

**ENGLISH**  
**CLASSES I - VII**

**Objective**

The main objectives of introducing English as a subject right from Class 1 are:

1. To develop in pupils the ability to express themselves in intelligible and acceptable forms of English before they proceed to the Middle School stage where English is the medium of instruction.
2. To encourage fluent self-expression in speaking and writing:
3. To develop habits of listening with understanding:
4. To develop the ability to read aloud intelligibly and to read silently with tinder- stand lag:
5. To form enduring reading habits and to extend the range of their ideas by the reading of factual and imaginative writing.

The teacher therefore has to inculcate in her pupils correct English habits, as language learning is essentially a skill. In acquiring any knowledge or skill there are three processes involved, and there are 3 processes in the learning of a language — receiving knowledge of the material, fixing it in the memory by repetition and using it in actual practice until it becomes a personal skill.

In the Primary classes the lessons selected are those which can be easily assimilated by pupils and which will develop in them the four basic skills of language learning. Communicative skills which are to be developed through the selected texts will expose the children to a wide-ranging language learning experiences in a joyful manner.

One of the commandments of language teaching is that pupils should talk 80% of the time and not the teacher. The syllabus suggested is such that full participation of a child in class is ensured.

While selecting the Course Books the time factor has also been considered. There will be ample time for dealing with a lesson extensively with ample time left for activities.

Actual Teaching Days in an Academic Year ---- 180 days

English Classes -1 period everyday ---- 180 periods

The syllabus suggested in the following pages have been selected and graded on the principles of 'usefulness, simplicity, teachability and most of all on the development of Communication skills. It may also be mentioned that the children in the rural areas have been focused while developing the syllabus. Their learning environment, their home environment and the teachers' capability has also been taken into account. The lessons have also been selected to serve the children with varying intelligence, therefore there is a blend of the easy, medium and difficult passages. The principle of starting from 'known to unknown' 'concrete to abstract' 'simple to difficult' has been taken care of

The Recommended Items from the new books selected will serve in developing the Language Skills- Workbooks have also been closely co-ordinated with the texts and these will serve as a tool for consolidating learning. At the same time they will also serve as a tool for

picking children who need instant remedial teaching which is also one way of tackling the problem of drop-outs due to retention or failure.

Apart from the methods of teaching which are already incorporated after every lesson, the teacher who is directly involved in implementing the Syllabus can use her o ideas and teaching aids which are easily available in the environment. Money should not be a problem if the teacher is resourceful and the training imparted is effective. No/or Low cost teaching aids can be used. Old Greeting cards, old Calendars, Plastic bottles, cans, reels, cartons, rags, wool etc can be collected from homes, brought to the school and teaching aids developed from them. Involvement of pupils in these activities will enhance learning with joy.

Evaluation Sheets already developed for Continuous Comprehensive Evaluation of children should be made available to all teachers with proper training on their uses.

## **CLASS I**

<b>UNIT</b>	<b>SUB UNIT</b>	<b>Skills Involved</b>	<b>Language Content</b>	<b>Evaluation</b>	<b>Methods</b>
Morning Prayer		Speaking clearly and audibly	Correct pronunciation with expression	See Evaluation Sheets At Appendix	Introducing English
Poems with A,B,C,D	Theme Activity Story	Listening and Speaking Writing with the purpose of honing the fine motor skills	Correct pronunciation with proper Stress and intonation		Introducing English Alphabet through Phonics or words in poems or Pictures
Letters E,F,G,H	Theme Activity Poems Story	Listening and Speaking Reading audibly and with Expression Writing two or three letter words	“		
Poems with I,J,K,L	Theme Activity Story	“Writing words and very Short sentences	“		
Letters M,N,O,P	Theme Activity Poems Story	“Reciting with expressions, Speaking intelligibly	“		
Letters Q,R,S,T	Poems Story	“Narrating small and common experiences	“		
Letters U,V,W,X, Y,Z	Poems Activity Story		“		

## Class II

UNIT	SUB UNIT	Skills Involved	Language Items	Evaluation
Morning Prayer		Speaking/		
Myself	Can you see how I feel	Speaking/Reading/Writing Introducing Self	Correct Pronunciation, Vocabulary, proper Nouns, Common Nouns	Evaluation Sheet appended to be used for all the Units and for daily use (See Evaluation Notes)
My Body	Sing Along A Riddle for you making Faces An Action Rhyme	All 4 Skills	Nouns, Verbs, Pronouns, Vocabulary, Punctuation Rhyming words	
Kim	Kim's Family Picture Matching Rules for a Better You	4 Skills	Capital letters, doing words, action words	
Workers their tools and materials	What I want to be	4 skills	Nouns, describing words, Rhyming words, singular And plural words	
Kim's Friend	Poem- Back to the Nest Story- A Stranger at the Door	4 skills	Punctuation doing words , vocabulary	
Kim's Family	Family Tree Poem-Mother's Keys Story- The Money Box	4 skills	Naming words, Capital and Small letters, Use of full stop, comma, question mark.	
Kim's Dress	Song- The Looking Glass Poem- To Buy A Handkerchief Song- Shoes Everywhere	4 skills	Word meanings, sentences and phrases, tenses	
Things Kim and Tim love	Song-Rock and Rock	4 skills	Tenses, word meaning, homonyms	
Kim's Pets	Poem-Kim's Puppy Story-Baby Elephant Song- Lets Sing Together	4 skills	Action words, adjectives Exclamation, sentences and phrases	

**Class – III**

<b>Unit</b>	<b>Sub-Unit</b>	<b>Skills Involved</b>	<b>Language Items</b>	<b>Evaluation</b>
A prayer		Inculcate value/ moral education		
Seasons	The Star that fell down A shadow on Hire Poem – Seasons are Fun	Speaking – Role Play Writing – Comprehension Reading for comprehension	- ing forms of verbs S + V –ing structure, Synonyms and Adjectives	Use evaluation sheets appended for all units and for all skills
To the market	Poem-Off to the Market; To buy a ball; A visit to the Super Market	Listening to follow directions; Speaking with variation of pitch, pace & volume. Reading with Comprehension; writing paragraphs	Adjectives, word meanings Forming sentences using punctuation marks, verbs	
In the Forest	Poem – Trees; Picture Story – The King of the Forest; Animal Homes; Forests are useful	Listening to communicate. Speaking to express thoughts and ideas; Reading for comprehension; Writing to express ideas and thoughts.	Word meanings, forming new words from a given word, Adjectives and verbs	
My School	Poem – A New Friend; Picture Story – Something for the Teacher; A visit to the Library	Listening to follow directions, speaking naturally, clearly and audibly, Reading with expression, and comprehension writing to express thoughts and ideas, proper spellings punctuations and correct sentence structure.	Compound nouns, tenses, What +S + v-ing structure Prepositions, Verbs	
To The Zoo	Poem- Dicky Birds Story-The Lion in the Zoo A Tale about tails; Animal Talk	Speaking on a given topic; Role-play, Reading with correct pronunciation, stress and intonation Writing a short story, completing a paragraph, writing letters, short messages	Prepositions, using correct form of verb, adjectives	
Time to celebrate	Ravi's holiday; Story-made to size Picture story- Happy New Year	Discussion on festivals; Describing factual events; Listening for appreciation; Reading with comprehension Writing letters, short	Using correct form of verb, Simple Past-was/were Structure, using simple future form, use of past and present tenses	

		messages	together	
Food we Eat	Peom- What I love to eat. Story- Tiny and Tomatoes. Poem- Jonathan Blake. Poem- Fruits for you	Speaking to express opinions, dialogues, Reading for comprehension, Reading with fluency, Writing messages, short Paragraphs on types of food, writing about Preferences	Adjectives, simple and past form of verbs, phonic practice for rhyming words Adverbs	

#### Class IV

UNIT	SUB UNIT	Skills Involved	Language Items	Evaluation
Our Neighborhood	People in our Neighborhood-My neighbors and I	Speaking to share information, to interact, Reading for comprehension Writing instructions, invitations, and short descriptions of common things And	Use of adjectives, plural forms of nouns, Capital letters, Verbs	Use evaluation Sheets for all the skills
Mullahs dinner party	Story- The Tailor	Listening to follow instructions, Describing objects orally, Completing a story or conversation, describing events	Synonyms,-ly words, Simple past tense, Verbs, nouns and adjectives	-do-
Where we pray	Festivals we celebrate	Participate in conversations, Discuss on relevant topics, Read silently with understanding, Write invitations, legibly with correct Punctuations	Vocabulary, verbs, adverbs, abstract nouns, punctuation	-do-
A Little Mistake Poem	A Visitor in the Park, A dog named Mark	Describing objects, Writing dialogues, completing sentences, reading with comprehension, reading with proper stress and intonation	Punctuations, Question marks , Related words-ly words, adverbs, prepositions	-do-
Shell-Neck-Story		Completing dialogues & conversations, both orally and in writing, reading fluently with expressions	-ing form of verbs using because, adjectives	-do-
Homes-Poem		Reading instructions, completing paragraphs, writing compositions	Prepositions, synonyms & antonyms, have/had	-do-
Pigeon Post-Story		Reading for comprehension, writing letters and short messages, describing incidents, picture reading	Prepositions, past forms of verbs	-do-
Jonathan Bing-Poem		Dramatizing, Reading with expressions, conversing on given topics, writing short messages and letters	Adjectives & Nouns, paragraph writing	-do-
Animals Around Us	Caring for Animals	Conversing intelligibly on popular topics, speaking on values, writing	Vocabulary, Tenses, adjectives,	-do-

		posters and compositions	punctuations	
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## **EVALUATION-**

Refer Check List appended

### **Number of Classes-**

Approximately 10 classes per unit with maximum activities for children. Work Book to be used side by side. Remaining days to be used for Rapid Readers and for revision and remedial teaching.

## **BOOKS RECOMMENDED**

**CLASS I -- SEASONS Primer -- Pearson Longman**

**CLASS II -- SEASONS Book I - do—**

**CLASS III -- SEASONS Book II**

**CLASS IV -- SEASONS Book III**

**CLASS V -- SEASONS Book IV**

## Upper Primary Courses

### Class V

Heidi and her grandfather-Story		Picture comprehension, guided conversation, writing clearly and logically, read silently with understanding	Use of either/or, Simple past tense	-do-
A Moving Tale-Poem		Writing Posters, completing stories both orally and in writing, speaking on common topics, reading with expressions	Collective nouns, Use of is/am/synonyms/antonyms	-do-
What about the cat? Picture Story Robinhood, The Outlaw		Writing a story in correct sentences, completing sentences, narrating experiences, reading with expressions,  Writing statements, Listen to comprehend, speaking on everyday happenings, writing compositions	Verbs, changing question to statements, ing words  Phrases, plurals, collective nouns, tenses	-do-  -do-
The Nicest things-Poem		Reading with expressions, writing endings to stories, participating in discussions	Adjectives, use of will/would, synonyms, use of must/mustn't/ought	-do-
Rikki Tikki Tavi goes Exploring-Story Sounds-Poem		Picture Conversation, reading for comprehension and enjoyment, writing compositions  Listen to appreciate, reciting poems with proper stress and intonation, writing imaginative events	Simple future tense, phrase verbs, nouns adjectives, antonyms verbs, adverbs, sentence formation	-do-
Glass Making-factual Story-		Listening for instructions, speaking politely, reading silently, writing instructions	-ful suffix, constructing questions from given answers	-do-
Contipede Song-Poem		Conversation, Reading with expression, Writing simple answers,	Plurals, -ing words, correct form of verbs, punctuation marks-inverted commas	-do-
Water! Water! Play		Develop confidence in reading to an audience, listening to enjoy, writing imaginary short conversations on given topics	Using don't/doesn't, homonyms,	-do-

### Contents

1. The Neighbour's Water Melons (Story)

2. Looking After Myself

3. A Voyage (Poem)

4. The Stranger Arrives (Story)

5. Caring For Others (Picture Reading)

6. The Selfish Giant (Story)
7. Cleaning The House (Short Play)
8. Arithmetic (Poem)
9. A Telegram For Mrs March (Passage from Little Women)
10. The Dog (Poem)
11. My Shadow (Poem)
12. Clever Kanga (Short Story)
13. Books Are Forever (Factual & Informative Story)
14. The Quarrel (Poem)
15. Robinson Crusoe Builds A Boat (Passage from the Book “Robinson Crusoe”)
16. The Mountain And The Squirrel (Poem)

**Skills involved-**

- Writing dialogues and completing a story
- Framing questions front given statements
- Diary entry
- Completing a Story with a different ending
- Rearranging words to form a sentence
- Writing an advertisement
- Rewriting a story in correct order
- Picture Reading and Comprehension
- Listening and answering questions
- Giving opinions
- Role Play
- Polite Conversation
- Speech techniques- pitch, pace, volume, pause and emphasis, clear enunciation.
- Creative and Communicative Writing
- Vocabulary Development

**Language Items-**

- Correct forms of Verbs
- Compound words
- Conjunctions
- Forming sentences in the Future Tense
- Adverbs
- Adjectives
- Degrees of Comparison



- Tenses
- Possessive Pronouns
- Present Perfect Tense
- Comparative forms of Adjectives
- Past Continuous Tense
- Idioms
- Punctuations
- Simple Future Tense
- Simple Past Tense
- Forms of Adjectives

### **Evaluation-**

Refer to Check Lists Appended

### **Number of Classes-**

Approximately 10 classes per Unit, with maximum involvement of pupils in activities for the development of Language Skills. Sonic Classes to be utilized as remedial classes and revision.

## **CLASS VI**

### **Contents-**

1. The Emperor's New Clothes (Short Story)
2. Painting The Fence (Extract from "Tom Sawyer")
3. Mr. Nobody (Poem)
4. The Long Sleep (Short Story)
5. A Brave Indian (True Story about Kalpana Chawla)
6. Writing (Poem)
7. The Locked Room (Story)
8. Zorian The Star Gazer (Short Story)
9. The Pencil's Story (Poem)
10. The Solitary Cyclist (Mystery Story)
11. The Neighbour's Hens (Story with a moral)
12. The Lead Singer (Short Play)
13. Godfrey Gordon Gustavus Gore (Poem)
14. The Summit Within (Story on how mental strength can help overcome difficult tasks)
15. The Naughty Boy (Poem)
16. Working Together (Extract from a Newspaper with an aim of imbibing Unity)
17. The Wonderful World (Poem)

### **Skills Involved-**

- Listening to follow directions
- Listening courteously
- Recall accurately in Sequence, facts heard
- Listen critically to distinguish facts from opinions
- Enjoy listening to Literature
- Speaking clearly with proper pause and intonation
- Speaking with proper pronunciation
- Speaking to express imaginative thoughts, ideas and feelings
- Speaking to communicate socially, concisely and accurately
- Reading fluently, audibly and expressively
- Reading with comprehension
- Reading to appreciate Literature
- Keeping eye contact with the audience while reading
- Writing to express thoughts logically
- Writing with originality
- Writing with suitable vocabulary
- Writing with accurate Spelling, punctuation and paragraph
- Writing a well organized passage

#### **Language Items-**

- Adverbs
- Adjectives
- Tenses
- Synonyms/Antonyms
- Time clause (usage of when)
- Usage of Present tense in Universal Truths
- Compound words
- Collective Nouns
- Past Perfect Tense
- Degrees of Comparison
- Verbs
- Pronouns
- Idioms and phrases

**Evaluation-**

Refer Check List Appended

**Number of Classes-**

Approximately 10 Classes per unit with maximum participation of children in activities. Work Books to be used side by side. The remaining days to be utilized for Rapid Readers and for Revision and Remedial Teaching.

**CLASS VII****Contents-****UNIT I —SEASONS**

The Hesitant Hibernator

My Golden Jewel Box

Poems

**UNIT II - MOODS**

Why Can't I be happy all the time?

Poems

Haydn's farewell (short story)

Moods

**UNIT III — FRIENDS**

A-Z of Friendship

Dolphins

Amigos- friends

Be my friend!

**UNIT IV – CELEBRATIONS**

Miranda's Christmas

A Song for today

Diwali

**UNIT V - RECORDS**

Book Review

I want to be the world's youngest Nobel Laureate

Up above the world so high

'02 Records

**UNIT VI — TITBITS**

Tricks and teasers

Riddles

Limericks

Quotations and Proverbs

**Skills Involved -**

- Listening to follow directions
- Listening courteously
- Recall accurately in sequence, facts heard
- Listen critically to distinguish facts from opinions
- Enjoy listening to Literature
- Speaking clearly with proper pause and intonation
- Speaking with proper pronunciation
- Speaking to express imaginative thoughts, ideas and feelings
- Speaking to communicate socially, concisely and accurately
- Reading fluently, audibly and expressively
- Reading with comprehension
- Reading to appreciate Literature
- Keeping eye contact with the audience while reading
- Writing to express thoughts logically
- Writing with originality
- Writing with suitable vocabulary
- Writing with accurate Spelling, punctuation and paragraph
- Writing a well organized passage

**LANGUAGE ITEMS-**

- Sentences
- Singular and plural words
- Adjectives
- Articles
- Verbs
- Adverbs of Manner, Time
- Conjunctions
- Transitive/Intransitive Verbs
- Active/Passive Voice
- Reported Speech
- Tenses
- Idioms and phrases

## **EVALUATION-**

Refer Check List appended

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## **BOOKS RECOMMENDED**

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**CLASS II -- SEASONS Book I - do—**

**CLASS III -- SEASONS Book II**

**CLASS IV -- SEASONS Book III**

**CLASS V -- SEASONS Book IV**

**CLASS VI -- SEASONS Book V**

**CLASS VII -- SEASONS Book VI**

Notes— Although the books- “SEASONS” have been recommended for Classes I to VII yet the Publishers may be asked to consider inserting or deleting some lessons which the group feels will ensure meeting the learning capabilities of both Rural and Town children. The lessons from the books meant for deletion have been earmarked and lessons to be included have also been inserted. The Books chosen have a lot of Activities in their lessons and this will ensure joyful learning and retention of children at the elementary level.

We have decided to follow the books not in the hierarchical manner as prescribed by the publishers but we have started with a Primer for Class I and not Book I. The learning capabilities and background of all the children have been taken into consideration while following this pattern. We intend to go from here onward step by step so as to ensure that the skills are deeply imbibed in students in an orderly and effective manner.

## **Suggested Titles for Rapid Reading -**

### **CLASS V**

THE SON WHO CAME HOME

THE BIG RACE - (Hijacked and Other Stories) - Oxford Univ. Press

CAN WE MAKE FRIENDS WITH A BABY ROBOT? ( “ ” )

Khasi Folk Tale - To be written

### **CLASS VI**

THE GOOD SAMARITAN

THE OLD SHOES (Hijacked and Other Stories) OUP

JOURNEY TO JOHANNESBURG (A Magic Place) Readers for the Schoolroom-

Orient Longman

Garo Folk Tale - To be written

### CLASS VII

FREE FROM SCHOOL - (A Magic Place) Readers for the Schoolroom- Orient Longman.

FLYING HIGH

---- do-----

THE MERCHANT OF BAGHDAD

-----do -----

Khasi Folk tale - To be written

### General Checklist for Listening

Sl. No	Does the child	Comments	Date
1.	Prepare to listen purposefully?		
2.	Listen courteously?		
3.	Ignore distractions?		
4.	Follow directions?		
5.	Understand what he hears?		
6.	Recall accurately in sequence facts that he hears?		
7.	Think carefully about what he hears?		
8.	Listen critically to distinguish fact from opinion?		
9.	Display his interest in listening to a conversation?		
10.	Enjoy listening to literature and music?		

### Check for evaluation of general reading ability

Main features	Children's Name
Application of word recognition skills	
Audience reading performance	
Ability to read silently with understanding	
Ability to read orally with understanding	
Ability to work purposefully in small reading groups	

(Subjective evaluation of each child could take place three times a year. Some code for recording appraisal of performances could be used e.g. a five point scale A,B,C,D,E or as the mean with + or - respectively above or below the mean).

## Checklist for oral reading difficulties

(Remedial measures should follow the diagnosis)

Name.....

- Item**
1. Inadequate word recognition
  2. Errors in small words —
  3. Insertions and omissions —
  4. Inaccurate guessing —
  5. Poor enunciation —
  6. Inadequate phrasing —
  7. Word by word reading —
  8. Ignoring punctuation.
  9. Lack of expression
  10. Improper position of book —
  - 11 .Uses finger as pointer —
  12. Reads too quickly —
  13. Volume — Too Soft or too low
  14. Lose places —
  15. Lacks comprehension —
  16. Neglects emphasis --

## Check list for a formal speaking activity.

Consider	Did the child —	Comments
The speech (Preparation, Structure & Content)	Choose suitable introductions?  present his ideas in a logi sequence?   -----use an appropriate ending? -----select varied & suitable vocabulary? -----make adequate & systematic preparation? -----use relevant supporting aids? -----speak from notes rather than read from text? -----stand comfortably & firmly? -----keep eye-contact with audience? -----speak clearly, audibly & expressively? -----speak naturally & fluently?	

Consider	Did the child	Comments
General Impression (effect on the listener)	<p>.....achieve the purpose of</p> <p>.....gain the interest of his</p> <p>.....present a worthwhile topic</p> <p>.....make the listening and observing experience enjoyable?</p>	Speaking activity? audience?

### **Checklist for communicative writing**

The writer's thoughts are clearly expressed.

The ideas expressed follow a logical sequence.

The writing shows some originality.

The written passage is pleasing to read.

The passage is well organized, a body of ideas.

And an appropriate, ending.

The vocabulary chosen is interesting, varied & suitable.

The spelling, punctuation and paragraphing are accurate.

The appearance of the finished article is neat, clean and legible.

The passage clearly has been proof read.

The written communication has achieved the purpose that was intended.

**(Five point scale can be used)**

### **Checklist for Creative writing**

1. The writer's original thoughts feelings are lively and attract the reader's attention.

2. He responds positively to the stimuli offered.

3. The written passage exhibits sensitivity to words & sentence patterns.

4. The writer shows a desire to experiment & displays originality and freshness of form and content.

5. He uses his imagination freely.

6. He includes in the passage some degree of story development or vivid descriptions detail.

7. The writer pay due attention to the mechanics of writing e.g – spelling, punctuation, sentence structure and organization of ideas.

8. It is suitable for sharing with others by displaying on the display board or by reading aloud.