

**The following are the components of the each unit:**

**Face Sheet / Trigger:** Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

**Reading Texts:** Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

#### **Language Activities**

**Vocabulary:** This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

**Grammar:** This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

**Writing:** This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

**Study Skills:** This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

**Listening:** This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

**Oral Activity:** This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

**Project:** This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

**Self-Assessment Checklist:** The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

### *Theatre in Education*

*Theatre is one of the most powerful, yet least utilised art forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence. Dramatising texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice control and movement, and group and spontaneous enactments. Such experiences are important not only for teachers in their own development, but also for teachers to provide to children.*

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### 3.4 Class wise, Academic Standards wise Indicators for classes VI - IX

#### 1. Listening and Responding

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Dialogues / conversations	6.1.1. Listen and respond to dialogues / conversations that contain three or four exchanges, proper sequence and use appropriate cohesive devices and sustain the conversation.	7.1.1. Listen and respond to dialogues / conversations that contain proper sequence and use appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	8.1.1. Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	9.1.1. Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	10.1.1. Listen and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
Descriptions	6.1.2 Listen and respond to descriptions that contain a few attributes.	7.1.2 Listen and respond to descriptions that contain a few attributes and vivid images.	8.1.2 Listen and respond to descriptions that contain a few attributes, vivid images and a variety of sentence forms.	9.1.2 Listen and respond to descriptions that contain vivid images, a variety of sentence forms and personal reflections.	10.1.2 Listen and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections, proper sequence and cohesive devices.
Poems / Songs	6.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) and figures of speech.	7.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) , figures of speech, images, thoughts and feelings.	8.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts and feelings.	9.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance and alliteration.	10.1.3. Listen to poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) ,emotions and reflections, figures of speech, images, thoughts, feelings, assonance, alliteration and the writer's point of view.



Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Narratives	6.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, images, settings, characterisation evoking images.	7.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images.	8.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images.	9.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images with coherence.	10.1.4. Listen and respond to narratives that contain a sequence of events and dialogues, sensory perceptions, images, settings, characterisation evoking images and the writer's point of view with coherence.
Slogans	6.1.5. Listen and respond to slogans that have a rhythm and maintain brevity.	7.1.5. Listen and respond to slogans that have a rhythm and maintain brevity.	8.1.5. Listen and respond to slogans that have a rhythm and maintain brevity.	9.1.5. Listen and respond to variety of slogans.	10.1.5. Listen and respond to variety of slogans.
Drama/Play	6.1.6. Listen, watch and respond to drama.	7.1.6. Listen, watch and respond to drama.	8.1.6. Listen, watch and respond to drama.	9.1.6. Listen, watch and respond to drama.	10.1.6. Listen, watch and respond to drama.
Debate/Discussion	6.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples.	7.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples and the speaker's point of view.	8.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, the speaker's point of view, and language for defending or rebutting.	9.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, the speaker's point of view, and language for defending or rebutting.	10.1.7. Listen and respond to debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, polite expressions, the speaker's point of view, logical and emotional appeal and language for defending or rebutting.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Compeering	6.1.8. Listen and respond to compeering which presents the background and highlights of the events.	7.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context.	8.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	9.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	10.1.8. Listen and respond to compeering which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
News report	6.1.9. Listen and respond to news reports from dailies.	7.1.9. Listen and respond to news reports from dailies.	8.1.9. Listen and respond to news reports from dailies.	9.1.9. Listen and respond to variety news reports from dailies.	10.1.9. Listen and respond to variety news reports from dailies.
Speech	6.1.10. Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and coherence.	7.1.10. Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and coherence.	8.1.10. Listen and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers, examples and quotations and coherence.	9.1.10. Listen and respond to the speeches that contain organisation of ideas, argumentative / persuasive / interactive language, discourse markers, examples and quotations and coherence.	10.1.10. Listen and respond to the speeches that contain organisation of ideas, argumentative / persuasive / interactive language, discourse markers, examples and quotations and coherence.

## 2. Reading Comprehension

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Dialogues / conversations	6.2.1. Read and respond to dialogues / conversations that contain three or four exchanges, proper sequence and use appropriate cohesive devices and sustain the conversation.	7.2.1. Read and respond to dialogues / conversations that contain proper sequence and use appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	8.2.1. Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	9.2.1. Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).	10.2.1. Read and respond to dialogues required in the context of debates and discussions / conversations that contain discourse markers, appropriate cohesive devices and sustain the conversation maintaining social norms (politeness).
Descriptions	6.2.2. Read and respond to descriptions that contain a few attributes, images, variety of sentence forms and sequencing of ideas.	7.2.2. Read and respond to descriptions that contain a few attributes, images, variety of sentence forms and sequencing of ideas.	8.2.2. Read and respond to descriptions that contain a few attributes, images, personal reflections, variety of sentence forms and sequencing of ideas.	9.2.2. Read and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections and cohesive devices.	10.2.2. Listen and respond to descriptions that contain vivid images, a variety of sentence forms, personal reflections, proper sequence and cohesive devices.
Poems / Songs	6.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre,) and figures of speech.	7.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre) figures of speech, images, thoughts and feelings.	8.2.3. Read poems / songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts and feelings.	9.2.3. Read poems/ songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts, feelings, assonance and alliteration.	10.2.3. Read poems/songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts, feelings, assonance, alliteration and the writer's point of view.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Narratives	6.2.4. Read and respond to narratives that contain a sequence of events, dialogues, images, settings, characterisation and evoking images.	7.2.4. Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images.	8.2.4. Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images.	9.2.4. Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images with coherence.	10.2.4. Read and respond to narratives that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation evoking images and the writer's point of view with coherence.
Diary	6.2.5. Read diary containing personal reflections, thoughts and feelings.	7.2.5. Read diary containing personal reflections, thoughts and feelings using variety of sentences.	8.2.5. Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood.	9.2.5. Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood and maintaining coherence.	10.2.5. Read diary containing personal reflections, thoughts and feelings, variety of sentences and use of language appropriate to the mood, self criticism, future plans, the writer's point of view and maintaining coherence.
Letters	6.2.6. Read letters that use language appropriate to the context, sequencing of ideas and appropriate format / layout conventions.	7.2.6. Read letters that use language appropriate to the context, sequencing of ideas and appropriate format/ layout conventions.	8.2.6. Read letters that use persuasive language appropriate to the context, sequencing of ideas and appropriate format / layout conventions.	9.2.6. Read letters that use persuasive language appropriate to the context, sequencing and organising of ideas, appropriate format / layout conventions and maintaining coherence.	10.2.6. Read letters that use persuasive language appropriate to the context, sequencing and organising of ideas, appropriate format / layout conventions and maintaining coherence.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Message / e-mail/ sms	6.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions, layout and format.	7.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions, layout and format.	8.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use conventions, layout and format.	9.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions, layout and format.	10.2.7. Read messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions, layout and format.
Notices / posters	6.2.8. Read notices/ posters that have organisation and design for various occasions and purposes.	7.2.8. Read notices/ posters that have organisation and design for various occasions and purposes.	8.2.8. Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.	9.2.8. Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.	10.2.8. Read notices/ posters containing details such as venue, date, time, salutation, invitation, programme and have organisation and design for various occasions and purposes.
Ads			8.2.9. Read ads of various content and concept which have organisation, layout and style, maintain brevity and use designing and graphics.	9.2.9. Read ads of various content and concept containing appropriate diction, which have organisation, layout and style, maintain brevity and use designing and graphics.	10.2.9. Read ads of various content and concept containing appropriate diction, which have organisation, layout and style, maintain brevity and use designing and graphics.
Slogans	6.2.10. Read slogans that have a rhythm and maintain brevity.	7.2.10. Read slogans that have a rhythm and maintain brevity.	8.2.10. Read slogans that have a rhythm and maintain brevity.		

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Drama/skit/play	6.2.11. Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.	7.2.11. Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props	8.2.11. Read drama scripts containing dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.	9.2.11. Read drama scripts that depicts dramatic conflict and contain dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.	10.2.11. Read drama scripts that depicts dramatic conflict and contain dialogues revealing emotions, feelings, stage directions, movements and settings and reference to costumes and props.
Essay		7.2.12. Read and respond to essays that contain, paragraphing, title, introduction, body and conclusion.	8.2.12. Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, body and conclusion.	9.2.12. Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, thesis statement, body and conclusion, that contain and have coherence.	10.2.12. Read and respond to essays that contain, paragraphing, organise the main idea and supporting details, title, introduction, thesis statement, body and conclusion, have coherence, voice and point of view
Debate / discussion	6.2.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples.	7.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples and the speaker's point of view.	8.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, the speaker's point of view, and language for defending or rebutting.	9.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, the speaker's point of view, and language for defending or rebutting.	10.1.13. Read transcripts of debates and discussions that use organisation of ideas, sequence of arguments and suitable examples, discourse markers, polite expressions, the speaker's point of view, logical and emotional appeal and language for defending or rebutting.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Compeering	6.2.14. Read compeering script which presents the background and highlights of the events.	7.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context.	8.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	9.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.	10.2.14. Read compeering script which presents the background, highlights of the events, contains reviews / reflections relevant to the context and uses polite and entertaining expressions.
Report	6.2.15. Read reports that contain relevant ideas, concepts and information.	7.2.1.15 Read reports that contain relevant ideas, concepts and information, interpret data and draw inference, include personal reflections on the topic.	8.2.15. Read reports that contain relevant ideas, concepts and information, interpret data and draw inference.	9.2.15. Read reports that contain relevant ideas, concepts and information, interpret data, draw inference, include personal reflections on the topic, sequence ideas and have coherence.	10.2.15. Read reports that contain relevant ideas, concepts and information, interpret data, draw inference, include personal reflections on the topic, sequence ideas, have coherence and use indexing, referencing and quoting.
News report	6.2.16. Read news reports.	7.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	8.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	9.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	10.2.16. Read news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style and reveal the point of view of the newspaper.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Review			8.2.17. Read and respond to reviews that state the context, highlight and comment on features of the item reviewed and notice from the texts.	9.2.17. Read and respond to reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.	10.2.17. Read and respond to reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts, make personal impressions and maintain coherence.
Speech	6.2.18. Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and has coherence.	7.2.18. Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers and has coherence.	8.2.18. Read and respond to the speeches that contain organisation of ideas, language appropriate to the context, discourse markers, cite examples and quotations and has coherence.	9.2.18. Read and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.	10.2.18. Read and respond to the speeches that contain organisation of ideas, , argumentative / persuasive / interactive language, discourse markers, cite examples and quotations and has coherence.
Biography	6.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings.	7.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings.	8.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings and have organisation.	9.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings, have organisation, coherence and flow.	10.2.19. Read biographical sketches that contain the details of the person, anecdotes, events, achievements, and the writer's reflections, thoughts and feelings, have organisation, coherence and flow and contain tone, voice and point of view of the writer.



### 3. Conventions of Writing

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.3.1 Start a sentence with a capital letter and end it with a period.	7.3.1. Start a sentence with a capital letter and end it with a period.	8.3.1. Start a sentence with a capital letter and end it with a period.	9.3.1. Start a sentence with a capital letter and end it with a period.	10.3.1. Start a sentence with a capital letter and end it with a period.
	6.3.2. Capitalize all proper nouns, greetings, months and days of the week.	7.3.2. Capitalize all proper nouns, greetings, months and days of the week.	8.3.2. Capitalize all proper nouns, greetings, months and days of the week.	9.3.2. Capitalize all proper nouns, greetings, months and days of the week.	10.3.2. Capitalize all proper nouns, greetings, months and days of the week.
	6.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	7.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	8.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	9.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.	10.3.3. Use full stop, comma, question mark, exclamatory marks, apostrophe and abbreviations.
	6.3.4. Give space between words and sentences.	7.3.4. Give space between words and sentences.	8.3.4. Give space between words and sentences.	9.3.4. Give space between words and sentences.	10.3.4. Give space between words and sentences.
	6.3.5. Write correct spelling.	7.3.5. Write correct spelling.	8.3.5. Write correct spelling.	9.3.5. Write correct spelling.	10.3.5. Write correct spelling.
	6.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.	7.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.	8.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc. .	9.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.	10.3.6. Follow the lay out conventions of various discourse genres such as conversations, description, narrative, notice, message, poster, slogans, diary, letter, drama, essay, etc.

## 4. Vocabulary

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.4.1. Use appropriate words for expressing oneself using a variety of discourses.	7.4.1. Use appropriate words for expressing oneself using a variety of discourses.	8.4.1. Use appropriate words for expressing oneself using a variety of discourses avoiding collocation clashes.	9.4.1. Use appropriate words for expressing oneself using a variety of discourses avoiding collocation clashes.	10.4.1. Use appropriate words for expressing oneself using a variety of discourses and create new collocations.
	6.4.2. Use nouns and verbs interchangeably for expressing oneself.	7.4.2. Use nouns and verbs interchangeably for expressing oneself.	8.4.2. Use nouns and verbs interchangeably for expressing oneself.	9.4.2. Use nouns and verbs interchangeably for expressing oneself.	10.4.2. Use nouns and verbs interchangeably for expressing oneself.
	6.4.3. Coin new words appropriate to the context.	7.4.3. Coin new words appropriate to the context.	8.4.3. Coin new words appropriate to the context.	9.4.3. Coin new words appropriate to the context.	10.4.3. Coin new words appropriate to the context.
	6.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	7.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	8.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	9.4.4. Derive a different category of word by changing the prefix or suffix of a certain word.	10.4.4. Distinguish between class changing and class-maintaining affixes and derive a different category of word by changing the prefix or suffix of a certain word.
	6.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary, thesaurus.	7.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary/picture dictionary, thesaurus.	8.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary.	9.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary.	10.4.5. Maintain a personal dictionary. Look up unfamiliar words in a dictionary.
	6.4.6. Use knowledge of individual words in unknown compound words to predict their meaning.	7.4.6. Use knowledge of individual words in unknown compound words to predict their meaning.	8.4.7. Use knowledge of individual words in unknown compound words to predict their meaning.	9.4.7. Use knowledge of individual words in unknown compound words to predict their meaning.	10.4.7. Use knowledge of individual words in unknown compound words to predict their meaning.

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.4.7.Develop vocabulary through bilingual texts	7.4.7..Develop vocabulary through bilingual texts	8.4.7. Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.	9.4.7. Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.	10.4.7. Develop vocabulary through reading (e.g., bilingual texts, reading cards, environmental print) and through using it in spoken and written discourses.
		7.4.8. Expand most common abbreviations.	8.4.8. Expand most common abbreviations.		
	6.4.9. Understand and explain frequently used synonyms, antonyms and homographs.	7.4.9. Understand and explain frequently used synonyms, antonyms, hyponyms and homographs and homonyms.	8.4.9. Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.	9.4.9. Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.	10.4.9. Understand and explain frequently used synonyms, antonyms, collocations, homophones and homographs.
			8.4.10. Understand and explain "shades of meaning" in related words.	9.4.10. Understand and explain "shades of meaning" in related words.	10.4.10. Understand and explain "shades of meaning" in related words.
			8.4.11. Identify and interpret figurative language and words with multiple meanings.	9.4.11. Identify and interpret figurative language and words with multiple meanings.	10.4.11. Identify and interpret figurative language and words with multiple meanings.
	6.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	7.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	8.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	9.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	10.4.12. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

	<b>Class - VI</b>	<b>Class - VII</b>	<b>Class -VIII</b>	<b>Class - IX</b>	<b>Class - X</b>
	6.4.13. Apply knowledge of word, derivations.	7.4.13. Apply knowledge of word origins, derivations, compound words and idioms.	8.4.13. Apply knowledge of word origins, derivations and compound words idioms to determine the meaning of words and phrases.	9.4.13. Apply knowledge of word origins, derivations and compound words idioms to determine the meaning of words and phrases.	10.4.13. Apply knowledge of word origins, derivations, compound words and idioms to determine the meaning of words and phrases.
		7.4.14. Use phrases/ idioms contextually.	8.4.14. Phrasal verbs/ idioms contextually.	9.4.14. Phrasal verbs/ idioms contextually.	10.4.14. Devise language games/ puzzles involving words/ phrases/ idioms contextually.
	6.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	7.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	8.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	9.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.	10.4.15. Develop vocabulary by reading extensively and by using meta-linguistic awareness.
					10.4.16. Use a thesaurus to determine related words and concepts.

## 5. Grammatical Awareness

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.5.1. Use declarative, imperative, interrogative, and exclamatory sentences.	7.5.1. Use declarative, imperative, interrogative, and exclamatory sentences.	8.5.1. Develop understanding about declarative, imperative, interrogative, and exclamatory sentences.		
	6.5.2. Develop awareness about various predicate patterns.	7.5.2. Develop understanding about subject and predicate pattern.	8.5.2. Developing understanding about the predicate.		
	6.5.3. Connect sentences using adverbial connectives such as when, if, as, because, since, etc.)	7.5.3. Connect sentences using adverbial connectives such as when, if, as, because, since, etc.)	8.5.3. Develop understanding about adverbial clauses.	9.5.3. Develop understanding about main clause, sub clause and adverbial clauses.	10.5.3. Develop understanding about main clause, sub clause and adverbial clauses.
	6.5.4. Use structures like..(I think that .....)	7.5.4. Use structures like..(I think that....)	8.5.4. Use noun clauses	9.5.4. Develop understanding about the noun clause in subject and object positions	10.5.3. Develop understanding about, and use, Complementa-tion (I think that ...)
	6.5.5. Use Coordinate structures with, and, but, or	7.5.5. Develop understanding about conjunctions	8.5.5. Develop understanding about coordination and subordination	9.5.5. Develop understanding about coordination and subordination	10.5.5. Develop understanding about lexical, phrasal and clausal coordination and use coordinate structures
	6.5.6. Use Relative clauses.	7.5.6. Use Relative clauses.	8.5.6. Develop understanding about relative clauses.	9.5.6. Develop understanding about defining and non-defining relative clauses.	10.5.6. Develop understanding about object and subject relativization.
	6.5.7. Develop understanding about passive constructions.	7.5.7. Use passive constructions.	8.5.7. Develop understanding about passive constructions.	9.5.7. Use passive constructions.	10.5.7. Develop understanding about passivization.

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.5.8. Use structures like (the book on the table ...)	7.5.8. Use structures like (the book on the table ...; the dog that chased the cat. ...)	8.5.8. Develop understanding about noun phrases and prepositional phrases.	9.5.8. Develop understanding about noun phrases and prepositional phrases.	10.5.8. Develop understanding about complex noun phrases and embedding structures.
	6.5.9. Use Phrases such as Noun phrase (a tall man); Prepositional phrase (on the table); Verb phrase with and without an object (child sleeps: eat an apple);	7.5.9. Use Phrases such as Noun phrase (a tall man); Prepositional phrase (on the table); Verb phrase with and without an object (child sleeps: eat an apple);	8.5.9. Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase;	9.5.9. Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase;	10.5.9. Develop understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase, Adjectival phrase and Adverbial phrase;
	6.5.10. Use and develop understanding degrees of comparison various types of adjectives that denote size, shape, age, colour, origin, material, etc. Sequence of adjectives.	7.5.10. Develop understanding degrees of comparison using adjectives and adverbs.	8.5.10. Use degrees of comparison.		
	6.5.11. Maintains agreement in terms of person, number and gender in a sentence.	7.5.11. Maintains agreement in terms of person, number and gender in a sentence.	8.5.11. Maintains agreement in terms of person, number and gender in a sentence.	9.5.11. Maintains agreement in terms of person, number and gender in a sentence.	10.5.11. Understanding about the agreement system
	6.5.12. Use auxiliary verbs and Modal auxiliaries for framing questions and negation and for expressing a range of meanings.	7.5.12. Use auxiliary verbs and Modal auxiliaries for forming question tags.	8.5.12. Develop understanding about auxiliary function (tags, questions, negatives).	9.5.12. Develop understanding about auxiliary function (tags, questions, negatives).	10.5.12. Develop understanding about auxiliary system (tense, modal aspects).

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
	6.5.13. Use and understand to infinitive.	7.5.13. Use to infinitive with going +to.	8.5.13. Develop understanding about finite and non-finite clauses and use finite and infinitival constructions.	9.5.13. Develop understanding about non finite clauses.	9.5.13. Develop understanding about finite and non-finite clauses and use finite and infinitival constructions.
	6.5.14. Use and develop understanding about the present tense, past tense and present progressive in combination with 'must'.	7.5.14. Develop understanding about the past tense and past progressive structures in combination with modals (should, must).	8.5.14. Develop understanding about used to and would.	9.5.14. Use and develop understanding about simple past and past perfect tenses.	10.5.14. Use the present tense and past tense forms and also in combination with Modals and with perfective and progressive aspects in a range of structures.
	6.5.15. Use gerundial constructions.	7.5.15. Use gerundial constructions.	8.5.15. Use and develop understanding gerundial constructions.	9.5.15. Use and develop understanding gerundial constructions.	10.5.15. Develop understanding about the distribution of gerundial constructions and use them in subject, object and complement positions.
	6.5.16 Use and develop understanding if clauses Adverbials of time, place and manner.	7.5.16 Use and develop understanding if clauses Adverbials of time, place and manner.	8.5.16. Use and develop understanding about adverbial clauses	9.5.16. Use and develop understanding about adverbial clauses, main clauses and subordinate clauses. Understanding about If clauses.	10.5.16. Develop understanding about subordination and complementation.
				9.5.17. Develop understanding about noun clauses and use them in subject and object positions.	10.5.17. Develop understanding about the classification of clauses based on the elements of the clause, clause structure, and function.

	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
					10.5.18. Develop understanding about cleft sentences and use them
				9.5.19. Inversion of auxiliaries in sentences containing 'no sooner, scarcely, hardly'.	10.5.19. Develop understanding about structural transformation of the sentences and transform structures using movement, deletion or insertion of categories.



## 6. Creative Expression – Oral and Written Discourses

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Conversation/ Dialogues	6.6.1. Construct pieces of dialogues in the given context.	7.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.	8.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.	9.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.	10.6.1. Construct pieces of dialogues containing discourse markers and expressions related to social conventions in the given context.
Description	6.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence.	7.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence.	8.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.	9.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.	10.6.2. Write and describe orally persons and places depicting characteristics of persons and scenic details of events with coherence using personal reflections and discourse markers.
Review			8.6.3. Write reviews that state the context, highlight and comment on features of the item reviewed and notice from the texts.	9.6.3. Write reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.	10.6.3. Write reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts, make personal impressions and maintain coherence.
Narrative/Story	6.6.4. Construct narratives/stories with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	7.6.4. Construct narratives/stories with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	8.6.4. Construct narratives/stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	9.6.4. Construct narratives/stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.	10.6.4. Construct narratives/stories dealing with nature, social issues and human drama with a sequence of logically connected events, dialogues, which evoke sensual perceptions.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Mind maps	6.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	7.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	8.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	9.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.	10.6.5. Develop mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
Biographical Sketch/ Profile	6.6.6. Write short profiles and biographical sketches of people depicting the characteristics and contributions of people.	7.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions of people.	8.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.	9.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.	10.6.6. Write short profiles and biographical sketches depicting the characteristics and contributions and philosophy of people.
Songs/Poems	6.6.7. Write songs and poems on various themes involving images. And recite / sing them.	7.6.7. Write songs and poems on various themes involving various images and recite / sing them evoking emotions.	8.6.7. Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.	9.6.7. Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.	10.6.7. Write and sing songs and poems with rhythm on various themes involving figurative expressions, images and conveying emotions.
Letter	6.6.8. Write personal letters for various purposes maintaining the proper format.	7.6.8. Write personal letters for various purposes maintaining the proper format using persuasive language.	8.6.8. Write personal letters for various purposes maintaining the proper format using persuasive language and reflections on events..	9.6.8. Write personal letters for various purposes maintaining the proper format using persuasive language and reflections on events and exhortations.	10.6.8. Write personal letters for various purposes maintaining the proper format using persuasive and argumentative language and reflections on events and exhortations.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Diary	6.6.9. Write diaries that contain anecdotes reflections on events,	7.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings.	8.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism.	9.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism, future plans and aspirations.	10.6.9. Write diaries that contain anecdotes reflections on events, powerful thoughts and feelings, and self criticism, future plans, aspirations and point of view.
Notice/Poster/Ads/invitation	6.6.10. Write notices / invitations etc. maintaining their features and talk about them.	7.6.10. Write notices / invitations etc containing features and talk about them.	8.6.10. Write notices / invitations etc using argumentative language and containing exhortations maintaining the features of a notice and talk about them.	9.6.10. Write notices / invitations etc using argumentative language and containing exhortations maintaining the features of a notice and talk about them.	10.6.10. Write notices / invitations etc using argumentative and persuasive language and containing exhortations maintaining the features of a notice and talk about them.
Slogans/Placards	6.6.11. Write and say slogans/placards for various purposes with precision and brevity.	7.6.11. Write and say slogans/placards for various purposes with precision and brevity.	8.6.11. Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words.	9.6.11. Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words..	10.6.11. Write and say slogans/placards for various purposes with precision and brevity choosing appropriate words.
Drama/Play/Skit	6.6.12. Write drama scripts containing details such as stage setting, actions and dialogues and enact the drama.	6.6.12. Write drama scripts containing details such as stage setting, actions and dialogues and enact the drama.	8.6.12. Write drama scripts containing details such as stage setting, actions and dialogues. Enact the drama.	9.6.12. Write drama scripts containing details such as stage setting, actions and dialogues that evoke emotions and feeling. Enact the drama maintaining the theatrical conventions.	10.6.12. Write drama scripts containing details such as stage setting, actions and dialogues that evoke emotions and feeling reflecting the writer's point of view. Enact the drama maintaining the theatrical conventions.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
News report		7.6.13. Write news reports that contain appropriate headline, lead sentence, body and make use of reporting style.	8.6.13. Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	9.6.13. Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.	10.6.13. Write news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style and reveal the point of view of the newspaper.
Message / e-mail/ sms	6.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	7.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	8.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use conventions lay out and format.	9.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.	10.6.14. Write messages that contain ideas relevant to the context, maintain brevity and use language appropriate to the context and the content and maintain conventions lay out and format.
Choreography	6.6.15. Write choreography script bringing out the theme of the poem.	7.6.15. Write posters for various purposes in persuasive language and talk about them.	8.6.15. Write choreography script related to interpreting a poem from multiple points of view.	9.6.15. Write choreography script related to interpreting a poem from multiple points of view and perform the choreography.	10.6.15. Write choreography script related to interpreting a poem from multiple points of view and perform the choreography.

Discourse	Class - VI	Class - VII	Class -VIII	Class - IX	Class - X
Compeering	6.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions and do the compeering.	7.6.16. Write posters for various purposes in persuasive language and talk about them.	8.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.	9.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.	10.6.16. Write compeering scripts highlighting certain events and persons for authentic occasions. Do the compeering for a programme in an appealing manner.
Essay	6.6.17. Write short essay on various themes depicting proper organization and coherence.	7.6.17. Write short essay on various themes depicting proper organization and coherence.	8.6.17. Write essays on various themes depicting proper organization and coherence and revealing the point of view of the writer.	9.6.17. Write essays on various themes depicting proper organization and cohesion and revealing the point of view of the writer using persuasive and argumentative language.	10.6.17. Write essays on various themes depicting proper organization and cohesion and revealing the point of view of the writer using persuasive and argumentative language.

### 3.5 High School Syllabus Grid for Classes VI-X

#### Class - VI

Unit	Theme	Reading Text	Reading Text	Genre	Source / Author's Name	Language Competencies			
						Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Peace and Harmony	A Reading B Reading C Reading	Peace and Harmony I Want Peace Grand Contest in the Forest	Story Poem Story	Young World, The Hindu - -	Forms of Adjectives Antonyms and Synonyms Homophones	Adjectives; Adverbs of frequency	Invitation Card; Script for Compeering	Compeering; Discussion
2	Heritage and Culture	A Reading B Reading C Reading	The Lost Casket In the Bazaars of Hyderabad Tyagaraja, the Immortal Musician	Incident Poem Biography	- Sarojini Naidu -	Suffixes	Collective nouns; adverbs of manner	Description of character; Script for a Speech	Description; Speech
3	Faith	A Reading B Reading C Reading	What Can a Dollar and Eleven Cents Do? A Nation's Strength Wilma Rudolph	Story Poem Biography	- Ralph Waldo Emerson	Mind mapping; Spelling	Possessive forms and contractions; regular and irregular verbs; quantifiers	Diary Entry; Letter; Story	Drama; Conversation
4	Adventure and Imagination	A Reading B Reading C Reading	An Adventure The Naughty Boy Robinson Crusoe	Story Poem Narrative	John Keats Daniel Defoe	Collective Nouns; Verb to Noun;	Direct and Indirect Speech	Narrative; Poster	Discussion

Unit	Theme	Reading Texts	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Environ-ment	A Reading Plant a Tree B Reading If a Tree Could Talk C Reading Children, Speak Up!	Essay Poem Speech	- - www.criticaldotwordpress.com	Mind map	if Clause	Notice; Short essay;	Description
6	Travel-ogue	A Reading Rip Van Winkle B Reading My Shadow C Reading Gulliver's Travels	Story Poem Story	washington Irving Robert Louis Stevenson -	Contextual meanings; compound adjectives	Passive voice; Adverbs of Frequency	Narration; Description	Conversation; Skit
7	Games and Sports	A Reading P.T.Usha, the Golden Girl B Reading Indian Cricket Team C Reading Ranji's Wonderful Bat	Story Poem Biography	- - Ruskinbond	Synonyms	Order of Adjectives; To infinitive	Profile; Letter; Notice	Discussion and Conversation
8	Wit and Humour	A Reading Half the Price B Reading The Sheik's White Donkey	Story Story	- -	Synonyms and Antonyms; suffixes; forming verb ing forms	Usage of 'must'; Present continuous tense; 'wh' questions.	Letter	Narrative

## Class - VII

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Neighbourhood	A Reading The Town Mouse and the Country Mouse B Reading The Town Child & The Country Child C Reading The New Blue Dress	Story Poem Story	- Irene Thompson -	Contextual meanings; phrases; compound nouns;	Formation of Degrees of comparison; usage of 'may'; Expressing unreal past	Description Personal Letter Script for a Play	Discussion Conversation Play
2	Science and Technology	A Reading C.V.Raman, the Pride of India B Reading It's Change... C Reading Susruta, an Ancient Plastic Surgeon	Biography Poem Biography	Scientists of India-CBT Emma Gorrie Scientists of India-CBT	Contextual meanings Verbs - Nouns Abbreviations	Prepositions of time and place; Articles	Biographical Sketch; Editing	Debate; Conversation
3	Nation and Diversity	A Reading Puru, the Brave B Reading Home They Brought Her Warrior Dead C Reading The Magic of Silk	Play Poem Story	- Alfred Lord Tennyson -	Antonyms; vocabulary in context	Use of 'should and must'; Degrees of Comparison	Short Story	Narration
4	Wit and Humour	A Reading Tenali Paints a Horse B Reading Dear Mum C Reading The Emperor's New Clothes	Play Poem Folk tale	- Brian Patten -	Vocabulary in content; phrasal verbs; idioms; proverbs	Contractions; short forms; Adverbs of manner	Description	Enacting a play Narration



Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Travel and Tourism	A Reading A Trip to Andaman B Reading My Trip to the Moon C Reading Sindbad, the Sailor	Narrative Poem Story	- - -	Antonyms; Same word in different parts of speech; phrasal verbs	Simple past tense; Past Continuous tense	Description; Letter	Description
6	Adventure	A Reading A Hero B Reading My Nasty Adventure C Reading Learn How to Climb Trees	Story Poem Narrative	R.K. Narayan - Jim corbet	Synonyms; vocabulary in context; word ladder	Simple past tense; Past Continuous tense	Story, Description, Letter, Script for a drama	Story
7	Games and Sports	A Reading The Wonderful World of Chess B Reading Chess C Reading Koneru Humpy	Essay Poem Biography	- Nathan J.Gildberg -	hypernyms; hyponyms; suffixes; knowing unfamiliar words	If Clauses; writing sentences using 'when'	Essay, Review(Summary)	Conversation
8	Environment	A Reading Snakes in India B Reading Trees C Reading A Letter from Mother Earth	Essay Poem Letter	Harry Behn -	Prefixes ; suffixes; vocabulary in context	Conjunctions; subject and predicate;	Poem; Poster	Conversation

## Class -VIII

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Family	A. The Tattered Blanket B. My Mother C.A Letter to a Friend	Story Poem Letter	kamala Das Rabindranath Tagore ---	Synonyms Contextual use of words	Noun/Verb/ Prepositional Phrases	Short Essay	Choreography
2	Social Issues	A. Oliver Asks for More B. The Cry of Children C. Reaching the Unreached	Story Poem Essay	Charles Dickens E.B.Browning ---	Compound Adjectives	Framing Questions; using Helping verbs; Question Tags	Profile; Diary	Discussion
3	Humanity	A. The Selfish Giant I (One act play) B. The Selfish Giant II (One act play) C. The Garden Within	Play Play Poem	Oscar Wilde -DO Celia Berrell	Phrasal Verbs Antonyms Sound Words	Progressive forms and gerunds of verbs	Notice	Description
4	Science and Technology	A. The Fun They Had B. Preteen Pretext C. The Computer Game (One act play)	Science-Fiction Poem Play	Issac Asimov L A Nickerson Steven Otfinoski	Antonyms Contextual use of words Order of Adjectives	Using Adverbs and Relative Clauses	Conversation; Letter; Short Essay	Role play

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Education and Career	A. The Treasure Within (Part I) B. The Treasure Within (Part II) C. They Literally Build the Nation	Interview Career Interview Essay	Sparsh News Letter -Do- The Hindu	Related Meanings Collocations Same word as a verb and a noun	Talking about habitual actions in the past using 'used to'	Script for Compeering Short Essay	Compeering
6	Art & Culture	A. The Story of Ikat B. The Earthen Goblet C. Maestro with a Mission	Description Poem Biography	B. Syama Sundari Harindranath Chattopadhyaya ---	Homographs Homophones	Tense and Time, Reported Speech	Profile Biographical Sketch Report	Presenting a Report
7	Woman Empowerment	A. Bonsai Life (Part I) B. Bonsai Life (Part II) C. I Can Take Care of Myself	Story Story Story	Abhuri Chayadevi ---	Phrasal Verbs Similes idioms	Subject and Predicate, Types of Sentences	Short Essay Poster	Discussion Interview Debate
8	Social Service	A. Dr. Dwarakanath Kotnis B. Be Thankful C. The Dead Rat	Biography Poem Story	- - P.C.Roy	Identifying vocabulary of semantic relation Idiomatic Expressions with 'heart'	Coordinating Conjunctions, Coordinating Clauses	News Report	Speech

## Class - IX

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Humour	A. The Snake and the Mirror B. The Duck and the Kangaroo C. Little Bobby	Narrative Poem Letter	V M Basheer Edward Lear Ritcha Rao	Interpretation of meaning Sound words of instruments Linkers	Phrasal Verbs Combination of Simple Past and Past Perfect Tense	Descriptive Essay Letter Poster	Story Choreography
2	Games & Sports	A. True Height B. What Is a Player ? C. V.V.S.Laxman, Very Very Special	Story Poem Interview	David Naster Jessica Taylor Sportstar	Synonyms Suffixes Collocations	Adverbial Clauses	Biographical sketch Profile, Short Essay	Conversation
3	School Life	A. Swami Is Expelled from School B. Not Just a Teacher, but a Friend C. Homework	Story Poem Essay	R. K. Naryan --- ----	synonyms Phrasal Verbs	Direct and Indirect Speech, Noun Clauses	Short Essay Narrative	Speech Compeering
4	Environment	A. What Is Man Without the Beasts? B. The River C. Can't Climb Trees Any More	Speech Poem Story	Chief Seattle C. A. Bowles Ruskin Bond	Collocations Words related to movement	The Verb Phrase	Report Speech	Discussion Speech

Unit	Theme	Reading Text	Genre		Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Disasters	A. A Havoc of Flood B. Grabbing Everything on the Land C. The Ham Radio	Report Poem Essay	- Lily Usher www.hamradio.in	Same word in different contexts Concept mapping	Inversion of Adverbial Clauses using 'No sooner - than, scarcely - when'	Interview Speech Letter Short Essay	interview
6	Freedom	A. A Long Walk to Freedom B. Freedom C. An Icon of Civil Rights	Speech Poem Speech	Nelson Mandela Rabindranath Tagore Martin Luther King	Identifying meanings in context Appropriate forms of words figurative expressions	Adjectival Clauses	Essay Speech	Debate, Speech
7	Theatre	A. The Trial B. Antony's Speech C. Mahatma Gandhi, Pushed out of Train	Play Poem Incident	George Bernard Shaw William Shakespeare Richard Briley	Idioms related to 'tongue'	If - Clauses	Character Sketch	Description of an Event Debate
8	Travel & Tourism	A. The Accidental Tourist B. Father Returning Home C. Kathmandu	Narrative Poem Description	Bill Bryson Dilip Chitre Vikram Seth	Compound Words Homonyms Human made Sound words	Passive Voice	Letter	Describing Travel Experience

## Class - X

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
1	Personality Development	A. Attitude is Altitude B. Every Success Story Is Also a Story of Great Failures Essay C. I will Do It	Biography  Biography	www.dailymail.co.uk Shiv Khera Sudha Murthy	Adjectives; synonyms; one-word substitutes	Defining and non-defining relative clauses	Biographical sketch; essay	Debate
2	Wit and Humour	A. The Dear Departed (Part - I) B. The Dear Departed (Part - II) C. The Brave Potter	Play Play Folk Tale	W.S. Houghton W.S. Houghton Marguerite Siek	Irregular plurals; exclamations/ interjections; compound adjectives; idioms	Articles; compound prepositional phrases; its time +simple past verb	Letter; story	Funny incident/ jokes
3	Human Relations	A. The Journey B. Another Woman C. The Never-Never Nest	Narrative Poem Play	Y.D. Thongchi Ms. Intiaz Dharker Cedric Mount	Compound words- hyphenated and reduplicate words	Simple past and past perfect tense	Essay, report;	Debate;
4	Films and Theatre	A. Rendezvous with Ray B. Maya Bazaar C. A Tribute	Essay Review Essay	Frontline The Hindu —	Collocations; One word substitution; suffixes and prefixes; binomials	Linkers; adjectives; prepositions; verb forms-past perfect, simple past; modals	Review on a film or TV programme ; reply letter; skit	Speech

Unit	Theme	Reading Text	Genre	Source / Author's Name	Language Competencies			
					Vocabulary	Grammar	Written Discourses	Oral Discourses
5	Social Issues / Agrarian Issues	A. The Storeyed House (Part - I) B. The Storeyed House (Part - II) C. Abandoned	Story Story Poem	Waman G. Hoval Waman G. Hoval Suraya Nasim	Compound adjectives; Phrasal verbs; Idioms;	Contractions; adverbial clauses;	Letter ; news report; essay.	Speech; debate
6	Bio-diversity	A. Environment B. Or will the Dreamer Wake? C. A Tale of Three Villages	Interview Poem Essay	www.gbmna.com M. Chevalier —	Synonyms; appropriate forms of the words;	Non-finite clauses, reported speech, adjectives,	Interview, conversation	Group discussion
7	Nation and Diversity	A. My Childhood B. A Plea for India C. Unity in Diversity in India	Auto biography Poem Essay	Abdul Kalam — —	Synonyms;	Linkers ,passive voice without agent,	Diary entry, reply letter,	Role play, group discussion
8	Human Rights	A. Jamaican Fragment B. Once upon a Time C. What Is My Name?	Narrative Poem Story	A.L. Hendricks Gabriel Okara P.Satyavathi	Similes and metaphors; prefixes and suffixes.	Simple past and the present perfect.	Essay; translation; report	Speech;

**Note:** Wherever the source is not mentioned against the text, those texts are collected and edited by the textbook committee members.

## 3.6 Transactional Strategies

The detailed transaction process for classes 6 to 10 is given below.

### 3.6.1 Classroom Transaction Process for Classes VI - X

The general design of classroom transaction will be something like the following:

#### *The Pre-reading session:*

- i. The teacher interacts with the learners in an informal way in order to instil in them a sort of communication expectancy so that they are psychologically tuned to involve in the activities that follow. The picture given in the beginning of the unit can be used as a trigger for sensitizing the learners on the theme around which the lessons in the unit have been woven. The interaction based on this picture will serve as warm up for engaging the learners in the activities that follow. The teacher can ask a few analytical questions that will elicit individual perceptions on the picture.
- ii. The second picture in the beginning of the unit is related to the listening input given to the learners (from the texts which are placed in the appendix of the textbook). The interaction based on the picture will help the learners comprehend the passage presented to them orally. Individual perceptions and divergent thinking on the part of the learners are the prime focus of the interaction at this stage.
- iii. This is followed by the presentation of a narrative which will further sensitize the learners on the theme. The narrative makes the major listening input for the learners. The passage for listening has been given at the end of the book.
- iv. This is followed by a few more analytical questions eliciting free responses of the learners. Moreover, these questions will help the learners make intelligent predictions on what they are going to read.



## **Reading**

The next language module to be transacted is reading. This involves a number of micro-processes:

- i. Individual reading:** Note that children have already made some intelligent prediction on the content of the passage. They will be making an earnest attempt to check whether their prediction is borne true. Reading in this sense is need-based and is an intrinsically motivated activity. Of course they will be facing with a few barriers, caused by the unfamiliar words or structural complexities.
- ii. Collaborative reading:** Children sit in groups and share their reading experience within the group in terms of things like the following:
  - What they understood from the passage they read
  - What they did not understand
  - The parts that they liked most in the passage
- iii.** This is followed by sharing of ideas with other groups with the facilitator's mediation. Sometimes a glossary or dictionary will be made use of.
- iv.** When collaborative reading is over the facilitator asks a few questions related to the passage. These are not meant for checking comprehension. Instead, they are questions of an analytical nature such as reflective questions, inferential questions, cause-consequence questions and so on. These questions help the learners assimilate the text by virtue of localising and personalising it.
- v. Reading aloud:** The facilitator can read the passage aloud which will help the learners make better sense of the reading passage. Moreover, the teacher's reading will serve as a listening input for the learners in terms of some of the articulation features.
- vi Mind mapping:** A mind mapping activity may be carried out which will act as a tool tracking the thinking process of learners. They can describe the mind maps they have developed.

### ***The Post Reading Session***

The major activity of the post-reading session is the construction of a discourse by the learners. By virtue of the inputs they have received through listening and reading they are in a position to take up a task which demands them to construct a specific discourse (conversation, description, story, etc.). Each discourse calls for a specific process without which the learners will not be able to construct it. The micro-process of discourse construction ensures

- Teacher interaction
- individual construction,
- positive feedback by the teacher
- presentation by a few individuals,
- sharing in group for refinement,
- presentation by the groups,
- presentation of the facilitator's version of the targeted discourse.

### ***Editing***

The discourses constructed by the learners (whether individually or in groups) may have certain errors in them. These errors may be related to syntax or morphology or cutting across both. In addition to these there may be punctuation or spelling errors. These are to be rectified for which there is a meticulous process of editing. This is not a slot for teaching grammar. The learners are sensitized on these errors by evoking their intuitive sense of well-formed structures which works like a conscious monitor. Note that this sense is to be acquired non-consciously and not by learning grammatical facts consciously.

The post reading session also includes some activities meant for the expansion of vocabulary and the strengthening of specific aspects of grammar. However, these activities are not meant for teaching any grammatical points explicitly. Both vocabulary and grammar are contextually embedded.

## Addressing Listening, Speaking, Reading and Writing

Traditional classrooms give a lot of importance to the writing skills of learners. The underlying assumption is that skills can be developed through practice which in due course will lead to the mastery of language. However, a major chunk of the writing task assigned to children comprises of

- Writing answers to comprehension questions;
- Doing de-contextualized exercises involving vocabulary and structural items;
- Writing guided compositions (letter writing, developing story from the given outline, etc.);
- Writing copies;

This kind of writing is in a way, ‘risk-free’ because in most cases there will be only one correct answer. Since the thrust is on practising skills most of what children are expected to write have a direct bearing upon the information given in the textbook. This is supposed to be necessary for avoiding or at least minimizing the possibilities of learners making errors. This being the general situation of writing tasks undertaken by the learners there is no point in sharing ideas with others. Therefore, there is hardly any scope for refining one’s written work through collaboration.

Discourse Oriented Pedagogy as had been conceived here does not address skills placing them in watertight compartments. Instead, they are treated embedding them in the context of discourses to be listened to, to be read and to be produced orally and in the written form by the learners; there is wider scope for integrating skills.

Sufficient time should be given for the learners to share their ideas with their peers. Whether they are reading, or constructing discourses opportunities should be provided for the learners to do the task individually as well as in groups.

Instead of asking and eliciting pre-decided responses from the learners the teacher can initiate dialoguing with the learners using a variety of strategies such as reporting, seeking confirmation, agreeing or disagreeing, asking for opinions, etc.

### **Treatment of Grammar, Vocabulary and Study Skills**

The teacher shall ask the learners to do the task individually, as suggested in the TB. After completing the task they can sit in groups and share with others what they have done. You may give feedback.

The teacher may ask relevant questions so that the learners can analyze a given corpus of language and make their own observations. These can lead to the consolidation of the grammatical concepts that are targeted. Please keep in mind that learning grammar does not lead to language acquisition. It is a knowledge domain just like mathematics or physics.

**Transaction of Project:** This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task (Individually or in group) i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class. The project will cater all language skills holistically. The teacher has to support monitor and give feedback to achieve the desired outcomes.

#### **3.6.2 Classroom Transaction – Steps**

##### **Pre-reading:**

1. Interact with the learners based on the trigger picture.
2. Ask questions in additions to what has been given in TB.
3. Use well-framed questions.
4. Allow the learners to respond in mother tongue.
5. Megaphone the children's responses in English.
6. Elicit and accept the divergent responses from the learners.
7. Elicit relevant responses (words and sentences) and write on the BB/chart.
8. Utter the word holistically and not letter by letter.
9. Ask the learners to read the words and sentences from the BB / chart.

## Reading:

1. Specify which part of the reading passage is to be read
2. Ask the learners read individually.
3. Give proper instructions such as the following.
  - Tick the sentences /words you are able to read.
  - Identify the characters/ location, events / dialogues in the story.
4. Give further support to low-proficient learners in the following manner.
  - Interact with the low- proficient learners to generate a subtext.
  - Write the sub text on BB / on chart / in the notebook of the learner.
  - Ask the learners to associate the sub text with the reading text.
5. Put the learners in groups for sharing their reading experience.
6. Give proper instructions for sharing the reading experience.
7. Monitor the group activity (i.e., check whether the instructions are being followed).
8. Facilitate sharing of reading experience between the groups.
9. Make use of a glossary. (The glossary given in the TB and developed by the teacher additionally)
10. Pose some questions to check comprehension.
11. Ask some analytical questions to extrapolate the text.
12. Make use of a concept mapping activity.
13. Read the text aloud with proper voice modulation.

14. Give chance to the learners to read aloud.
15. Give proper feedback while the learners are reading aloud.
16. Invite feedback from other learners on loud reading.

**Post- reading:**

1. The post-reading activities:
  - Identify a discourse and assign a task to construct it.
  - Write the targeted discourse on BB and ask children to copy it.
  - Write down the questions and answers.
2. Follow the process for the construction of discourse individually.
  - Interact to make the context of the discourse (available from the reading passage).
  - Ask questions to help the learners get ideas such as events, characters, location, etc.
  - Ask questions to sensitize the learners on some features of the discourse.
  - Give support to low –proficient learners.
3. Provide opportunity for individual presentation.
4. Give feedback on the presentation.
5. Invite feedback from the other learners.
6. Provide slot for refining the individual work in groups.
7. Give proper instructions regarding the following.
  - How to share the written work

- What are the things to be taken care of while writing ( checking missing words, excess words, proper word forms, using proper punctuations, other writing conventions)
  - whether all members are writing down the group product in their notebooks on a separate page
  - Who will present the work in the whole class?
8. Monitor the group work to ensure proper collaboration.
  9. Provide slot for presentation by the groups.
  10. Give feedback.
  11. Present your version of the discourse.

**Editing:**

1. Conduct the editing as a whole class activity through interaction.
  - Thematic editing and checking discourse features
  - Editing the well-formedness of the sentence (sentence structure) – word order, excess words, missing words
  - Editing the errors related to word forms (tense forms, prefixes, suffixes, agreement, etc.)
  - Editing punctuations
  - Editing spelling errors
2. Check the remaining groups' products undertaken by the groups.
3. Let the learners refine their individual work based on these inputs on a separate page.
4. Compile the refined works together to make the big book.

### Steps in transaction of textual exercises:

- Whole class interaction
- Elicit responses and write key words/ phrases on a chart
- Let children sit in small groups and let them read the exercises in groups and discuss
- Let them share their ideas in the groups
- Let groups present their answers one by one
- Let other group reflect and suggest changes
- Teacher consolidate the group work.

#### ***Teachers need to be prepared to:***

- *care for children, and should love to be with them.*
- *understand children within social, cultural and political contexts.*
- *be receptive and be constantly learning.*
- *view learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning.*
- *view knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.*
- *own responsibility towards society, and work to build a better world.*
- *appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.*
- *analyse the curricular framework, policy implications and texts.*

*– NCF document*



## Chapter - 4

### Teacher Preparation and Planning

#### Introduction

Failing to plan is planning to fail. For successful transaction in the classroom, the teacher has to plan and prepare for it. Before going for transaction of a unit, the teacher should read the entire unit thoroughly and identify the possible discourses. He /she should prepare a detailed unit cum period plan in the suggested format. He /she should prepare period wise interactive questions in advance. Children's responses should be elicited and written on the board. This activity should help the children in generating the language. Hence the teacher has to prepare ample questions for each period. After completion of teaching, he / she shall note the reflections in the plan. The reflections should include the performance of the children, the suitability of the process followed in the class.

#### Planning

Development of a plan for instruction of entire unit is a professional exercise. Lot of thinking and reference of source books is required. It is a developmental exercise and the output can be improved year after year based on the experience and reflection. Following are the steps for developing annual/year Plan and Unit cum Period Plan for both Primary and High school classes. SCF envisions the planning of a lesson as detailed below:

## 4.1 Annual Plan

**Class: VI**

**Subject: English**

**Total Periods: 220**

**TLP Periods: 180**

**Expected outcomes at the end of the year including discourses targeted:**

- a. Involvement of children during the transaction of all components of all units.
- b. Children should be able to listen and express their views and ideas freely during the interaction in different stages of classroom transaction.
- c. Children should be able to read and comprehend the reading texts given in the English textbook and outside the textbook individually and collaboratively.
- d. Children should be able to use appropriate vocabulary and grammar in oral and written discourses.
- e. Children should be able to produce oral and written discourses i.e., conversation, description, songs/poems, narrative/story, diary, letter, message/e-mail/SMS, notice/ poster/ invitation/ads, slogans / placards, skit / play, compeering, choreography, essay, newsreport/report, speech, debate/discussion, bio-sketch/profile/autobiography.

### Month wise Action Plan

Unit No.	Theme of the Unit	No. of Periods Required	Strategies and Activities	TLM / Resources Required	Month	Programs and Activities

## 4.2 Unit cum Period Plan

**Class: VI**

**Subject: English**

### **I. Unit details and number of periods:**

- 1. Name of the unit: Peace and Harmony**
- 2. No. of periods required: 24 (this includes no. of periods required to transact all the reading passages and the activities given till the end of the unit)**

### **II. Expected outcomes:**

- a. Involvement of children during the transaction of all components.
- b. Children should be able to listen and express their views and ideas freely.
- c. Children should be able to read and comprehend the given reading text individually and collaboratively.
- d. Children should be able to use appropriate vocabulary and grammar in oral and written discourses.
- e. Creative expression through construction of written discourses i.e., description, narrative, conversation, essay and letter.

### **III. Period wise Details of a Unit:**

<b>Period No.</b>	<b>Description of the Content/ Discourse/Activity</b>	<b>Strategy</b>	<b>TLM / Resources</b>	<b>Remarks</b>

#### **IV. Period wise notes and interactive questions:**

In this part of the plan the teacher can write down the questions that are required for interaction at various stages of classroom transaction such as picture interaction, oral performance of the learners, reading, discourse construction and editing.

The teacher has to refer the handbook for detailed transaction process and frame relevant questions to help the students in generating language. The notes must be added to the existing information given in the textbooks. At no point teacher should copy the questions from the textbooks. Teacher should develop thought provoking questions and questions on higher order thinking skills well in advance to enable the children think and participate in the classroom interaction. The required information pertaining to the topic must be collected from various sources and shall be written under teacher notes. The teacher has to keep a bound notebook and allot about 15 to 20 pages for a unit and maintain for 2 or 3 years continuously with additions of important notes every year. The teacher has to focus on the recent developments in the subject specific areas and update the notes and discuss the same in the classrooms. Teacher professionalism and professional development will be reflected by the nature of his/ her planning. Teacher can also collect and note - quotations, riddles, articles, humorous incidents etc. to make the class lively.

#### **V. Period wise notes on children's performance:**

This part of the plan is intended for continuous assessment. The teacher can note down the names of students whose performance is at the desired level. This notes will help the teacher to assess the children performance for awarding marks and grades in Formative Assessment.

#### **VI. Period wise notes on Teacher's Reflections:**

Teacher has to reflect on the effectiveness of the teaching and learning. What steps went well and the extent of children participation and their attainment of language competencies for future transaction. The teachers should share their experiences in staff meetings and in other meetings.

#### **Understanding the variety in the process**

The teachers are expected to refer Teacher Handbooks / Modules and other reference books. Based on this, teacher shall select appropriate transaction process for various activities and discourses for effective transaction.

## **Strategy**

The strategy refers to the nature of teaching learning process to transact each component of a unit. The method must enable interactive teaching where children participate in the learning processes. A variety of questions like analytical, extrapolative, etc. to facilitate whole class discussion. Children understand concepts not by listening but by giving responses, through individual and collaborative activities. Therefore, adequate scope must be given to the children to think, question and respond in the classroom. Teacher has to develop appropriate tasks which are challenging in nature so that they will be engaged in TLP actively.

## **Resources/ TLM**

Every teacher should identify appropriate resource material required to teach the subject and collect the same and keep ready access. Teacher should think about the English around us and collect relevant material. They can also encourage students to bring different material they come across in their day to day life like news paper cuttings, different types of wrappers, pamphlets, posters, etc. The language around the child should be made a part of the TLP.

## **Programmes and Activities**

Teacher has to conduct different activities/programmes based on the theme of the unit. The activities should reflect the national festivals and important days in academic year - like International literacy day, International Woman's day, International Mother Tongue day etc., The activities include- quiz, essay writing, compering, debate/ discussing, writing slogans, preparing posters, mock parliament etc. The activities /programmes should help the children in using English language fearlessly. The teacher should plan in advance for effective implementation of these activities and programmes and reflect in his/her year plan.

### Continuous Comprehensive Evaluation

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

- CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So ‘mugging up’ by the student will not be of any use to him or her.
- NCF 2005, SCF 2011 and RTE 2009 have emphasized the importance of implementing CCE where all assessments have to take place in a non-threatening atmosphere without causing any burden on the learners. The thrust is on formative aspects of learning instead of relying on a single paper-pencil test at the end of the academic year. Assessment has to take care of developing all the innate potential of the learners to the fullest extent.
- The thrust is on the formative assessment which can be interpreted as ‘assessment for learning’ and ‘assessment as learning’ which are distinct from summative assessment which can be interpreted as assessment learning. It is important that the teacher does not judge the child’s nature, instead notices the inherent potential of the child as a learner in the context of his / her nature.
- A truly professional teacher needs to be patient, innovative and assess his / her pupils’ progress in every period in each class and give proper feedback to each and every pupil so that language acquisition takes place in a smooth, natural and non-conscious manner.

## Concept of Evaluation

Examination reforms is an important component of curriculum and the evaluation is powerful means of improving the quality of education. All the educational committees recommended for reducing emphasis on external examinations and encouraging internal assessment through CCE. The scope of evaluation in schools extends all the areas of learners personality development. It includes both scholastic and co-scholastic areas and should be comprehensive in nature. This is in line with the goals of education.

### 5.1 The Present Status of Assessment

- Mismatch between curricular goals and assessment content.
- Domination of Paper Pencil test and no focus on oral performance.
- The test results do not have any impact on teaching because the next stage of syllabus will be tested in the next examination.
- Children's individual learning needs are downgraded in the push to cover the syllabus before next assessment.
- Memory oriented responses without much focus on original thinking and expression.
- Education seems to be transmission of information and learning reproduced from the textbooks.
- The curriculum aims at developing a holistic personality but the practice reflects transaction of a few subjects i.e. Languages and Non-Languages and no focus on creative areas like arts, crafts, values, health and physical education, life skills, etc.,
- The assessment does not focus on anything during learning but only after learning (after the completion of unit / term ) and helps in categorizing the students as bad, average good etc, based on their performance.
- Teacher seldom takes assessment results as feedback to their teaching and change teaching learning processes and focus on neglected aspects of learning.
- More focus on teaching 'what is going to be assessed'? Therefore use of guides and guide type material .
- Educational change is limited by the power of the assessment practices.

## 5.2 CCE and Examination Reforms

### Following are the proposed reforms as a part of implementation of CCE

- Making examinations more flexible and integrated into classroom teaching through formative assessment.
- Ensuring that learning is shifted away from rote methods and focused on self-expression.
- Grading in place of marks (Marks based grading system).
- Assessment of subject- specific academic standards/ competencies rather than information.
- Assessment is school based through teacher made test papers.
- Questions are analytical and open- ended which determine various abilities of children in language which is text independent.
- Teacher maintaining child-wise, subject-wise performance register.
- The assessment tools are not only pen and paper but also oral test, projects, observations, portfolios, class work etc.,
- Evaluation made comprehensive including co-curricular areas such as Art Education, Games and Sports, Work Experience, Value Education etc.,
- Evaluation made continuous and now become part of teaching through formative assessment.
- Progress report with descriptive statements on children's performance covering all curricular areas.
- Periodic sharing of children progress with SMCs and parents.
- Assessment starts with a base line assessment at the beginning of academic year for all subjects and classes based on which the teacher set targets and plan for teaching.



## What is CCE?

CCE refers to a system of school based assessment that covers all aspects of students growth and development. The main aim is to find out how far the curricular goals were achieved.

### It emphasizes two fold objectives

1. Continuity in evaluation and assessment of broad based learning
2. Behavioural outcomes - Academic/ Curricular Standards

### CCE comprises three terms

A) Continuous    B) Comprehensive    C) Evaluation

**Continuous** - Assessment is regular and periodical. Evaluation of students growth and development is continuous process rather than an event, built into the total teaching learning process and spread over the entire span of academic session.

**Comprehensive** - is a holistic approach, covers both scholastic and co-scholastic areas. It provides ample opportunity for the child to grow in all areas.

**Evaluation** - is assessment of child in all aspects. The emphasis shifted from testing to holistic learning.

### What is to be assessed?

The total feedback on child's learning includes:

- The child's learning and performance in different subject domains.
- The child's skills, interests, attitudes, motivation etc.
- The changes that are happening in the learning process and behaviour of the child and the developments that have occurred in a stipulated period of time.
- The reaction of the child to the different contexts and opportunities in and out of the school.

## **Types of Assessment**

1. Formative Assessment
2. Summative Assessments

### **5.3 Formative Assessment**

Formative Assessment is an assessment conducted during the process of teaching. It is through observation of student's responses, engagement, notebooks, assignments and other written works. Formative Assessments will be conducted by the teacher during instructions. The teacher observes and records the children's progress and as well as learning gaps. FA is Assessment For Learning and SA is Assessment Of Learning.

#### **Some of the main features of Formative Assessment**

- FA focus on diagnostic and remedial and based on oral and written performances.
- makes provision for effective feedback.
- enables teachers to adjust teaching by taking into account of the results of assessment.
- recognizes the need for students to be able to assess themselves and understand how to improve.
- builds on student's prior knowledge and experience in designing what is taught.
- encourages students to understand the criteria that will be used to judge their work.
- offers an opportunity to students to improve their work after feedback.
- helps students to support their peers.

#### **Formative Assessment is Assessment for Learning and Assessment as Learning**

Summative assessment takes place after a period of instruction and requires making a judgment about the learning that has occurred. This is through using paper pencil tests. It is to takes place at end of term semester or school year. Special learning outcomes and standards are reference points, and grade levels may be the bench marks for reporting. This is assessment of learning.

## Formative Assessment - Tools

The children's learning process is continuously checked and monitored in formative evaluation. Different kinds of tools and techniques must be used to observe and record the different types of behaviour. These are as follows:

- |  |          |
|--|----------|
| 1. Observations                          | 10 Marks |
| 2. Children written works                | 10 Marks |
| 3. Projects                              | 10 Marks |
| 4. Slip Test (unannounced informal test) | 20 Marks |

### Criteria for awarding marks under each tool:

**Observation:** The oral performance of children related to classroom activities which cover the academic standards /learning outcomes (listening and speaking, reading comprehension and oral discourses) and their indicators should be considered while awarding marks.

**Written Work:** The written performance of children related to conventions of writing, vocabulary, grammar and written discourses should be considered (including the exercises in the textbook). Marks should be awarded based on the indicators.

**Projects:** The oral and written performance of children which cover all the academic standards/ learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

**Slip Test:** This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / four targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully.

**The following will provide the evidences for awarding marks in Formative Assessment:**

- Teacher’s unit cum period plan that reflect children’s performance.
- Self - Assessment tools given in the TB for the use of learners.
- Student portfolio (Collection of the work done by the individual learner)
- Notebooks of children (written discourses and homework)
- Textual exercises carried out by children
- Products evolved in groups through collaboration
- Scripts of Slip Test

**Periodicity:** Continuous observation- however, recording may be once in about two months period.

Formative Assessment is the part of teaching learning process. The teacher observes the performance of the children through questioning, observation of children notebooks, assignments, class work, projects, children participation in the learning process, group works etc., The teacher has to record in the following months for Formative Assessment against the given tools i.e. Observations, Written works, Project works, Slip tests.

FA1 - July; FA 2 - September; FA 3 - December; FA 4 - February

#### **5.4 Summative Assessment and Tools**

Summative Assessment should be based on written and oral tests.

Following are the tools for summative evaluation

**1. Oral test:** This includes children’s responses during the classroom transaction and production of oral discourses.

**2. Written Test:** Pen Paper test

The tasks must be qualitative, text independent and based on academic standards. They must discriminate children based on their language ability.

**Periodicity of Assessment** - The assessment should be conducted once in each term based on the classroom transaction.

**Base line test** - June (Baseline) - A baseline test, which is diagnostic in nature, should be conducted at the beginning of the academic year to assess how far the children possess the competencies required to follow the regular syllabus of the class. If the children do not possess the required basic competencies, remedial teaching shall be planned by the teachers concerned.

Summative Assessment is a terminal test in nature and should be conducted thrice in a year viz.,

SA1 - September

SA2 - December

SA3 - April

The subject wise question papers should be developed by the teachers based on the Academic Standards and their weightages.

Test papers must be teacher- made and never from external sources.

Encourage the children come out with their own and original expression, even if they make mistakes ( making mistakes is ok ).

- The test is for 100 marks. Out of these, 20% is allotted to oral test and 80% to written test.
- Under Oral test, 10% of marks is allotted to listening and speaking and the remaining 10% is allotted to the targeted oral discourses under creative expression. The performance of children should be taken over a period of time but not on the assessment day.
- The test items should not be discrete type items, but should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. The chosen narrative should be at the comprehension level of the children's knowledge domain. The narratives should have scope to generate stories, letters, tables, pictorials, dialogues, advertisements etc.

- Conventions of writing and Grammar should be assessed through the task of editing. It should be a discourse form with different types of errors. Marks should be awarded according to the performance of children.

### **5.5 General guidelines for preparation of summative question paper**

To assess the children's performance in English, 6 domains have been identified: Accordingly the test items are to be prepared.

1. Listening and Speaking.
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expressions (Discourses): (a) Oral (b) Written

#### **Domain 1: Listening and Speaking (Oral)**

This domain is purely oral. Awarding the grades under this domain should be based on the performance of the children.

It doesn't mean that the assessment is based on the performance on a single day or a week but over a period of time of the classroom transaction.

The following may be considered while awarding grades under this domain.

- Children's responses to the questions during the TLP. These may be in words/ phrases/ sentences.
- Children's ability to question during TLP.
- Children's ability in using the language during the interaction with the teachers and the peer group.

- Children’s responses during picture interaction, presentation of narratives, reading process etc.

### **Oral Discourses under Creative Expression**

- Pupils’ responses to the targeted oral discourses in a particular class i.e., Conversations, Descriptions, Narratives, Role Play, Reporting, Compeering, Speech, Review, Debate /Discussion, News Report etc.,

### **Domain – 2: Conventions of Writing**

Under this, a meaningful paragraph or a narrative may be given. Students are asked to edit the items such as capitalization, spelling, abbreviations / acronyms , punctuation marks and spelling.

### **Domain – 3: Reading Comprehension**

Pupils’ responses to the different types of questions based on a reading passage such as conversation, poem, paragraph, story /narrative, description, posters, notices, advertisements, letter etc.

By using the texts, the teacher may plan different test items as given below

1. Ask different types of questions— inferential, analytical, predicting, cause & effect, global, local, personal etc.
2. Sequence the events
3. Information transfer activities
4. Multiple Choice Questions (MCQ)

### **Domain – 4: Vocabulary**

The following activities can be designed based on a narrative, story, conversation etc.

1. Put words under appropriate headings, concept maps, word classification, odd man out.
2. Prefixes, suffixes.

3. Words related to different areas forming new words by removing or adding letters to a given word Ex: price –rice- ice.
4. Synonyms and Antonyms.
5. Singulars-plurals, He-words ,She-words.
6. Abbreviations
7. Acronyms
8. Short forms / contracted forms
9. Any other item discussed in the textbook

#### **Domain – 5: Grammar (Editing)**

A meaningful paragraph or a passage may be given with some grammar mistakes in it. Pupils shall be asked to make necessary corrections. Questions under grammar points should be covered in the textbook should be tested contextually. Avoid asking any discrete questions.

#### **Domain – 6: Creative Expressions – Oral and Written Discourses**

- The oral part should not be included in the written test. For this oral part, children’s performance should be assessed based on the classroom performance in oral discourses during the assessment period.
- Under written discourses, a reading text may be given in the form of a narrative/story, description, dialogues, poem, passage etc., The students are expected to write the targeted discourses.
- The text should be related to the themes given in the textbooks. The text can be an extension of a story given in the text book.
- The gaps in the reading texts should provide scope for writing a discourse targeted in that particular class. i.e., description, conversation, diary, notice, drama script, profile, essay, report, slogans, news report and write-ups etc.



After assessment, the marks should be posted in the table given on the top of the question paper. Each task is aimed at assessing certain competencies. Accordingly the marks should be posted.

### Recording Children Performance

Marks based grading system will be as follows.

Five point scale grade - A+, A, B+, B and C.

(0 - 40 C Grade; 41 -50 B Grade; 51 - 70 B+; 71 - 90 A; 91 and above A+)

### 5.6 Records and Registers

Every teacher must maintain a register viz., CCE showing the progress of children against subject specific learning indicators over base line. Recording Formative and Summative Assessment details in the child's progress card. Every child completing his elementary education shall be awarded a certificate.

A cumulative achievement record at two levels will be used i.e., a) for primary (1-V classes) and b) Upper Primary (VI-VIII).

### Formative Assessment - Recording

**Class VI**

**Subject: English**

Sl.No	Name of the student	Observation (10 M)	Children written work (10 M)	Project work (10 M)	Slip test (20 M)	Total marks (50 M)	Grade
01	K Neeraja	6	8	7	15	36	A
02							
03							

## Summative Evaluation Recording

Class VI

Subject: English

Sl.No	Name of the student	Listening and responding (10M)	Reading comprehension (10M)	Conventions of writing (5M)	Vocabulary (10M)	Grammar (10M)	Creative expression Oral and written (10+40=50M)	Total marks (100M)	Grade
01	K. Neeraja	6	11	3	7	6	35	68	B+
02									
03									

## Final Result

Class VI

Subject: English

Sl.No	Name of the student	FA Marks (50)	SA Marks (100)	Total Marks (150)	Grade (20M)
01	K. Neeraja	36	68	104	B+
02					
03					

## 5.7 Academic Standard wise Weightage Table – Formative and Summative Tests

Classes - 1 & 2

Academic Standards	Formative Assessment						Summative Assessment			
	Weightage	Observation	Notebooks	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking	30%	15	0	0	0	15	10%	5		5
Reading Comprehension	20%	10				10	30%	10	5	15
Conventions of Writing							10%		5	5
Vocabulary	20%		5		5	10	30%	10	5	15
Grammar										
Creative Expression	a) Oral	10%	5			5	10%	5		5
	b) Written	20%		5		5	10%		5	5
Total	100%	30	10		10		100%	30	20	50

## Academic Standard wise Weightage Table – Formative and Summative Tests

Classes - 3, 4 & 5

Academic Standards	Formative Assessment						Summative Assessment			
	Weightage	Observation	Notebooks	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking	10%	5				5	10%	5		5
Reading Comprehension	10%	5				5	10%		5	5
Conventions of Writing	10%		5			5	10%		5	5
Vocabulary	10%				5	5	10%		5	5
Grammar	10%				5	5	10%		5	5
Creative Expression	a) Oral						10%	5		5
	b) Written	30%		5		10	40%		20	20
Projects	20%			10		10				
Total	100%	30	10		10		100%	30	20	50

## Academic Standard wise Weightage Table – Formative and Summative Tests

### Classes - 6 & 7

Academic Standards	Weightage	Formative Assessment					Summative Assessment			
		Observation	Note Books	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking	10%	5				5	10%	10		10
Reading Comprehension	10%	5				5	10%		10	10
Conventions of Writing	10%		5			5	10%		10	10
Vocabulary	10%				5	5	10%		10	10
Grammar	10%				5	5	10%		10	10
Creative Expression	a) Oral						10%	10		10
	b) Written	30%	5		10	15	40%		40	40
Projects	20%			10		10				
<b>Total</b>	<b>100%</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>100%</b>	<b>20</b>	<b>80</b>	<b>100</b>

## Academic Standard wise Weightage Table – Formative and Summative Tests

### Classes - 8 & 9

Academic Standards	Weightage	Formative Assessment					Summative Assessment			
		Observation	Note Books	Projects	Slip Test	Total	Weightage	Oral	Written	Total
Listening & Speaking	10%	5				5	10%	10		10
Reading Comprehension	10%	5				5	15%		15	15
Conventions of Writing	10%		5			5	5%		5	5
Vocabulary	10%				5	5	10%		10	10
Grammar	10%				5	5	10%		10	10
Creative Expression	a) Oral						10%	10		10
	b) Written	30%		5	10	15	40%		40	40
Projects	20%			10		10				
<b>Total</b>	<b>100%</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>100%</b>	<b>20</b>	<b>80</b>	<b>100</b>

## 5.8 Features of the Summative question paper

1. In summative assessment 20% of marks is allotted to oral test and 80% of marks is allotted to written test. The summative Upper primary question paper should be prepared for 80 marks. Question paper for the written test should be prepared and conducted accordingly .
2. Under Oral test, 10% of marks is allotted to listening and speaking and the remaining 10% of marks is allotted to oral discourses targeted in each class. These marks should be taken over a period of time but not on the assessment day.
3. The weightage of marks for each domain is different in summative assessment. The question paper should be prepared based on weightage given to each academic standard and grades should be awarded accordingly.
4. The test items should not be in discrete components. They should be holistic. Hence narrative is the best tool to assess the children's performance in different domains of language. Narrative gaps should be provided where children can think and write a discourse under the given task. If the chosen narrative contains any difficult vocabulary it should be simplified. The narrative and the tasks should be at the comprehension level of the children.
5. The same narrative should be continued and another task should be given based on the narrative. The narratives should be given in different genres.
6. The narrative gap provides a chance for children to think differently on the basis of their experiences and present them in their own language. Hence, each child presents their views differently.
7. While preparing the question paper the teacher should have a clear idea about the targeted discourses in each class. Refer the Teacher's handbook for class wise targeted discourses.
8. Conventions of writing and Grammar should be placed under the task 'editing'. A discourse should be given with errors and marks should be awarded accordingly . Grades should be awarded under their respective headings or columns of conventions of writing and grammar.

9. The narratives should be taken either from the textbook by extending the events or from outside the textbook on the basis of the themes of the textbook.
10. Each task should carry 5 or 10 marks. You can also give it in parts, but you should award a single grade for each domain. Under each competence, one or more tasks may be given.
11. The weightage given under the written discourses is 40%, which means 40 marks in classes 6 to 9. After evaluation of the answer scripts, all the marks given for written discourses should be added and a single grade to be awarded. The discourse features and content should be considered for awarding grades.
12. While evaluating the answer scripts, the indicators for each discourse under each class should be kept in mind and marks should be awarded accordingly.

***The purpose of evaluation is not:***

- *to motivate children to study under threat.*
- *to identify or label children as ‘slow learners’, or ‘bright students’, or ‘problem children’. Such categories segregate children, placing the onus for learning solely on them, and detract from the role and purpose of pedagogy.*
- *to identify children who need remediation (this need not wait for formal assessment; it can be detected by the teacher in the course of teaching and attended to*
- *as a part of pedagogic planning, through*
- *individualised attention).*
- *to diagnose learning difficulties and problem areas— while broad indications about conceptual difficulties can be identified via evaluation and formal testing. Diagnosis requires special testing instruments and training. It is also specific to foundational areas of literacy and numeracy and is not meant for subject areas.*



## Chapter - 6

### Teaching Learning Material

#### Introduction

Traditionally, the textbook was conceived as the only material that was required for teaching and learning English. It imposed severe constraints on both the teacher and the learner as the sole objective of teaching turned out to be covering the syllabus which literally meant teaching the content of the textbook. Nothing could be left out from the textbook; nor was it necessary to supplement it with anything as the examination focused solely on the content of the TB.

The revised curriculum conceives the textbook as one of the materials that could be used for facilitating language acquisition. Since the examination focuses on the spontaneous production of language and not the reproduction of the information loaded in the textbook we have to supplement the textbook with a variety of other TLM so that the learners get a rich linguistic exposure. It is in this backdrop we have to consider the possible materials that could serve as TLM.

#### Suggestions on TLM

1. Photographs, toys, dolls, crayons, water colours, pencils, sketch pens, models,
2. Big books, parallel texts in more than one language, pictures, cartoons, stick figures, comics,
3. Cartoons / comics / jokes / skits / riddles / tongue twisters/sequence songs / sentence chains / proverbs / quotations
4. Reading flash cards / alphabet dominoes
5. Stick figures drawn by the teacher on the board / a chart
6. Chocolate/soap/medicine/health drink wrappers and other such materials in the environmental print
7. Reading material rhymes, haikus, cinquins, couplets, poems, acrostic poems, narrative poems, limerick poems, blank verse, parodies

8. Reading cards eg, 100 Reading cards developed by CIEFL
9. Short films on different themes
10. Picture books / picture story books /cartoons / comics / jokes / skits / riddles /tongue twisters/sequence songs / sentence chains / simple and popular proverbs
11. Informal talk on topics of great interest to children; talks by great personalities
12. Parallel texts in more than one language, pictures, cartoons, stick figures, comics, photographs, pre recorded audio / video materials
13. Bilingual story books, bilingual dictionary, picture dictionary
14. Narratives and animal stories consisting of at least two events and dialogues/self-talk related to the events
15. Narratives with animal and human characters consisting of three or more events and conversations between the characters
16. Narratives ( fables, fairy tales, folk tales/ legends/ pourquoi tales, short stories /biographies)
17. Umbrella narratives, grandmother stories, folk tales, fantasy stories consisting of events/dialogues/self talk of the characters and images and ambience
18. Books in class library and school library- including magazines like Chandamama, Amara chitra katha, News papers editions like young world, news paper in education etc.,
19. Explanations of how things work (e.g., how a fan/bulb/computer/refrigerator works)
20. Pre-recorded audio / video materials
21. Teacher's / learner's writing on the board / chart / wall magazine
22. Child literature from National Book Trust (NBT) and Children Book Trust of India etc.,

### Continuous Professional Development (CPD)

It is an accepted fact that it is difficult to teach a language even if you are proficient in that language. And one can imagine how difficult it would be to teach a language like English with limited language competence. National Focus Group's Position Paper on English observes that the success of any classroom activity or innovation stems from the teacher's resources in the language. So far the pre-service as well as in-service training programmes are focusing on the teacher's teaching competence, taking for granted their language competence. Making the situation worse, the training programmes are conducted in English to improve the teaching competence of the teachers. Since teaching methodology involves principles of psychology, philosophy, and logic, the content burden and the language burden force the teachers to switch off their minds and sit passively in the programmes. National Focus Group's Position Paper on English says, "*When proficiency is given its due place, there is freedom to provide the ideational or development component of teacher preparation in the teacher's own language, ensuring comprehension as well as debate. Teacher training through English has often found the language of its academic content an obstacle to understanding; this leads to jargonisation of teaching methodology. The Assam experience (Dowerah 2005) shows that academic content can be delivered in the teacher's own language.*" Therefore, the teacher development programmes should aim at both language competence and teaching competence. Language proficiency of teacher is to be addressed embedding it in the context of language pedagogy that will help the learners acquire the language system rather than learn about the content of the textbooks.

#### 7.1 Continuous Professional Development of Teachers

Lifelong learning and continuous professional development are almost the same. Learning throughout one's life is a good aim to have for every teacher, especially for a teacher of English. This is especially important in the context of the changing belief

systems in tune with the emergence of new paradigms. But it is very disheartening to know that most of the teachers of English are happy with the way they are going perhaps with the belief that they are doing a reasonably fair job and that they have been well trained. So, they do not want to develop to any further extent. But there are a few teachers who always strive to push their boundaries and actively create challenges for themselves. They learn from their own experiences and add to their skills and their self knowledge, often on their own.

Many of us are somewhere in the middle. We want to develop professionally, but we feel we do not get time for learning within the busy schedule of our work.

Professional development takes place in two ways- one is a narrow way and the second is a broad one.

1. The narrow view is to acquire some specific sets of skills and knowledge in order to deal with some specific new requirements like attending teachers training to handle new textbooks or to use new teaching aids.
2. The broad view conceives CPD as a much deeper, wider and longer-term process, in which the professionals continuously enhance not only their knowledge and skills, but also their thinking, understanding and maturity. They grow not only as professionals, but also as persons; their development is not restricted to their work roles, but may also extend to new roles and responsibilities.

However, some experts on ELT and some experienced English teachers suggest certain ways for the continuous professional development (CPD). They are:

### **Experts Help**

We can learn a lot from the experienced and expert practitioners in the field of ELT by attending the workshops and seminars on our own. The teachers are lucky for whom the talks are available in their vicinity. But others can read the articles

and books written by “experts” and can participate in online events or blogs with invited professionals as an alternative if the experts are not available in the flesh somewhere near them.

### **Workshops**

The teachers often can get a lot more out of smaller, more intimate workshops where there is more opportunity to discuss and debate ideas and opinions and take away ideas for classroom activities to one’s own reflection.

### **Online communities**

These include an interactive virtual conference such as the annual IATEFL (International Association for Teachers of English as a foreign language) online conferences sponsored by the British Council or the blogs on the ‘Teaching English’ website or other forums and discussion boards set up to encourage participation around ELT topics by teachers from all over the world. We can get online membership from the British council to post our own blogs or read other’s blogs and share our opinions or add our own comments with a better understanding of what language is and how it is learnt. We must also be alert about the increasing spread of linguistic imperialism that is being created and propagated by individuals and agencies within the country and outside it.

### **Informal Talks**

Staff room is the best place for our informal chitchat. We can join other teachers discussing their next lesson or the material they are using. This is the most effective and one of the easiest ways of developing professionally, especially if you are really serious about borrowing ideas from your colleagues and trying them out in your own English classes.

### **Individual Reading**

Bacon says reading makes a man, conference a ready man and writing an exact man. Reading is the most important professional requirement of a teacher, especially an English teacher. The teachers can read internet Journals, materials as well as

actual text books. Sometimes the reference books may be very expensive, so we may make it a habit to go to the library in our area and read the latest arrivals on ELT.

### **Reading groups**

While reading is done individually, what is learnt can be formalized in discussion in a reading group? We may read a text to our colleagues or during Cluster Resource Centre (CRC) meetings and we may come together a few weeks later and discuss the contents. We learn so much through sharing of our ideas, impressions and discussing the issues the reading material raise.

### **Action research**

We may be involved in action research on day today classroom challenges faced by us and find solutions. For example, at the primary level, we may take up research on “why our pupils are not able to read English words? At upper primary level “problems of students in speaking”, etc. The findings can be shared in Teacher Centre meetings. SSA is supporting teachers in doing action research studies.

### **Giving Sessions**

This may be in school meetings, and teacher centre meetings, where teaching ideas are shared. Local ELTC meetings will provide a platform for giving sessions. Participating in any sessions at any stage is very effective for professional development due to the planning and research which takes place before the session and the discussion and feedback which the session provokes later. We grow professionally before and after the session.

### **Writing**

According to Bacon, writing makes an exact man. Teacher may write short articles or even books. Keeping a diary and reflecting on our teaching is a very good way to start with. We have to write an article and re-write it many times so that it can be refined considerably. Those who have done a course like P.G.C.T.E. from English and foreign language university or participated

in the teacher development programme from Regional Institute of English, South India, know the importance of writing and re-writing the assignments.

A need-based writing programme for the teachers would be to undertake the production of material for children to read. In the revised pedagogy, we have aimed at helping the children to produce a variety of discourses at all levels of their learning. We have also conceived classroom processes to materialise this goal. Teachers also apply these processes in their own enterprise in the domain of creative writing,

### **Doing a formal Course**

A course like P.G.C.T.E. from English and foreign language university or the teacher development programmes from Regional Institute of English, South India, will be more helpful for teachers.. British council is also offering some courses for in-service teachers.

### **Membership in professional bodies**

We can be members of professional bodies. There are already some of these in the ELT field. Teachers can also work for building up an academic networking among them by blogging, podcasting or through other internet programmes such as face book, twitter for sharing their field experiences with other teachers across the world.

### **Other Ways**

There are certain other ways for our professional development.

- Engaging in new professional activities and doing things for the first time
- Peer observation

- Exploring different methods, strategies and techniques within the parameters of the emerging paradigm
- Following reflective and explorative practices
- Participating in projects in a group with fellow professionals
- Forming a local group like English clubs to discuss and take turns to lead sessions

In fact, the possibilities are many. The only decisive criteria for our actions should be our own critical thinking - looking at everything including our actions from multiple perspectives.

1. Most training programmes are aimed at improving the teachers' teaching competence but not their subject competence.
2. There are no effective tools of assessment to measure the entry and exit behaviour of the participants.
3. There is neither teacher support mechanism nor the mechanism to follow-up the training programmes conducted.

The quality of English Language Education can be improved by taking up the following measures. The measures are suggested based on the assumption that 'teachers should be motivated internally and/ or externally to improve their competence and to improve the quality of education they impart.'

1. A set of academic standards as well as professional standards should be prepared for English teachers at three levels viz, primary, upper primary and secondary. At each level, standards can be set for three stages of proficiency viz, basic, advanced, and proficient.
2. Reliable and valid test tools should be developed based on the standards laid out as said above. The testing and certification should be given to a reliable player in 'Testing & Assessment Services' such as ETS, Prometric, etc.



3. Portfolio assessment of teachers and the assessment of children's performance should be a part of the teacher certification.
4. Teachers should have the facility to opt for the test at their convenience. They can be allowed to take tests any number of times allowing 30 days, 60 days, 120 days gap between two consecutive appearances for basic, advanced and proficient tests respectively.
5. The tests should be preferably on-line.
6. Support system involving teachers, teacher educators and other resource persons should be evolved. Forming on-line groups and subject forums, and organizing seminars help teachers develop their competence.
7. Suitable incentive /penal system should be planned to motivate teachers to opt for the tests at various levels/stages.
8. An effective academic supervision and support system involving teachers (who have 'proficient' certification) should be planned to assess the teacher, the learner, and the teaching learning process.
9. Professional development programmes should be planned taking into consideration the needs felt by the participants, the employer(or the teacher educators), and the needs necessitated by new content/methods. They can be conducted in the teachers' own language, where necessary, to ensure comprehension as well as debate.
10. Good teacher handbooks/modules, multimedia materials, on-line resources, self-learning materials/strategies, etc., should be developed/used to compensate transmission losses in cascade mode of teacher development programmes.
11. The programmes should help teachers prepare for the tests and in the process help them become autonomous learners. They should aim at exposing teachers to the wide variety of resources available on-line and in their surroundings.

## 7.2 Teacher Development Resources

The following are the some of the useful reference sources where teachers can make use for their continuous professional development.

### 1. Government Organisations Working in the Field of Promotion and Development of Languages

Sl.No	Name of the Organisation	Website
1.	Central Institute of Indian Languages, Mysore	<a href="http://www.ciil.org">www.ciil.org</a>
2.	English and Foreign Language University, Hyderabad	<a href="http://www.ciefl.ac.in">www.ciefl.ac.in</a>
3.	National Council of Educational Research and Training, New Delhi	<a href="http://www.ncert.nic.in">www.ncert.nic.in</a>
4.	National Translation Mission	<a href="http://www.ntm.org.in">www.ntm.org.in</a>

### 2. Non-Government Organisations Working in the Area of Language EducationI

S.No.	Name of the Organisation	Website
1	Akshara Foundation, Bangalore	<a href="http://www.aksharafoundation.org">www.aksharafoundation.org</a>
2	British Council, India	<a href="http://www.britishcouncil.org">www.britishcouncil.org</a>
3	Centre for Learning, Bangalore	<a href="http://cfl.in">http://cfl.in</a>
4	Centre for Learning Resources, Pune	<a href="http://www.clrindia.net">www.clrindia.net</a>
5	Digantar Shiksha Evam Khelkud Samiti, Jaipur	<a href="http://www.digantar.org">www.digantar.org</a>
6	Dr. Reddy's Foundation, Hyderabad	<a href="http://www.drreddysfoundation.org">www.drreddysfoundation.org</a>

- 7 Eklavya, Bhopal <http://eklavya.in>
- 8 Pragat Shikshan Sanstha,  
Phaltan, Maharashtra [www.indiaprogressiveeducation.com](http://www.indiaprogressiveeducation.com)

### 3.. List of Some Popular Children’s Books’ Publishers

S.No.	Names of the Publishers	Website
1	A&A Book Trust / Arvind Kumar Publishers	<a href="http://www.arvindkumpublishers.com">www.arvindkumpublishers.com</a>
2	Alka Publications	<a href="http://www.alkapublications.com">www.alkapublications.com</a>
3	Anveshi (through DC Books) - Tales from the margins a series of eight books	<a href="http://www.anveshi.org/content/view/172/99/">http://www.anveshi.org/content/view/172/99/</a>
4	Bharat Gyan Vigyan Samiti (BGVS)	<a href="http://www.bgvs.org">www.bgvs.org</a>
5	BPI India Pvt. Ltd.	<a href="http://www.bpiindia.com">www.bpiindia.com</a>
6	Cambridge University Press	<a href="http://www.cambridge.org/asia/">www.cambridge.org/asia/</a>
7	Center for Learning Resources	<a href="http://www.clrindia.net/materials/childrenbooks.html">www.clrindia.net/materials/childrenbooks.html</a>
8	Chandamama India	<a href="http://www.chandamama.com">www.chandamama.com</a>
9	Children’s Book Trust	<a href="http://www.childrensbooktrust.com">www.childrensbooktrust.com</a>

10 Eklavya	<a href="http://eklavya.in">http://eklavya.in</a>
11 Eureka Books (EurekaChild An AID India Education Initiative)	<a href="http://www.eurekachild.org/eurekabooks">www.eurekachild.org/eurekabooks</a>
12 Hamlyn: Octopus Publishing Group	<a href="http://www.octopusbooks.co.uk/hamlyn/">www.octopusbooks.co.uk/hamlyn/</a>
13 Harper Collins Children's Books	<a href="http://www.harpercollinschildrens.com">www.harpercollinschildrens.com</a>
14 India Book House	<a href="http://www.ibhworld.com">www.ibhworld.com</a>
15 Janchetna	<a href="http://janchetnaaa.blogspot.com/">http://janchetnaaa.blogspot.com/</a>
16 Jyotsna Prakashan	-
17 Karadi Tales Company	<a href="http://www.karaditales.com">www.karaditales.com</a>
18 Katha, New Delhi	<a href="http://www.katha.org">www.katha.org</a>
19 Macmillan Publishers	<a href="http://international.macmillan.com">http://international.macmillan.com</a>
20 National Book Trust	<a href="http://www.nbtindia.org.in">www.nbtindia.org.in</a>
21 National Council of Educational Research and Training	<a href="http://www.ncert.nic.in">www.ncert.nic.in</a>
22 Navakarnataka Publications	<a href="http://navakarnataka.com">http://navakarnataka.com</a>
23 Navneet Prakashan Kendra, Ahmedabad, Gujarat	-
24 Oxford University Press	<a href="http://www.oxfordonline.com">www.oxfordonline.com</a>
25 Parragon Books	<a href="http://www.parragon.com">www.parragon.com</a>
26 PCM Children's Magazine	<a href="http://www.pcmmagazine.com">www.pcmmagazine.com</a>

27 Pratham Books	<a href="http://www.prathambooks.org">www.prathambooks.org</a>
28 Puffin Books, Penguin Group	<a href="http://www.puffin.co.uk">www.puffin.co.uk</a>
29 Pustak Mahal	<a href="http://www.pustakmahal.com">www.pustakmahal.com</a>
30 Rajkamal Prakashan Samuha	<a href="http://www.rajkamalprakashan.com">www.rajkamalprakashan.com</a>
31 Ratna Sagar Publishers	<a href="http://www.ratnasagar.com">www.ratnasagar.com</a>
32 Room to Read	<a href="http://www.roomtoread.org">www.roomtoread.org</a>
33 Sahmat	<a href="http://www.sahmat.org">www.sahmat.org</a>
34 Scholastic India Publishing	<a href="http://www.scholasticindia.com/publishing.asp">www.scholasticindia.com/publishing.asp</a>
35 Shree Book Centre, Mumbai	-
36 Tara Books	<a href="http://www.tarabooks.com">www.tarabooks.com</a>
37 TERI Press	<a href="http://bookstore.teriin.org/childrencorner.php">http://bookstore.teriin.org/childrencorner.php</a>
38 The Learning Tree Store	<a href="http://www.tltree.com">http://www.tltree.com</a>
39 Thomas Nelson	<a href="http://www.tommynelson.com">www.tommynelson.com</a>
40 Tormont Publication Inc.	-

#### 4. Some Weblinks for Language Learning

1. [http://www.bbc.co.uk/schools/magickey/adventures/dragon\\_game.shtml](http://www.bbc.co.uk/schools/magickey/adventures/dragon_game.shtml) is a game that helps learn about a question and a question mark.

2. [http://www.bbc.co.uk/schools/magickey/adventures/creamcake\\_game.shtml](http://www.bbc.co.uk/schools/magickey/adventures/creamcake_game.shtml) is a game that helps learn rhyming words, their pronunciation and use in sentences.
3. <http://www.proteacher.com/cgi-bin/outsidewebsite.cgi?id=4731&external=http://www.sdcoe.k12.ca.us/score/actbank/sorganiz.htm&original=http://www.proteacher.com/070037.shtml&title=Graphic%20Organizers> contains well-delineated writing standards, level wise.
4. <http://www.lessonplanspage.com/LAK1.htm> contains a whole host of ideas for language activities
5. <http://www.col-ed.org/cur/lang.html> has a plethora of links to lesson plans for language learning, and none of them conventional ones.
6. <http://www.op97.org/ftcyber/jack/puzzles/puzzles.html> has easy, medium and hard jigsaw puzzles that are based on fairy tales.
7. <http://www.youtube.com/watch?v=2IVNi-FpEuY> has a video of the Panchatantra story about the doves in a hunter's net (collective strength) in Hindi.
8. <http://www.youtube.com/watch?v=ANjO VjjlDw&feature=related> has a video of a story on why the sea water is salty.
9. <http://www.pitt.edu/~dash/type0510a.html> contains links to different versions of the story of CINDERELLA, from around the world.
10. <http://www.darsie.net/talesofwonder/> contains Folk and Fairy Tales from around the World.
11. <http://www.rubybridges.org/story.htm> contains the inspiring story of Ruby Bridges and her teacher
12. <http://www.thepromisefoundation.org/TPFLtRB.pdf> is report of a Study on Learning to Read in Bengali, useful for language researchers in Indian languages.

## 5. Some Websites for Language Resources

1. [http://www.bookadventure.com/ki/bs/ki\\_bs\\_helpfind.asp](http://www.bookadventure.com/ki/bs/ki_bs_helpfind.asp) allows the user to enter the preference (level, type of book, etc.) and then generates an entire booklist, complete with title, author name, ISBN number, etc.
2. <http://school.discoveryeducation.com/> provides innovative teaching materials for teachers, useful and enjoyable resources for students and smart advice for parents about how to help their kids enjoy learning and excel in school. The site is constantly reviewed for educational relevance by practicing classroom teachers in elementary school, middle school, and high school.
3. <http://puzzlemaker.discoveryeducation.com/> allows the user to create and print customized word search, criss-cross, math puzzles, and more using his/her own word lists.
4. <http://www.henry.k12.ga.us/cur/Kinder.htm> has a host of ideas for the classroom, to improve language, science, math, art, and many other skills.
5. <http://gem.win.co.nz/mario/wsearch/wsearch.php> allows you to generate your own word maze/word search puzzle.
6. <http://georgemcgurn.com/articles/readingforpleasure.html> has a good article on reading for pleasure.
7. <http://www.atozteacherstuff.com/pages/374.shtml> for a lovely idea on getting children excited about reading.
8. <http://www.readingrockets.org/article/c55/> for another idea
9. Also, see: <http://www.bbc.co.uk/raw/campaignpartners/ideasbank/reading/>
10. <http://www.vrml.k12.la.us/krause/Reading.htm> has slide shows for reading for kids.
11. <http://kielikompassi.ulc.jyu.fi/kookit0405/seashore/mrshrimpandsammy.htm> has a film to teach pronunciation.
12. <http://www.msgarrettonline.com/descripwords.html> for descriptive words

13. <http://esl.about.com/od/vocabularylessonplans/a/characteradj.htm> for an excellent activity that develops and broadens knowledge of character adjective vocabulary.
14. <http://www.scholastic.com/ispy/play/> for a set of award winning puzzles and games that allow children to discover word associations, word play and themes that help them build important learning skills including reading.
15. [http://www.readwritethink.org/materials/in the bag/index.html](http://www.readwritethink.org/materials/in%20the%20bag/index.html) for an interactive game that builds vocabulary.

#### **6. Some Weblinks to E-Books and Online Libraries**

1. <http://worldlibrary.net/WidgerLibrary.htm> has several e-books that can be downloaded.
2. <http://www.sacred-texts.com/hin/ift/index.htm> has links to Indian fairy tales.
3. <http://primary.naace.co.uk/activities/BigBooks/index.htm> has audio-e-books for kids.
4. <http://www.vrml.k12.la.us/krause/Reading.htm> for slide shows that excite a child to read.
5. <http://www.arvindguptatoys.com/> contains an enormous list of books on enlivening language learning, rated by Arvind Gupta. Many of them can be downloaded for free.