

## Class I (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"><li>➤ name common objects like man, dog etc. when pictures are shown</li><li>➤ use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc)</li><li>➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.</li><li>➤ sing/recite collectively songs/poems/ rhymes with action.</li><li>➤ listen to stories, and humorous incidents and interact in English/ home language.</li><li>➤ ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)</li><li>➤ draw/scribble pictures/ images from the story as preliminary to writing</li><li>➤ respond in home language/ English / sign language/ non-verbal expressions what he/ she understood in the story/ poem</li></ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"><li>• associates words with pictures.</li><li>• names familiar objects seen in the pictures.</li><li>• recognizes letters and their sounds A-Z</li><li>• differentiates between small and capital letters in print/Braille</li><li>• recites poems/ rhymes with actions.</li><li>• draws / scribbles in response to poems and stories.</li><li>• responds orally (in any language including sign language) to comprehension questions related to stories/ poems</li><li>• identifies characters and sequence of a story and asks questions about the story.</li><li>• carries out simple instructions such as 'Shut the door', "Bring me the book', and such others.</li><li>• listens to English words, greetings, polite forms of expression, simple sentences, and responds in English / home language/ signs.</li></ul>

## Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>➤ sing/ recite collectively songs/ poems/ rhymes with action.</li> <li>➤ listen to stories, and humorous incidents and interact in English/ home language.</li> <li>➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)</li> <li>➤ respond orally in home language/ English/ sign language/non-verbal expressions.</li> <li>➤ write 2-3 simple sentences about stories/ poems.</li> <li>➤ look at scripts in a print rich environment like newspapers, tickets, posters etc.</li> <li>➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.</li> <li>➤ speak and write English, talk to their peers in English, relating to festivals and events at homes and schools.</li> <li>➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales.</li> <li>➤ use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc.</li> <li>➤ read cartoons/ pictures/comic strips with or without words independently.</li> <li>➤ write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is big dog. It runs behind me."</li> </ul>	<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• sings songs/ rhymes with action.</li> <li>• responds to comprehension questions related to stories and poems, in home language/ English/ sign language, orally and in writing (phrases/short sentences)</li> <li>• identifies characters, and sequence of events in a story.</li> <li>• expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language.</li> <li>• draws/ writes a few words/ short sentence in response to poems and stories.</li> <li>• listens to English words, greetings, polite forms of expression, and responds in English/ home language like 'How are you?', 'I'm fine, thank you.' etc.</li> <li>• uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.</li> <li>• uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.</li> <li>• uses prepositions like 'before', 'between' etc.</li> <li>• compose and writes simple, short sentences with space between words.</li> </ul>

### Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>➤ sing songs/ recite poems in English with intonation.</li> <li>➤ participate in role-play, enactment of skits.</li> <li>➤ reads aloud short texts/ scripts on the walls, with pronunciation and pause</li> <li>➤ listen to and communicate oral/ telephonic messages</li> <li>➤ collect books for independent reading in English and other language/Braille with a variety of themes (adventure, stories, fairy tales, etc.)</li> <li>➤ read posters, tickets, labels, pamphlets, newspapers etc.</li> <li>➤ takes dictation of words/phrases/sentences short paragraphs from known and unknown texts.</li> <li>➤ draw and write short sentences related to stories read, and speak about their drawing or writing work.</li> <li>➤ raise questions on the text read.</li> <li>➤ convert sentences from one tense to another (past and present)</li> <li>➤ enrich vocabulary in English through listening to and reading stories/folk tales.</li> <li>➤ use nouns, pronouns, adjectives and prepositions in speech and writing.</li> <li>➤ use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS.</li> <li>➤ identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>• recites poems individually / in groups with correct pronunciation and intonation.</li> <li>• performs in events such as role-play/ skit in English with appropriate expressions.</li> <li>• reads aloud with appropriate pronunciation and pause</li> <li>• reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.</li> <li>• expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.</li> <li>• responds appropriately to oral messages/ telephonic communication.</li> <li>• writes / types dictation of words/ phrases/ sentences.</li> <li>• uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.</li> <li>• distinguishes between simple past and simple present tenses</li> <li>• identifies opposites like 'day/night', 'close-open', and such others.</li> <li>• uses punctuation such as question mark, full stop and capital letters appropriately.</li> <li>• reads printed scripts on the classroom walls; poems, posters, charts etc.</li> <li>• writes 5-6 sentences in English on personal experiences/ events using verbal or visual clues.</li> <li>• uses vocabulary related to subjects like Maths, EVS, relevant to class III.</li> </ul>

## Class – IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>➤ participate in role-play, enactment, dialogue and dramatisation of stories read and heard.</li> <li>➤ listen to simple instructions, announcements in English made in class/ school and act accordingly.</li> <li>➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard.</li> <li>➤ learn English through posters, charts, etc., in addition to books and children's literature.</li> <li>➤ read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc.</li> <li>➤ understand different forms of writing (informal letters, lists, stories, diar entry etc.)</li> <li>➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences.</li> <li>➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.</li> <li>➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales.</li> <li>➤ start using dictionary to find out spelling and meaning.</li> <li>➤ practise reading aloud with pause and intonations, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing.</li> <li>➤ infer the meaning of unfamiliar words from the context.</li> <li>➤ takes.</li> <li>➤ takes dictation of words/ phrases/ sentences /short paragraphs from known and unknown texts.</li> <li>➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc.</li> <li>➤ look at cartoons / pictures/ comic strips with or without words and interpret them.</li> <li>➤ enrich vocabulary through crossword puzzles, word chain, etc.</li> <li>➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/ heard in his/her day to day life and story book, seen in videos, films, etc.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>• recites poems with appropriate expressions and intonation.</li> <li>• enacts different roles in short skits.</li> <li>• responds to simple instructions, announcements in English made in class/ school.</li> <li>• responds verbally/ in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read.</li> <li>• describes briefly, orally/in writing about events, places and/ or personal experiences in English.</li> <li>• reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.</li> <li>• share riddles and tongue-twisters in English.</li> <li>• solves simple crossword puzzles, builds word chains, etc.</li> <li>• infer the meaning of unfamiliar words by reading them in context.</li> <li>• uses dictionary to find out spelling and meaning.</li> <li>• writes/types dictation of short paragraph (7-8 sentences).</li> <li>• uses punctuation marks appropriately in reading aloud with intonations &amp; pauses such as question mark, comma, and full stop.</li> <li>• uses punctuation marks appropriately in writing such as questions mark, comma, full stop and capital letters.</li> <li>• writes informal letters/messages with a sense of audience.</li> <li>• uses liners to indicate connections between words and sentences such as 'First', 'Next', etc.</li> <li>• uses nouns, verbs adjective, and prepositions in speech and writing.</li> <li>• reads printed script on the classroom walls, notice board, in posters and in advertisements.</li> <li>• speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela.</li> <li>• presents orally and in writing the highlights of a given written text/ a short speech / narration / video, film, pictures, photograph etc.</li> </ul>

## Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>➤ discuss and present orally, and then write answer to text based questions, short descriptive paragraphs.</li> <li>➤ participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard.</li> <li>➤ look at print-rich environment such as newspaper, signs and directions in public places, pamphlets, and suggested websites for language learning.</li> <li>➤ prepare speech for morning assembly, group discussions, debates on selected topics, etc.</li> <li>➤ infer the meaning of unfamiliar words from the context while reading a variety of texts.</li> <li>➤ Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms.</li> <li>➤ understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside / outside, light / dark from clues in context.</li> <li>➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue / surroundings/ cultural context.</li> <li>➤ read independently and silently in English / Braille, adventure stories, travelogues, folk / fairy tales etc.</li> <li>➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.)</li> <li>➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.)</li> <li>➤ use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc.</li> <li>➤ take dictation of sort texts such as lists, paragraph and dialogues.</li> <li>➤ enrich vocabulary through crossword puzzles, word chain etc.</li> <li>➤ look at cartoons/ pictures/ comic strips with or without words and speak / write a few sentences about them.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>- answers coherently in written or oral to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</li> <li>- recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.</li> <li>- acts according to instructions given in English, in games/ sports, such as 'Hit the ball' 'Throw the ring'. 'Run to the finish line!' etc.</li> <li>- reads independently in English story books, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs.</li> <li>- conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.</li> <li>- uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions.</li> <li>- uses synonyms such as 'big/large', 'shut / close', and antonyms like inside / outside, light / dark from clues in context</li> <li>- reads text with comprehension, locates details and sequence of events.</li> <li>- connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.</li> <li>- takes dictation for different purposes, such as lists, paragraphs, dialogues etc.</li> <li>- uses the dictionary for reference</li> <li>- identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.</li> <li>- writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.</li> <li>- writes informal letters, messages and e-mails.</li> <li>- reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries.</li> <li>- attempts to write creatively (stories, poems, posters, etc)</li> <li>- writes and speaks on peace, equality etc suggesting personal views.</li> <li>- appreciates either verbally/ in writing the variety in food, dress, customs and festivals as read/ heard in his/ her day-to day life, in story book, ks/ eard in narratives/ seen in videos, films etc.</li> </ul>

## Class VI (English)

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>➤ become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc.</li> <li>➤ listen to English news(TV, Radio) as a resource to develop listening comprehension.</li> <li>➤ watch / listen to English movies, serials, educational channels with subtitles, audio-video materials, talking books, teacher reading out from materials and to understand and respond.</li> <li>➤ participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers.</li> <li>➤ summarise orally the stories, poems and events that he/she has read or heard.</li> <li>➤ locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions.</li> <li>➤ read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions.</li> <li>➤ raise questions based on their reading.</li> <li>➤ interpret tables, charts, diagrams and maps and write a short paragraph.</li> <li>➤ think critically and try to provide suggestion/solutions to the problems raised.</li> <li>➤ read/ discuss the ideas of the text for critical thinking.</li> <li>➤ use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> <li>➤ take dictation of words, phrases, simple sentences and short paragraphs.</li> <li>➤ understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale)</li> <li>➤ understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc.</li> <li>➤ understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc.</li> <li>➤ draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end.</li> <li>➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.</li> <li>➤ look at cartoons/ pictures/comic strips with or without words, and</li> <li>➤ talk/write about them.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>• participates in activities in English like role play, group discussion, debate, etc.</li> <li>• recites and shares poems, songs, jokes, riddles, tongue twisters, etc.</li> <li>• responds to oral messages, telephonic communication in English and communicates them in English or home language.</li> <li>• responds to announcements and instructions made in class, school assembly, railway station and in other public places.</li> <li>• reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.</li> <li>• reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.</li> <li>- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing.</li> <li>- uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts.</li> <li>- writes words / phrases / simple sentences and short paragraphs as dictated by the teacher.</li> <li>- uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing.</li> <li>- refers to dictionary to check meaning and spelling, and to suggested websites for information.</li> <li>- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.</li> <li>- drafts, revises and writes short paragraphs based on verbal, print and visual clues.</li> <li>- writes coherently with focus on appropriate beginning, middle and end in English / Braille.</li> <li>- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.</li> </ul>

**Class VII (English)**

Suggested Pedagogical Processes	Learning Outcomes
<p><b>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</b></p> <ul style="list-style-type: none"> <li>➤ consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment.</li> <li>➤ participate in different events/activities in English in the classroom, school assembly; and organized by different Institutions.</li> <li>➤ listen to English news/debates (TV, Radio) as input for discussion and debating skills.</li> <li>➤ watch/listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from material and eminent speakers.</li> <li>➤ Share their experiences such as journeys, visits, etc. in pairs /groups.</li> <li>➤ introduce self, converse with other persons, participate in role play/ make speeches, reproduce speeches of great speakers;</li> <li>➤ summarise orally/ in writing, a given text/stories,/an event;</li> <li>➤ learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc)</li> <li>➤ read stories/plays (from books/othersources in English/Braille) and locate details, sequence of ideas and events and identify main idea.</li> <li>➤ use material from various sources in English and other languages to facilitate comprehension and co-relation.</li> <li>➤ • understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.</li> <li>➤ interpret tables, charts, diagrams and maps, and incorporate the information in writing.</li> <li>➤ think critically on inputs based on reading and interaction and try to provide suggestion/solution to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts.)</li> <li>➤ refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>➤ answers questions orally and in writing on a variety of texts.</li> <li>➤ reads aloud stories/recites poems with appropriate pause, intonation and pronunciation.</li> <li>➤ participates in different activities in English such as role-play, poetry recitation, skit,</li> <li>➤ engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.</li> <li>➤ responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station.</li> <li>➤ • speaks about excerpts, dialogues, skits, short films, news/debate on T.V. and radio, audio –video programmes on suggested websites.</li> <li>➤ asks and responds to questions based on texts (from books or other resources) and out of curiosity.</li> <li>➤ • reads textual/non-textual materials in</li> <li>➤ identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material</li> <li>➤ thinks critically, compares and</li> <li>➤ reads to seek information in print/online, notice board, signboards in public places, newspaper, hoarding etc.</li> <li>➤ takes notes while teacher teaches/ from books/ from online materials.</li> <li>➤ infers the meaning of unfamiliar words by reading them in context.</li> <li>➤ refers dictionary, thesaurus and encyclopedia to find meanings/ spelling of words while reading and writing.</li> <li>➤ reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairytales, biography, autobiography, travelogue etc.</li> <li>➤ uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense,</li> </ul>

<ul style="list-style-type: none"><li>➤ read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions.</li><li>➤ take dictation of a paragraph with a variety of sentence structures.</li><li>➤ draft, revise and write with appropriate beginning, middle and end, along with punctuation marks.</li><li>➤ know the features of various types of writing: messages, emails, notice, letter, report, short personal/ biographical experiences etc.</li><li>➤ use ICT (Net, mobile, website, Youtube, TED talk etc) to browse for information, for projects/PPT discussion, debate etc.</li><li>➤ attempt creative writing, like stories, poems, dialogues, skits etc.</li></ul>	<p>passivisation, adjective, adverb, etc).</p> <ul style="list-style-type: none"><li>➤ organise sentences coherently in English/ in Braille with the help of verbal and visual clues and with a sense of audience</li><li>➤ writes formal letters, personal diary, list, email, SMS, etc.</li><li>➤ writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity.</li><li>➤ writes dialogues from a story and story from dialogues.</li></ul>
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## Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> <li>➤ <b>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</b></li> <li>➤ participate in classroom activities/school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment;</li> <li>➤ use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc.</li> <li>➤ watch/listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.</li> <li>➤ interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on.</li> <li>➤ use formulaic expressions/instructions such as, „Could I give you u...“, „Shall we have a cup of tea?“ to develop communication skills</li> <li>➤ participate in individual activities such as introducing personalities/guests during school programmes.</li> <li>➤ learn vocabulary associated with various professions and use them in different situations.</li> <li>➤ read stories/plays (from different books/magazines in English/Braille) and narrate them.</li> <li>➤ locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages.</li> <li>➤ use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues.</li> <li>➤ interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing.</li> <li>➤ think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues.</li> <li>➤ refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts.</li> <li>➤ use grammar in contexts such as active and passive voice, reported speech, tenses, parts of speech, etc.</li> <li>➤ notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing.</li> <li>➤ Understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc.</li> <li>➤ take dictation of a passage with specific attention to words pronounced, punctuation and spelling.</li> <li>➤ attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>➤ respond to instructions/announcement in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.</li> <li>➤ introduces guests in English, interviews people by asking questions based on the work they do.</li> <li>➤ engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.</li> <li>➤ uses formulaic/polite expressions to communicate such as, „May I borrow your book?“, „I would like to differ“ etc.</li> <li>➤ excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.</li> <li>➤ • asks questions in different contexts and situations (e.g. based on the text /beyond the text/out of curiosity/while engaging in conversation using appropriate vocabulary and accurate sentences)</li> <li>➤ participates in different events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and others such organizations;</li> <li>➤ narrates stories (real or imaginary) and relate all life experiences in English.</li> <li>➤ read textual/non-textual materials</li> <li>➤ identifies details, characters, main idea and sequence of ideas and events while reading.</li> <li>➤ reads, compares, contrasts, thinks critically and relates ideas to life.</li> </ul> <p>infer the meaning of unfamiliar words by reading them in context.</p> <ul style="list-style-type: none"> <li>➤ reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairytales, also non-fiction articles, narratives, travelogues, biographies, etc.</li> <li>➤ refer dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.</li> </ul>

<ul style="list-style-type: none"> <li>➤ useICT(Net,mobile,website,Youtube,TEDtalksetc)tobrows efor information,for projects/PPT discussion, debate,class seminar etc.</li> <li>➤ attemptcreativewriting,likestories,poems,dialogues,skits,dialogues froma storyand storyfromdialogues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ preparesawriteupafterseekinginforma tioninprint/online,notice board,newspaper, etc.</li> <li>➤ communicatesaccuratelyusingapprop riategrammaticalforms(e.g., clauses,comparisonofadjectives,time andtense,activepassive voice,reportedspeech etc.)</li> <li>➤ writesacoherentandmeaningfulparagr aphthroughtheprocessof drafting, revising, editing and finalizing.</li> <li>➤ writesshortparagraphscoherentlyinEn glish/Braillewithaproper beginning, middle and end withappropriatepunctuation marks.</li> <li>➤ writesanswerstotextual/non- textualquestionsaftercomprehension/ inference; draws charactersketch, attempts extrapolative writing.</li> <li>➤ writesemail,messages,notice,formall etters,descriptions/ narratives,personaldiary,report,shortp ersonal/biographical experiencesetc.</li> <li>➤ • develops a skit (dialoguesfroma story) and storyfromdialogues.</li> </ul>
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