

i. **Language II English** (Classes VI to VIII) (Compulsory)

Class VI

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

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

Information Questions	around a story or passage: Teacher guided	answers correctly in the 'Wh'/ Yes/No model; also knows how to ask, to elicit relevant information	different situations: Eg; Ask questions to - find a place, - find the time of a train's arrival or departure
Participation: In discussions in class In a dialogue	Large group discussions, Classroom discussion on lessons Converses around a suggested or initiated topic	Builds participation skills Cogency in speech Confidence Resourcefulness Holds a train of thought	Converse on a topic of your choice with a group of your classmates.
Speaking formally on a topic for 2 minutes	Each student takes turns to prepare and speak on a topic of choice	Learns to speak in front of a group, clearly and correctly	Address the class on why we need to grow more trees.
Telling Jokes; Puzzles and Riddles.	Students share jokes, puzzles and riddles.	Students share jokes, puzzles and riddles in a lively manner Build interactive skills	Anyone can share a joke, puzzle or riddle which they enjoyed?
Reading			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation

Skimming	Using various short passages, the teacher facilitates skimming content as a reading skill	The student learns skimming as a skill, and understands its value in reading and understanding	Read the given passage and answer the questions.
Scanning	Using various short passages, the teacher facilitates scanning content as a reading skill	The student learns scanning as a skill, and understands its value in reading and understanding	Read the given information and find the data asked.
Reading independently, short passages in prose and comprehending its content Reading and following level appropriate instructions	Reading passages; from text; Reading selected unseen comprehension passages of selected level Teacher writes instructions on board and asks children to follow them: a play way learning activity ('Simon says' games)	Reads and comprehends Understands and enjoys stories and essays Learns to read independently	Follow instructions clearly;
Understanding sequence Understanding content Finding answers to questions on the given passage Understanding the author's intention Recognizing and learning vocabulary in context Appreciating style: first steps Picking out main facts and supporting detail	The teacher facilitates the following activities and skills: Underline main facts Use dictionary or vocabulary list (put up on board) to find meaning, and understand in the context Use reading material to answer questions Enjoy reading	Understands vocabulary; builds vocabulary and uses words in context; answers questions correctly Begins to build cognitive skills in reading and understanding Takes the first steps in looking at the literary qualities and merits of a piece of writing	Uses the dictionary effectively; Independently works at understanding a passage or poem Follows sequence correctly; Answers questions appropriately VSA, SA

Relating stories to one's own life and responding	Answer open ended questions: What do you think?	Responds to literature; understands life through reading	
Reads poetry: appreciates it, understands, relates and responds	[Teacher facilitates] Read and respond to poetry; answer questions; illustrate	Appreciates poetry Understands meaningfully Free association and 'imagine' activities	Illustrations and responses show understanding; Answer questions accurately
Reading Extension Activities	Supplementary reading, use of the Library, Referencing skills and activities	Reads for interest Reads to deepen knowledge Reads to link and connect additional data	Small assignments and projects

Writing

Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Answers questions in complete sentences, using punctuation	Comprehension passages	Write in sentences; writes complete answers; uses punctuation	Answer questions appropriately in complete sentences
Uses relevant and level appropriate vocabulary to make sentences	Exercises in vocabulary	Uses vocabulary to make sentences	Use vocabulary correctly; writes original sentences
Writes on a given topic: (to an established word limit) [5 lines]	Specific paragraph topics; teaching writing a paragraph	Paragraph unity, relevance, appropriate vocabulary and grammar conventions	Write cogently, organise content; relevant to topic; spell and use grammar correctly. Short Answers [5 lines]
Identifying and using selected cohesive devices	Analysing sentences and passages for cohesive devices [Facilitated by	Students learn to write sentences and small passages using cohesive devices	Fill in the blanks with the correct connectors and other devices in writing

	the teacher] May be a text passage		Objective Questions
Writing letters in a given format	Learns about the format of a leave letter through relevant examples provided by the teacher	Learns to write a formal letter in the appropriate format	Writ a letter to a bookshop ordering books for your home library
Journal writing	Short journal prompts	Self-expression	Not assessed
Free writing	Five minutes of class time to write	Just write without hesitation	Not assessed; a freeing exercise
Forming stories	Story writing tasks; from outlines or story starters	Write cogently; Use imagination; Apply grammar conventions	Write a original story of a own on any theme of your choice. Write clearly and imaginatively.
Developing Hints	Hints are given, and students facilitated to use them skillfully	Expanding on given hints Building a story from an outline Learning skills that help to use imagination /facts productively	Write cogently. Use all the hints Imaginative Innovative Original
Writing simple messages and descriptions	Students use life situations to write relevant messages Students use everyday objects and scenarios to describe what they see	Learns to use language contextually Learns to use language to articulate a visual image	Look at the objects placed before you and describe them in the few sentences
Mind/Concept mapping Summarize content in any framework, using graphic organisers	Use summary and graphic organisers in all classroom transactions	Picking out and organisation of information and facts in an imaginative manner Learning the value of Mind mapping as a tool to understand and associate Growing familiar	Frame sentences in sequence from the mind map given to you

		with a range of graphic organizers	
Spelling words correctly	Spelling activities around familiar and unfamiliar words Dictation	Students know the spellings of selected words	Objective questions and fun games for spelling
Grammar			
Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Have an overview of parts of speech: words have different roles in sentences Functional use of words in full expressions.	Introduction to parts of speech through explanation and exercises	Understands the different words and what part of speech they are	Classify the given words in the respective column – noun, adjective, verb & adverb Objective questions
Concept of a sentence: subject predicate; types of sentences; capital letters and punctuation; Difference between sentences and fragments; correcting run-ons [Assertive, Interrogative, Imperative, Simple Negative]	Through varying exercises on each concept, with explanation of logic behind each	Learns the structure of sentences; recognise differences between sentences and fragments; understands and corrects run on errors Learns four simple sentence types	Separate sentences into subject and predicate. Use appropriate capital and end marks. Write sentences with appropriate structure Objective questions
Nouns and types of nouns: all proper and abstract nouns	Through exercises and explanations of nouns, their role and use; rules;	Recognises all types of proper and abstract nouns	Identify the nouns in the following sentences and state what kind of noun has been used Objective questions
Verbs: being and doing words: adds to understanding predicates Simple Present	Learns all doing and being verbs in the required contexts, through sheets,	Recognise verbs and their role as predicates Students use different tense forms in different situations	Pick out verbs, simple predicates, use verbs in sentences

[Habitual Action, universal truth], Simple Past [Completed actions], Simple Future [Intended actions] [SVC;SVO; SVIO DO]	explanations and activities	Students understand simple sentence structures – SVC, SVO and SVOO	correctly Objective questions
Learning the different kinds of Describing words and Modifying words in a sentence [Adjectives and Adverbs]	Learns through exercises and explanations of describing words, their role and use; Learns about modifying words and their required contexts, through sheets, explanations and activities	Recognise adjectives and adverbs and their role in a sentence Students use different adjectives and adverbs in different situations	Uses and understands different describing and modifying words and the rules of usage Objective questions
Rules of capital use: basic rules: beginning of sentences; types of proper nouns; pronoun I.	Worksheets, explanations learning the rules of capitalising	Learn all the uses of capital letters in sentences	Applies rules in all written work Objective questions
End marks (connected to types of sentences)	Worksheets and rules	Recognises the types of sentences and uses end marks correctly	Uses end marks correctly Objective questions
Revise already learnt concepts through exercises.	Revision exercises		

Vocabulary

Competencies	Classroom activities and processes	Learning Outcomes	Evaluation
Grasping the meaning of unfamiliar words from reading materials	Uses dictionary; checks with peers, teacher helps with meaning	Understands meanings of words in context	Uses the words in sentences; understands context and meaning Objective questions
Vocabulary exercises in: homonyms, synonyms, antonyms	Activities, crosswords, word search	Students learn some homonyms, synonyms and antonyms Builds	Completes the related exercises correctly

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

Class VII

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

Narrating an experience	Incidents in the class, playground etc.	Students share their experience in class	Uses descriptive vocabulary and connectors	Recount your experiences on your way to school this morning.
Reciting poems from memory and from text	Poems from the text	Learning and reciting in groups, or individually from the selection of specified poems	Appreciates, recognises rhyme, meter and meaning and brings it out through recitation	Recite clearly; with correct inflexion and pronunciation
Speaking formally	Familiar topics	The teacher facilitates formal conversation around a chosen topic; Eg; groups converse around 'Sports today', or 'TV Programmes'	Expresses thoughts using the correct language, vocabulary and syntax	Speak with confidence on a topic of their choice.

Reading

Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Identifying the topic sentence of a paragraph	Simple passages on games, articles on science, nature, moral values, adventure, biographies, jokes etc.	Read text, locate meanings if necessary, underline main points	Independent reading and comprehension of reading matter	Summarise effectively through mind maps and other graphic organisers; answer questions accurately
Reading independently; picking out main facts and supporting details	Passages on topics of general interest	Teacher guides the students to finding the topic sentence of a paragraph by eliciting responses through questions.	Identifies the topic sentence of a paragraph.	Find the topic sentence of a given paragraph.

Analyzing what is read	Simple comprehension passages depicting celebrations etc.,	Apply their mind to understand various aspects of a passage: Eg; character, style, plot, inference, other interesting information	Makes connections and interpret what they read	'What', 'How', 'Why' questions
Understanding and following written instructions after or before a given passage;	Pre reading and post reading questions on simple passages	Reading written instructions and following them	Follows written instructions	Read the instructions and respond accordingly
Following a trail of written instructions to arrive at a learning outcome	Re-arranging jumbled sentences into a logical sequence	Exercises given after the lesson, aiding understanding, analysis, evolve connections	Follows a sequence and build on what is known	MCQs, Objective type questions, VSA and SA
Relating stories to one's own life and responding	Stories inculcating values like friendship, good conduct, etc.,	Answer open ended questions: What do you think?	Responds to literature; understand life through reading, Reads with pause, stressing words appropriately and with proper intonation	Eg. If you were the boy in this story, how would you have...
Reading poetry: appreciating it, understanding, relating and responding	Poems on simple themes	[Teacher facilitates] Read and respond to poetry; answer questions; illustrate	Appreciates poetry Responds to the imagery and emotions in a poem. Reads with pause, stressing words appropriately and with	Answer questions eliciting imagination and emotions.

			proper intonation	
Reading with rhythm and emotion-extensive reading	Newspapers, Children's magazines, etc.,	Supplementary reading, Use of the Library, Referencing skills and activities	Reads for interest Reads to deepen knowledge Reads to link and connect additional data	Building interest Small assignments and projects
Writing				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Writing answers to Knowledge based questions	Mind maps and graphic organizers	Comprehension passages with activities; or text based written exercises	Explains clearly in writing, use appropriate expressions; answer in own words	Answer accurately in an organised, complete and clear manner <i>Normative</i> MCQs, Objective type questions, VSA and SA
Diffentiates between the language used in prose and poetry.	Poems	Read, comprehend and respond clearly Identifies sentence patterns	Interprets and understands the poems	Questions - VSA and SA
Paraphrasing poetic lines.	Poems	Read, comprehend and respond clearly Use mind maps and graphic organizers to aid understanding	Interprets and understands the poems, expresses views with originality and writes in prose form	Rewrite the given line / lines of the poem in prose form.
Writing descriptive and narrative essays of specified	Topics of general interest	Introduction to essay writing; writing on given topic with	Writes up to 10 cogent lines on a given topic	Write grammatically correct sentences in

length [8 – 10 lines]		guidelines provided		an organised manner on a given topic Long Answers [8 – 10 lines]
Using discourse markers	Linkers / connectives	Passages with the selected discourse markers are provided to students; teacher facilitates familiarity with them through pre and post reading questions.	Identifies the specified discourse markers in connected sentences	Identify the discourse markers, linkers, connectives in a given passage Use discourse markers in appropriate places in sentences
Writing Formal and Informal letters	Situations for formal and informal letters	Formats are given. Teacher shows the style of language used in formal / informal letters	Learns and applies the formats and uses the required vocabulary and language for letter writing	Eg. 1. Write a letter to our friend about the pollution of the river in your area. 2. Write a letter to the Collector about the pollution of the river in your area.
Using direct speech in Dialogues	Situations for dialogues	Using a short narrative passage, students are encouraged to convert it to direct speech, through taking roles, evolving a script, etc.,	Responds appropriately and builds a clear written dialogue sequence for a story/narrative	Fun activities in script writing Filling up the blanks in a dialogue Using the right format for presentation of Direct Speech
Simple Slogan writing	Short, catchy phrases and sentences	Teacher evolves various contexts to create awareness – Eg; Waste	Evolves catchy and effective slogans on relevant themes	A few fun activities on imaginary issues <i>Summative</i>

		segregation, conservation of water, keeping the campus clean, etc		Able to focus on the core issue and evolve an appropriate slogan
Journal writing	Current affairs, general topics	Short journal prompts	Self-expression	Prepare articles for journals
Free writing	Current affairs, general topics	Five minutes of class time to write on topics of the pupils' choice	Writing spontaneously without hesitation	Express your views on the chosen topic

Grammar

Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Revision of Parts of speech	Nouns, verbs, adjectives, adverbs, pronouns, preparations, conjunctions, interjections. Articles	A passage in the text that highlights the required grammatical functions. Reinforcement of knowledge of parts of speech through usage related interactive activities	Recall and reinforcement of learnt concepts in the parts of speech [Sentence structure]	Demonstrates clarity of understanding Cloze tests may be used
Grasping the form, structure and use of the Continuous tense	Past, Present, Future continuous	Learn about the continuous tenses and their required contexts, through sheets, explanations and activities	Students use different Continuous tense forms in different situations appropriately	Students have a clear, meaningful and focussed understanding of the usage of the Continuous tense - Eg; Imagine a match is going on, and give a commentary using the Present Continuous tense. Narrate a past event

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

	using bring, come, take	exercises, activities and explanation, of noun groups and phrasal verbs, their role and use	some common phrasal verbs, through usage	
Identifying the three degrees of comparison	Positive Comparative and Superlative degrees The three forms of irregular verbs	Various exercises and situations to highlight the three degrees of comparison	Students learn to write simple sentences involving the three degrees of comparison	Given the base form or one of the three forms of the adjectives, the students supply the other two forms of the adjectives Sentences with the adjective in brackets are given and students supply the right form of the adjective, suing the context, in the blanks provided.
Revision of Punctuation marks	Fullstop, Comma, Inverted commas, question and exclamatory marks	Passages with the relevant punctuation marks are provided to students; teacher facilitates revision	Students use the punctuation marks appropriately	Punctuate the given passage; Supply the missing punctuation marks
Framing Question Tags	didn't, hasn't, isn't did, has, is	Through varying exercises and classroom activities -on each concept, with explanation of the logic behind each: Eg; He took the book, didn't he? He didn't take the book, did he?	Applies the rules influencing Question Tags, in a meaningful manner Clear in this concept in their writing; recognise errors and	Objective type questions

			correct them	
Subject and verb agreement	Singular subject – singular verb Plural subject – verb in the plural Each, every, either, neither, etc.,	Through exercises and substitution tables, verbal situations etc.,	Knows and applies the rules of singular and plural nouns and verbs uses them	Objective type questions
Identifying the Active and Passive Voice	Transforming sentences from the Active to Passive and vice versa. Sentences of the Simple Present, Past and Future	Through exercises and substitution tables, verbal situations etc.,	Knows and applies the rules of transformation in speaking and writing Clear in the concept of identifying the two types of voice	Objective type questions
Identifying Phrases and Clauses	Phrase- ie a group of words without a finite verb in it Clause- ie a group of words with a finite verb in it	Passages in the text, additional exercises and verbal situations.	Understands the use of Phrases and Clauses	Differentiate Phrases and Clauses Objective type questions

Vocabulary

Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Locating words in the dictionary for their meaning, synonyms, antonyms and usage	Guided use of dictionary for unfamiliar words	Activities; 1. Exercises and word games; 2. Break –up of kangaroo words 3. Use of dictionary and thesaurus	Learns more words and synonyms and antonyms of words	Find synonyms and antonyms Split the word into smaller words Objective type questions
Prefixes and suffixes	Word formation with prefixes and suffixes	Exercises through pattern finding	Understands how suffixes and prefixes can alter the word and change its meaning	Use suffixes and prefixes and knows the meanings Objective type questions

Compound words, homophones	Noun + noun, noun + verb, adjective + noun	Activities and exercises	Learns to recognise them	Form compound words. Use the words in different contexts, according to their meaning
Language Functions				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Talk about oneself	Talks on likes, dislikes, friends, etc.,	Conversation class; teacher anchors and helps children speak authentically: Interaction questions based on Favourites: players, hobbies, friends, books, leaders, movies, TV programmes, etc	Learns to speak in sentences and communicate their thoughts and feelings with ease and clarity	Speak confidently and attempt to speak in complete sentences Questionnaire – type: completion
Participating in language games and puzzles:	Word searches, crosswords, and 'What's the good word?'	Activities and games in class, at various levels, to strengthen and reinforce various competencies	Reinforces concepts learnt in grammar and vocabulary; develops the skill of problem solving	Solve puzzles and play word games
Dramatizing a story	Situations, plays, etc.,	Presentation of skits in small groups	Visualises the story; role play, develop confidence	Enact the play
Reading a graphic organiser	Tabular data	Worksheets, charts or black board drawings	Understands and interprets different kinds of data	Interpret the data accurately

Class VIII

Listening				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Listening to recorded commentary of any sport	Sports commentaries; passage on a familiar theme	Listen as a large group, with pointers and interventions from the teacher, for better understanding	Understands the use of language in commentary	Understand what is happening and are able to recall what they have heard
Listen to selected words, and their stress and inflections	Words like con'duct & 'conduct; pre'sent & 'present	Words & passage read out in class focussing on stressed syllables and words	Students pronounce accurately and with proper intonation, the words heard	Identify the sounds heard
Listening to poetry reading and recitation	Poems	Listen to how poems could be read or recited	Appreciate rhyme, meter, and the special use of words	Identify the nuances of sounds & words in poetry
Speaking				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Telling Jokes; Puzzles and riddles.	Jokes, puzzles and riddles	Students share jokes, puzzles and riddles.	Students share jokes, puzzles and riddles in a lively manner and use language appropriately; build interactive skills	Jokes, puzzles or riddles cited by the learners
Retelling stories they have read	Stories	Students listen to each other as they narrate stories	Rephrases and narrates in with originality	Rephrasing
Telephonic conversation	Making telephonic conversations	In small groups, children enact telephonic conversation and apply	Speaks over the telephone using appropriate vocabulary, intonation and	Learn to speak and express oneself to others

		telephonic etiquette	register of language	
Participating in Discussions:	Current news Sports Relevant contemporary issues	Large group activity with the teacher facilitating speaking and listening	Expresses thoughts and views with clarity, cogency and focus Speaks clear complete sentences, and expresses ideas clearly	Group discussion on various topics

Reading

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

		skills and activities	knowledge Reads to link and connect additional data	<i>Summative</i> Answers addressed questions appropriately with supporting statements
Writing				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Comprehension Using mind – mapping techniques	Answer questions in complete sentences, using proper punctuation	Comprehension passage given for written work Exercises and activities that elucidate the required concepts are facilitated through mind-mapping	Picks out relevant facts, writes correct and clear answers, to meet the requirement of the questions specified	VSA and SA questions, Make notes and write the summary in a paragraph
Using both active and passive vocabulary to make sentences	Words, phrases, phrasal verbs, etc.,	Simple exercises prepared by the teacher	Uses vocabulary appropriately	Learn and use words correctly Objective type questions
Writing Paragraphs: Topic sentence; unity and structure [Linking small paragraphs]	Simple topics, proverbs, etc., Eg. 1.Cleanliness is next to Godliness 2. The importance of good manners.	Worksheets to understand and practise writing paragraphs	Learn to use paragraphs and to write on different topics	a) Expand the given outline into a paragraph. b) Write a paragraph on the given topic.
Writing on a given topic: (150 – 200 words)	Simple topics, proverbs, personal experiences, etc.,	Specific essay topics; teaching how to write an essay	Write at length on a given topic with organisation and clarity	Complete essay with title, introduction, content and conclusion
Revision: Writing letters in a given format	Topics for letter writing	Revision of the format of formal and informal letter and the register of language	Uses the correct format and appropriate content	a) Write a letter to the forest authorities about the cutting of trees in that area. b) Write a letter to your friend expressing your

				disapproval on cutting down the trees in his compound.
Writing a summary	Passages for summarising	Teacher explains the steps involved in writing a summary. Teacher provides a passage. The students make use of the steps and make a summary of the given passage.	Writes a summary	Write a summary of the given passage in about one third of its length.
Creative Writing; Exercising one's imagination in a creative manner	Captions for pictures, topics; Writing essays on given topics	Teacher facilitates understanding of fantasy through reading a story, and having pre and post reading discussion	Writes creatively, evoking powers of the imagination: Writes and illustrates with cogency and fluency	Free articulation, imagination, expression of ideas
Collecting, recording and collating information	General topics	Teacher invites students to collect and present information on various topics or happenings around them – My school, My neighbours, the Library, Hospital, Movies, Music / Dance performances etc.	Collects, records and collates information on suggested topics	<i>Summative</i> Effectively collect, record and collate information on a suggested topic
Grammar				
Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Identifying the three kinds of sentences.	Simple, Complex and Compound sentences.	Worksheets, peer review and exercises	Learns the rules and uses of clauses and phrases, and	Learn the differences between clauses and phrases

			apply them in writing	Transformation of Simple sentences into Compound and Compound sentences into Simple.
Revision of tenses and more about tenses	Simple present, past and future Progressive and perfect forms of tenses.	Worksheets, peer review and exercises	Meaningfully learns the rules and uses of the Simple, Continuous and Perfect tense in Present, Past and Future time and applies them in writing	Use the tenses in the appropriate places. Objective type questions
Using Reported Speech	Statements & Imperatives	Worksheets, peer review and exercises	Uses reported speech correctly	Use the correct tense form with proper punctuation in reported speech
Identifying the Active and passive voices	Transformation of sentences with the progressive and perfect tenses, from one voice into the other	Worksheets, peer review and exercises	Understands the difference between active and passive voice Uses the active and passive voice appropriately	MCQ, VSA
Identifying the sentence pattern	ASVC, SVCA, SVIDOAAA, etc.	Classroom situations, verbal situations etc.,	Understands the structure of sentences correctly and uses them appropriately	Clear in framing sentences using the various elements / parts of speech
Using the degrees of comparison	Transformation of sentences from one degree into the other	Various examples from day-to-life classroom situations etc.,	Uses the three types of comparison appropriately in sentences.	Become familiar with the structure, recognise errors and rectify them. Objective type questions.
Grasping the structure and use of question tags	Tags attached to words with negative meaning, such as, 'hardly, scarcely,	Various exercises and classroom activities; practising through	Knows and applies the rules involved in framing question tags.	Objective type questions.

	rarely, seldom', etc.,	dialogues, role-play, etc.,		
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Vocabulary

Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Synonyms and antonyms	Glossary – other connected words	Using dictionary and thesaurus, exercises	Learns synonyms of words, their use and parts of speech, etc.,	Use vocabulary appropriately
Spelling rules: ing, plurals with s, es, etc. Homophones, homonyms, 'tion' and 'sion' etc.	Spellings of mono syllabic, disyllabic and poly syllabic words; spelling of plural nouns, adding plural morphemes – 'es' and 'ies'	Spelling rules – display Word grid, word building, pun, etc.,	Children learn to spell through spelling patterns	Spell accurately in writing
Identifying the expansion and use of abbreviations and acronyms.	Common abbreviations – HM, S.S.L.C., PTO, PTA, HSS, NSS, NCC, PIN, etc.,	Teacher explores some abbreviations and acronyms with the students. Teacher provides a list of abbreviations	Uses abbreviations and acronyms	<i>Summative and Normative</i> Expand the abbreviations and acronyms.

Language Functions

Competencies	Content	Classroom activities and processes	Learning Outcomes	Evaluation
Expressing ideas clearly	Debates	Giving topics for debating; listing ideas for and against a topics	Learns to express a view- point and supports it, speaks with clarity and logic	Speak on the given topic

Describing / narrating events	Personal experience, any interesting situation	The teacher encourages all students to participate and express the ideas	Collaborates to create a story with peers	Build a credible story
Reading and interpreting data	Graphic organisers, pictures and Tabular data	Read graphs, tables and pictures and complete assigned tasks	Interpret data	Interpret and summarise the ideas you infer from the picture or data provided