

REVISED SYLLABUS IN ENGLISH (2007)
for Classes I to X
I, II/III languages

Introduction

The National Curriculum Framework (2005), a document produced by the NCERT, New Delhi, starts by stressing the acutely felt need for teaching English to school children more effectively and more widely than has been done so far. The NCF spells out the two-fold goals of a language curriculum. They are, first, “the attainment of a basic proficiency as an instrument of interpersonal communication, and secondly, as a vehicle of abstract thought and knowledge acquisition.” These two are the dominant objectives in the realization of which the English syllabus is sought to be revised in Karnataka. However, after studying the existing syllabus (2002) it was decided that all the salutary features of that syllabus should be adhered to.

The NCF discusses the state of English Language teaching in the country in detail. The views expressed therein and the views of other experts are summarized below.

There has always been dissatisfaction with the teaching of English in India: The NCF says that English must be taught more widely and more effectively than has been done before.

On the status of English among Indian languages the NCF says- “English in India is no longer a language of the colonial masters. In some important domains of activity it has become a part of the Indian multilingual repertoire. In a variety of ways it has enriched Indian languages.”

“English plays an important role in the domains of education, administration, business and political relations, judiciary, industry etc. and is therefore a passport to social mobility, higher education and better job opportunities.”

“In urban India it is very common to see young people code-mixing and code-switching between English and Indian languages.¹ It is indeed unfortunate that English has so far remained associated with the rich and upper-middleclass elite. It should be the effort of the Indian Educational System to teach English to every Indian child, and to ensure that he/she gets high level of proficiency in it and not suffer discrimination for lack of it.

On the starting of English at an earlier level of schooling the NCF says-

“The demand for English at the initial stage of schooling is evident in the mushrooming of private English medium schools and in the early introduction of English as a subject across the states/UTs of the country. Though the problems of feasibility and preparedness are still to be solved satisfactorily, there is a general expectation that the educational system must respond to people’s aspirations and need for English. Within the eight years of education guaranteed to every child, it should be possible in the span of 5 years to ensure basic English language proficiency including basic literacy skills of reading and writing.” Accordingly in Karnataka, English has been introduced from class I from the year 2007-08. However, in classes 1-4 the major focus is to provide exposure to English in a stress free atmosphere. For four years children are just exposed to English through stories, games, TPR activities, rhymes and dialogue practice activities. English is not an examination subject in these classes. Even now formal learning of English begins at class V. But it is hoped that the exposure students get in classes 1-4 will make learning in class V an enjoyable job.

Introducing of English in classes 1-4 has important implications for the designing of syllabus for classes V to X. The concept of learner at class V entry level has to be defined and considered for planning inputs. A major part in bringing about such changes will be the responsibility of the textbook writer, for it is ultimately the textbook that reaches the teacher and becomes, for the most part, his one and the only resource. Elaborate suggestions have been given for the textbook writers to bring these changes efficiently.

The textbook will have to be transparent enough to convince the teacher that its concepts of language learning/acquisition are sound. There is something like the 'teacher's sense of plausibility', and it is important to influence it. In Dr. N.S. Prabhu's words, " If the teacher's sense of plausibility is engaged in a teaching activity, then that activity succeeds. If not, then it becomes a mere routine. When a new perception (a 'totally fresh approach') is proposed, the teacher's existing perceptions of good pedagogy may begin to interact with the newly proposed one and be influenced by it. The teacher's attitude to the 'Pedagogic change' should become positive. But for this to happen, the new perception of good teaching has to be powerful, well-articulated, and, of course, accessible to teachers," (Second Language Pedagogy 1987) The responsibility to make the new perceptions of teaching accessible to teachers will fall on the shoulder's of the textbook-writer.

The NCF suggests ways and means of improving the teaching and learning of English in the elementary and secondary stages:

"The teaching and learning of English today is characterized by the diversity of schools and linguistic environments, and by the systemically pervasive classroom procedures for teaching a textbook for success in the examination. The emphasis should be on teaching language use in meaningful contexts. For the majority of our learners what is needed is a basic, or fundamental competence in the target language. From the research in language learning we know that children have an innate ability to construct grammatical systems. What we need to do in the classrooms, and to the extent possible outside them, is to create socio-cultural contexts that would encourage children to participate actively in understanding and creating appropriate communicative practices. If these considerations inform the new textbooks, they are bound to look different. It would be largely unnecessary, and futile to teach isolated grammatical items to students. Grammars would emerge from an active engagement in input rich communicative practices. Methodologies (such as the whole language, the task-based and the comprehensible input approaches) aim at exposure to the language in meaning-focused situations so as to trigger the formation of language system by the learner."

"Input rich communicational environments are a prerequisite to language learning since languages are learnt implicitly by comprehending and communicating messages. A comprehensible input rich curriculum lays the foundation for spontaneous language growth and different language skills develop simultaneously in communicative socio-cultural contexts rather than in any linear order as reflected by the traditional LSRW approaches. The learner can receive meaningful language input that is appropriate to his/her age and knowledge of language or readiness for language skills, given the variety and range of English learning situations in India."

English is offered as II language in most of the schools in Karnataka. However there are students who wish to learn English as a I language III language. The differences in offering I language, II language and III language need not be strictly seen from a

theoretical point of view. These distinctions, as far as syllabus revision is concerned, need to be understood from a practical angle, relating them to learner needs.

I language:

I language is traditionally understood as Mother Tongue(MT). However, we know very well that English is not the MT of the people of Karnataka. Offering English as I language in Karnataka makes the following presumptions.

1. I language learners have a greater exposure to English at home and outside.
2. They have a need to learn English to achieve a level of competence comparable to the competence one has over his/her MT.
3. The schools that offer English as I language have the capacity to provide an efficient support system that can help learners reach the targets.

II Language and III Language

English has become a major tool for communication in a multilingual society like ours. It is also needed to communicate to people across the world. Therefore every individual needs to be equipped with communication skills in English language, apart from mastery over one's own MT. It is in this context that English is offered as II language from class V to X.

It is possible that there are students who would like to opt for English language as III language. However, even the goals of III language can not be much different from the goals of learning English as II language in that even III language learners should finally pick up communicate skills, though not to the extent that II language learners need to pick up. From this point of view the syllabus and the inputs planned for III language learners need not be different from what is planned for II language learners. The expectations from a III language learner can be kept at a more general level. So the differences need to be reflected in the evaluation scheme to be proposed and not in the inputs planned. Hence the inputs such as readers, activities and strategies of facilitation will be the same for II language and III language learners. A separate evaluation scheme has been suggested for III language learners.

Objectives

1. Pupils acquire knowledge of the elements of language, understand and use them from communication purpose.

Specifications - Pupils:

Recognize, recall sounds and sound units.

Identify words and their spelling

Compare and contrast sentence components

Classify words and sentence patterns

Use correct punctuation marks

- 2 Pupils understand simple spoken English.

Specifications – Pupils:

Follow the sounds and their combination correctly

Follow intonation patterns and accent and link them to meaning

Group the significant ideas expressed

Understand the meanings of words in sentences

Follow the sequence of ideas expressed

Mark the tone of the speaker

Catch the purpose of the spoken language

Grasp the central idea of utterances

3 Pupils speak simple and correct English and communicate their ideas clearly

Specifications – Pupils

Speak with proper pronunciation

Speak reasonably fluently

Use appropriate words and patterns

Use varied sentence patterns

Arrange and present ideas in a proper sequence

Use proper emphasis to convey the meaning they want to convey

Avoid unnecessary repetitions

Use proper body language

Use extra-linguistic features such as pause, pitch modulation, intonation and accent properly.

4 Pupils read aloud English sentences, dialogues stories and lessons meaningfully.

Specifications – Pupils

Read aloud with proper pitch, pause, intonation stress and convey meaning of the sentences they read

1.2 read with proper emphasis

1.3 express emotions and feeling appropriately and clearly

1.4 enjoy reading

1.5 Take interest in public lectures, radio talks and such other programmes

and

master reading aloud.

5. Pupils read simple English silently and efficiently with comprehension

Specifications – Pupils

read quite fast

get at the meanings of words and phrases in the context

locate significant points

grasp the central idea

discriminate between main points and subsidiary ideas

sift relevant ideas from irrelevant ones

establish relationship between events, ideas and facts

infer the mood of the author, characters etc

6. Pupils write simple and correct communicative English

Specifications – Pupils

write legibly and neatly

spell words correctly

punctuate and capitalize appropriately

use appropriate words and sentence patterns

give an appropriate introduction when they write an essay or a story

conclude in a fitting manner

present ideas in a logical sequence

avoid unnecessary repetitions

Pupils recite poems and dramatize short plays

Specifications – Pupils

use appropriate rhythmic patterns
bring out feeling and emotions effectively
use proper facial expressions
use appropriate gestures
resist from using unnecessary breaks in the flow
enjoy reciting poems.

7. Pupils enjoy reading poems

Specifications – Pupils
recognize rhyming words
grasp the theme of the poem
enjoy the rhythm
memorize and quote beautiful lines.

8. Pupils develop interest in and love for English language and literature

Specifications – Pupils
read books other than those prescribed for study
read magazines and newspapers in English
make use of dictionaries and other reference books
collect beautiful quotations
listen to radio programmes and TV programmes in English.

9. Pupils acquire study skills

Specifications - Pupils
cultivate the habit of dictionaries and get information they require
read simple books and make notes
get to know and master the art of map reading and get information from them
master the skill of referring to telephone directory and find out the numbers they are
looking for skin and scan texts they have already read and find out points they have
missed.

The learner

The learners in Karnataka are a product of a multilingual society. Perhaps even English is not totally new to them. Quite a number of English words have found their way into our language repertoire. Karnataka has also introduced English in classes 1 to 4 to provide the young learners an exposure to English in an informal way. We may assume the following about the learners.

1. I language learners have a natural background of an environment which uses English.
2. II language and III language learners get an exposure to spoken English through the mass media and to a lesser extent, through its usage in the society.
3. The entrants at class V level, where English is introduced as a subject of learning would have had four years of informal exposure to English where in they are expected to have developed simple communication skills, the abilities of reading simple texts and copying a given text, i.e., words and simple sentences.

It is then necessary to pitch the learning experiences planned, to match the level of these learners. This is a departure from the existing syllabus where in the learner in class V was assumed to be at zero level as far as learning English's is concerned.

The Role of the Teacher/Facilitator

As a result of the change learner perceptions the role of the teacher also needs to be redefined. Role expectations of a teacher may be listed as follows.

1. Understand the learner background and his/her level of competence in English language.
2. Find out what the learner expectations are as far as leaning English is concerned.
3. Organise learning experiences to match the varying levels of learners.
4. Observe learners in the process of learning and provide constructive feedback.
5. Create a support system in the school that would help learners engage in self learning.

These expectations are different from the traditionally held view where a teacher is supposed to teach and the learners master whatever the teacher teaches. The teacher is now viewed as a facilitator of learning. Naturally, how a teacher facilitates learning becomes the major focus rather than what/how much he/she teaches.

This shift in the teacher role is an important aspect of the revised syllabus. How a syllabus is going to be transacted is a major concern of the syllabus revision. Hence it is proposed that a **detailed handbook** be prepared for the guidance of the teacher. Such a hand book will provide comprehensive inputs on the classroom processes and help teachers localize the learning experiences to be organised.

Learning of English – a conceptual framework

Though the ultimate goal of learning English is to develop the ability to communicate in English, it is not conceived so holistically at all levels. Usually learning is viewed in a linear manner, assumed to be taking place in increments. From a hierarchy of structures, functions and other grammar points, the learner is supposed to master certain identified aspects in each subsequent year. Mastery over a sum total of all these yearly learning over a period of time is thought of as learning. Such mastery is assumed to develop communicative ability among learners automatically.

The present syllabus questions this very assumption. Learners neither start at zero level, nor do they become total masters any time. The use of language is never partial. It is holistic. In each sample of some language use, we can see a combination of different abilities at play. Writing may be a product of reading or listening coupled with thinking, one's attitude and such personality traits. Speaking is not just vocalization of expressions. It includes the ability to respond to the demands of a situation, the ability to conceptualize one's response and lastly to articulate it through appropriate language. English language learning should be viewed from such a holistic perspective. If at all we think of certain specific skills or structures or function, it is only to facilitate better learning. Integrating such skills to one's total language repertoire should take priority in overall facilitation. The proposed hand book will provide a comprehensive base for such a view point.

The need to use authentic material

The view that language learning is holistic poses different challenge to the persons planning learning material. It is understandable that for providing a holistic learning experience, the texts used should also be authentic. The text prepared keeping in mind only structures and vocabulary to be mastered at a certain level can not provide an authentic context of language use. The texts that are created exclusively for the

purpose of providing exposure to English defeats the very idea of communication because they are prepared to communicate to nobody. However, we have also seen that artificially created texts can also serve some limited purpose. Perhaps we may have to strike a balance between these two points of view. While choosing texts preference can always be given to authentic material. Certain small adaptations can be made, if they can serve the purpose better. We can avoid defining the boundaries of a text first and then preparing it. Instead, we can choose a text and see how best it suits our purpose. This may appear to be a little cumbersome for the planners. But the learners will always be benefited by such efforts. Learning experiences based on such authentic texts would be a big leap towards providing holistic learning experiences.

Class Libraries

The teacher can create class libraries with the help of children. As far as one can see these can only be libraries of reading cards. They are things cut out from newspapers and magazines, things written out by children themselves based on the beautiful pictures they come across. Group leaders in the classes can act as group librarians. Cards with information gaps, matching tests etc. can generate the much desired interaction between pupils. The teacher can try to create one card a day with some reading passage and a few simple exercises. This itself will become a good library over a period of time.

Activity Based Learning

Classroom learning of a language is actually decontextualised. The more we make it natural and contextual, the better. One such attempt is made in providing authentic texts. Another strategy could be to organise a variety of learning activities which can provide a context for learning English and make learning experiential. Classroom processes can be thought of in terms of a variety of activities. Participation in each activity calls for a combination of a number of abilities. Starting from instructions until an activity reaches its logical end, the learners undergo experiences that are interrelated. That is how activities make learning experiential and holistic. The hand book for the teacher can include guidelines for organising activities in the class room.

Karnataka has already embarked on activity based methodology called 'Chaitanya'. Presently 'Chaitanya' methodology has been extended up to secondary level. These activities reduce the dependence of the teacher/learner only on the text books. Teachers now have the freedom to organise suitable learning experiences in the classroom. The revised syllabus will strengthen such efforts by the teacher.

The Task-Based Approach

This is a communicational way of teaching that should generate “interaction between the text/task on paper (i.e., the textbook) and the individual learner.” Individual effort is what is needed in our large classes. The hypothesis is that linguistic competence would arise in children through this way of teaching. “Linguistic competence involves not just being able to communicate meaning but, in that process, conforming to linguistic (i.e., grammatical and lexical) norms as well. Although learners in a task-based classroom can get their meaning across by means of ungrammatical expressions, task-based teaching is meant to enable them to achieve, in due course, grammatical conformity in their use of language.” (Second Language Pedagogy-1987, p69)

“Grammatical conformity in language use is thought to arise from the operation of some internal system of abstract rules or principles, and it is the development of

that system that task-based activity is intended to promote. While, that is to say, learners are engaged in an effort to understand and express meaning, a process of internal system development is hypothesized to go on at a sub-conscious level of their minds. The process of system building is thought to be activated or furthered by immediate needs to understand and express meaning but, once activated is capable of going beyond what is strictly called for by those immediate needs, achieving grammatical conformity in addition to communication. Learners in task-based activity are, at any given time, meeting the demands made on their understanding and expression by bringing into play such internal systems as they have developed so far (which, being in formative stages, may lead to miscomprehension or ungrammatical expression) but, in doing so, they are also developing these systems a little further. It is in this sense that meaning-focused activity constitutes a condition for language acquisition without success in such activity being identical with language acquisition.”

Core Elements

1. Abide by the constitution and respect its ideals and institutions, the National Flag and National Anthem.
2. Cherish and follow the noble ideals which inspired our national struggle for freedom.
3. Uphold and protect the sovereignty, unity and integrity of India.
4. Defend the country and render national service when called upon to do so.
5. Promote harmony and the spirit of common brotherhood among all the people of India transcending religious, linguistic and regional or sectional diversities to renounce practices derogatory to the dignity of woman.
6. Value and preserve the rich heritage of our composite culture.
7. Protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for the living creatures.
8. Develop the scientific temper, humanism and the spirit of enquiry and reform.
9. Safeguard public property and abjure violence.
10. Strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

Core values for learners of English language

The values to be cultivated among learners in language classrooms are different from those that can be focused on in other subjects. These values emerge from the intrinsic worth of a language. This does not mean that other values like truthfulness or non-violence are to be neglected. Such universal values form the basis of all educational endeavours. But the values listed below are specific to languages, English, in the present case. It is advised that the textbook writers take special care to ensure that the learners develop these values as a result of the learning experiences that are to be organised inside the classroom.

LIST OF VALUES

- | | |
|--|---------------------------------|
| 1. Reverence for life in all its forms | 2. Ambition |
| 3. Cleanliness | 4. Contentment |
| 5. Courage | 6. Creativity |
| 7. Determination | 8. Dignity of labour |
| 9. Diligence | 10. Excellence |
| 11. Honesty | 12. Hope |
| 13. Maturity | 14. Regularity |
| 15. Punctuality | 16. Self-motivation |
| 17. Simplicity | 18. Accountability |
| 19. Feeling of common good | 20. Brotherhood |
| 21. Concern for environment | 22. Courtesy |
| 23. Dialogue | 24. Dutifulness |
| 25. Forgiveness | 26. Freedom |
| 27. Friendship | 28. Gratitude |
| 29. Hospitality | 30. Justice |
| 31. Love | 32. Magnanimity |
| 33. Patience | 34. Repentance |
| 35. Responsibility | 36. Service |
| 37. Sharing | 38. Sportsmanship |
| 39. Sympathy | 40. Team Spirit |
| 41. Tolerance | 42. Integrity |
| 43. Sense of Responsibility | 44. Compassion |
| 45. Charity | 46. Self restraint |
| 47. Control of the senses | 48. Love and forbearance |
| 49. Purity | 50. Austerity |
| 51. Devotion to God | 52. Spiritual Wisdom |
| 53. Self discipline | 54. Dispassion |
| 55. Endurance | 56. Plenty |
| 57. Submissiveness | 58. Equity |
| 59. Meditation | 60. Truth |
| 61. Non-violence | 62. Equality |
| 63. Sarva Dharma Sambhavana | 64. Self realisation |
| 65. Good Citizenship | 66. Duty consciousness |
| 67. Leadership | 68. Obedience |
| 69. Fair play | 70. Cheerfulness and acceptance |
| 71. Hard work and Zeal | 72. Social Service |
| 73. Respect for rules | |

Standard I

- | | |
|-----------------------------------|------------------------|
| 1. Love towards parents | 2. Cleanliness |
| 3. respect for elders | 4. Friendship |
| 5. Truthfulness | 6. Politeness |
| 7. Devotion of God | 8. Simplicity |
| 9. Environment (Love for nature) | 10. Not hurting others |

Standard II

- 11. Love for brothers & sisters
- 13. Love for animals (Pets)
- 15. Taking care of your belongings
- 17. Punctuality
- 19. Obedience
- 12. Service to elders at home
- 14. Value for friendship
- 16. Honesty
- 18. Love for the Nation

Standard III

- 20. Friendship
- 22. Punctuality
- 24. Being happy
- 26. Using beautiful language
- 28. Sincerity (Whatever you do, do it well)
- 21. Sharing
- 23. Caring
- 25. Determination
- 27. Environment (Growing Plants)

Standard IV

- 29. Commitment to learning
- 31. Empathy
- 33. Sacrifice
- 35. Truthfulness
- 37. Self-control
- 30. Love of one's country
- 32. Loyalty
- 34. Forgiveness
- 36. Non-covertness
- 38. Cleanliness

Standard V

- 39. Controlling anger
- 41. Desire to learn
- 43. Courage
- 45. Punctuality
- 47. Determination
- 40. Gratitude
- 42. Dignity of labour
- 44. Love for grand parents (Elders)
- 46. Environment
- 48. Showing Mercy

Standard VI

- 49. Love for beautiful things around us
- 51. Self-esteem
- 53. Self-reliance
- 55. Helpfulness
- 57. Service to man is service to God
- 50. Cheerfulness
- 52. Being gracefulness
- 54. Taking responsibility
- 56. Contentment
- 58. Love of environment

Standard VII

- 59. Changing weakness to strength
- 61. Endurance
- 63. Courage
- 65. Right attitude
- 67. Environment (Avoiding plastic)
- 60. Self-reliance
- 62. Love to parents
- 64. Brahmacharya
- 66. Forgiveness

Standard VIII

- 68. Friendship
- 70. Patriotism
- 72. Optimism
- 69. Determination
- 71. Dedication
- 73. Social grace

- 74. Love for teachers
- 76. Happiness
- 78. Environment (Pollution)

- 75. Work is worship
- 77. Emotional balance

Standard IX

- 79. Faith
- 81. Work is Worship
- 83. Being the member of the Society
- 85. Environment (How to make our Environment clean)
- 88. Leadership

- 80. Self confidence
- 82. Love for the Self
- 84. Let everyone be happy
- 86. Tolerance
- 87. Crisis Management

Standard X

- 89. Faith in oneself and others
- 91. Social Justice
- 93. Self-realisation
- 95. Leadership
- 97. Self discipline

- 90. Faith in universal brotherhood
- 92. Duty towards preserving and fostering environment
- 94. Social Service
- 96. Fair play
- 98. Self management

Study Skills

1. The learner employs skills and strategies essential for learning English and for using English to aid the learning of other subjects.
2. The learner uses a variety of reference sources
 - a. she/he uses a suitable dictionary to find the meaning, spelling, usage and pronunciations
 - b. she/he uses reference books, e.g. the dictionary and a simple grammar book, to correct his own written work
 - c. she/he looks for information in reference sources such as encyclopedias, timetables, catalogues, and brochures
 - d. she/he locates information by using list of contents, footnotes, glossaries, indexes, etc. attached to prescribed textbooks.
3. The learner interprets and uses symbols, headings, sub-headings, numbering, etc.
 - a. she/he understands and interprets information presented in a chart, table, graph, etc.
4. The learner employs the most effective reading strategy to suit the material he reads and the purpose of reading
 - a. she/he skims a text to get the overall idea and organization
 - b. she/he scans. a text to locate specially required information
5. The learner extracts the important points from a written text (or a lecture) and converts them into a summary
 - a. she/he makes notes or outlines of what he studies, and develops fuller pieces of writing from the notes or outlines.

Understanding student learning

The most popular technique of understanding student learning is to conduct written tests. In reality, writing is not the major activity undertaken by a language user. For

teachers it may appear to be quite comfortable to work with written tests. But written tests can give only a partial view of a student's learning. In public examinations written tests may be used extensively. But the written tests cannot give any substantial feedback to the learner on his/her learning abilities and styles. Student learning should be understood in all its dimensions. Only then the teacher will be able to provide a comprehensive feedback to the learners.

Karnataka has a public examination at the terminal stage of school education, i.e. at class X. Up to Class IX, individual teachers conduct their own tests and examinations. Teacher made tests are localised and hence relate to the learner contexts better. In class X, the evaluation is basically summative. The evaluation done at the end of each semester are summative in a limited sense.

The semester end evaluation need to be considered an input to the teacher for organising learning experience in the next semester. In the light of the above distension, two types of evaluation schemes are proposed.

- a. **Formative evaluation** through observations, peer feed back and portfolios.
- b. **Summative evaluation** with due emphasis on spoken and written skills. Spoken skills can be focused more up to class VII. In classes VIII and IX students must be gradually exposed to the type of summative evaluation done at the end of class X.

The scheme of evaluation at the end of class X will remain as suggested by the KSEEB for the time being. But up to class IX different techniques of formative evaluation can be employed. A detailed presentation on ongoing observation, using peer feedback and maintaining portfolios for understanding student learning can be included in the teacher's hand book.

Criteria For Choosing Passages For Reading And Listening Activities

1. As already stated these passages must be chosen keeping in mind the thematic content, core elements and values listed as far as possible.
2. It is highly desirable to choose authentic language material for providing language practice and for teaching reading and listening skills for all classes from I to X.
3. Plenty of good samples of natural and idiomatic English are found in Children's Encyclopedia, Folk Tales Retold in English, Readers Digest, News Paper sections for children and children's magazines. Materials to suit the standards may be taken from these sources, and suitably adapted.
4. Monolingual or bilingual glossaries, mini dictionaries may be prepared using defining vocabulary and 1000 word Vocabulary lists given in this curriculum. Such glossaries may be given at the end of each lesson or at the end of the textbook and suitable exercises to train the children in study and reference skills may be included. It is to be highlighted here that without such exercises learners cannot be made self-reliant and independent.
5. It is equally important to remember that the passage to be taken from source books for reading need to provide representative samples of expressive, informative or expository and argumentative styles of writing.
6. Text Book writers may take care to see that while presenting prose passages at least one representative sample of each of the text types like letters, news paper editorial, news paper stories, tourist brochure, information booklets, advertisements etc. may be chosen and suitably exploited for language practice, vocabulary study and skill training. It is believed that the text types

and styles of writing mentioned above will be highly useful in illustrating paragraph, rhetorical patterns, and other academic skills of writing like note making, paraphrasing and summarizing.

7. While choosing passages for listening the linguistic levels of the students, at each stage and the complexity of the listening task need to be borne in mind.
8. The linguistic content provided in the form of functions, structures and notions may be also kept in mind while choosing the passages.
9. The graded lists given with this syllabus are to be treated as general guidelines. It is understandable that language use does not happen in such strictly graded manner. The major focus should be on holistic language practice. The gradation of the tasks suggested should be based on conceptualisation, complexity of thinking involved and the communicative situation. Mere grading in terms of structures and vocabulary may not be of much help because basic language used has to remain the same for all classes. Hence the textbook writers

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD . I

Listening	Speaking	Reading	Writing
Listen to simple words, phrases, and sentences referring to familiar objects, animals and people and recognize their meaning.	Repeat with understanding words, phrases and sentences after the teacher.	Say aloud words, phrases and sentences referring to people and their things around them.	Write letters of the alphabet (both capital and small) in italic unjoined style.
Listen and respond to oral instructions, and action songs.	Repeat meaningfully rhymes, songs and poems	Read aloud simple printed words and sentences from the board and in print	Write down words, phrases and sentences dictated by the teacher.
Listen and enjoy nursery rhymes and simple poems	Answer simple questions.		Write down the names of familiar objects around them.
Listen to simple short stories.	Say rhymes of their own		Write short sentences referring to himself/herself and his/her immediate
	Say numbers from one to twenty.		

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD II

Listening	Speaking	Reading	Writing
Listen and respond to classroom talk of the teacher (instruction, commands and directions)	Speak simple words phrases and sentences on their own.	Read aloud phrases and sentences form the chalk board and printed matter.	Write letters of the alphabet using joined italic type.
Listen and recognise simple sentence pattern presented by the teacher.	Say rhymes and recites short poems on their own.	Read Silently with understanding short passages and stories	Copy down words, phrases and sentences form the chalk board, writing strips and printed matter.
Listen and enjoy rhymes and songs.	Ask and answer simple questions (wh/yes or no type).		Write down words, phrases and sentences and answer questions on their own, during the lesson
	Speak a few sentences on known topics.		

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD III

Listening	Speaking	Reading	Writing
Listen and understand instructions for performing a group activity.	Read words, phrases and sentences accurately with proper pronunciation and intonation.	Read aloud short poems, dialogues, and stories meaningfully with proper pauses, stress and intonation.	Copy words, phrases and sentences neatly, legibly in unjoined italic handwriting.
Listen and understand conversations and dialogues in familiar situations	Respond to greetings appropriately.	Read silently fairly long passages	Write with appropriate punctuation marks-words and sentences dictated by the teacher.
Listen and understand simple but unfamiliar poems, songs, and stories.	Take part in simple conversations initiated by the teacher.	Read name boards, newspaper headlines, labels and information brochures with understanding.	Do Simple controlled and guided composition exercises (Grammar based
	Ask and answer simple questions in the classroom.		Write small riddles and jokes independently.

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD IV

Listening	Speaking	Reading	Writing
Listen and grasp main ideas in new items and discussions held on Radio and T.V.	Recite poems	Read silently and understand-name boards, newspaper headlines, telegrams, short advertisement etc.	Write down small paragraphs in joined italic handwriting with proper punctuation marks.
Listen with understanding to important talks on familiar subjects on Radio and T.V	Speak simple sentences spontaneously with proper pronunciation, stress and intonation.	Read silently with 60 to 70 percent comprehension lessons in the text book independently.	Write simple controlled compositions-narrative and descriptive, with the help of the teacher.
Listen to conversations, dialogues and sports commentaries on the Radio and the T.V.	Describe objects, persons, pictures and actions with appropriate phrases or sentences.	Read and enjoy silently stories and articles related to familiar topics in magazines and newspapers.	Answer both short and long answer questions in tests and exams.
	Ask and answer simple questions in the classroom and outside.		Do journal writing (diary of events).

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD V

Listening	Speaking	Reading	Writing
Listen with understanding to conversations, dialogue, and stories.	Speak spontaneously in classroom and outside.	Read silently and enjoy-short stories, folk tales and classics.	Copy words, phrases and sentences from the textbooks, chalk board-joined italic handwriting with increased speed.
Listen to instructions and perform actions accordingly.	Participate in conversations and debates actively.	Read silently and enjoy-long narrative and descriptive poems	Write short paragraphs and essays (descriptive and narrative) in response to questions, independently on familiar topics objects, places and persons.
	Tell a story with proper voice modulation.	Read silently and understand instructions for carrying out activities both inside and outside the classroom.	Write personal letters, notes-to family members and invitations and announcements.
	Make short simple announcements with the guidance of teacher.	Read and make notes from a printed text.	Write posters in groups for special occasions.

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD VI

Listening	Speaking	Reading	Writing
Listen and understand short talks (record or live) topics related to school subjects other than English.	Speak fluently and spontaneously in classroom discussion and social situations.	Read and enjoy supplementary materials like-comics, story books, newspapers and magazines.	Write small and continuous paragraphs on (a) a given topic with guidance from the teacher. (b) general ideas, make notes, structure and prepare drafts for essays and articles for children's magazines.
Listen and understand the teacher's reading of poems and one-act plays.	Speak for about 3-5 minutes on a given topic.	Read and make notes from Thesaurus, Dictionary and other subject reference books like Encyclopedia.	Read, revise and comment on peer's articles.
Listen to recorded talks and make notes.	Participate actively in role play, dialogues, discussions and debates	Read with 70-80 % comprehension, familiar passages and answer questions orally.	Produce final version with the help of teacher.
Listen to news bulletins, discussions, science programmes and other items on Radio and T.V.			Write short essays, letters, telegrams, small ads, independently
			Write short stories independently.

SKILLS FOCUSED I LANGUAGE ENGLISH STANDARD VII

Listening	Speaking	Reading	Writing
Listen to a conversation taken from a play and respond critically.	Speak with considerable fluency in both formal and informal situations independently.	Read silently with appropriate speed and 70-80% comprehension- literary and authentic passages taken from everyday life situations.	Write with appropriate speed and comprehension, answer text book questions and do tasks like paragraph writing, essay writing etc. on familiar and unfamiliar topics
Listen to an unfamiliar passage to do tasks.	Speak for about 5-6 minutes on a given topic.	Read and understand long narrative and descriptive poems and simple literary pieces (both Indian & Foreign)	Write with requisite accuracy and appropriacy.
Listen to a recorded speech and answer comprehension questions	Converse with friends, family members, and others using language appropriate for the occasion.	Read and enjoy stories by familiar authors.	Write free compositions- stories, dialogues, informal letters information booklets, newspaper reports etc.
	Participate in role play, skits, discussions and debates actively.	Read and understand newspapers, magazines science and sports reports.	Write messages for telegrams fax & email
			Write paraphrases and summaries based on reference material.

Scheme of Evaluation for semester examination I language (Classes I to VII)

Oral Test : 25 marks

	Skill/Objective	Content Area	Marks
Group	Listening Comprehension	Unseen Story	5
	Spelling, punctuation (dictation)	Unseen passage	5
Individual	Speaking	Prescribed poems	5
	Speaking	Communication	5
	Reading Aloud	Prescribed prose	5

Analysis of the Oral Test

Mode of Test

1. Group : 40%
2. Individual : 60%

Skills/Objectives

- | | |
|-------------------------------|-----|
| 1. Listening comprehension : | 20% |
| 2. Speaking : Recitation : | 20% |
| Communication : | 20% |
| 3. Reading aloud : | 20% |
| 4. Language (spelling, etc) : | 20% |

Content Areas

- | | |
|-----------------------------------|-----|
| 1. Prescribed material | |
| (Prose :20% poems : 20%) : | 40% |
| 2. Unfamiliar material | |
| (Listening : 20% Dictation : 20%) | 40% |
| 3. Oral Communication : | 20% |

Written Examination

Part	Skill/Objective	Content Area	Marks
A	Knowledge of content	Reader Prose	25
		General	20
		handwriting	5
B	Language	Structure	10
		Vocabulary	5
	Reading Comprehension	Reader-Prose	10
		Reader-Poems	5
		Unseen Passage	10
	Study Skills	General	10

Analysis of the Paper

Skills / Objectives

1. Knowledge of content Reader :	25	25%
2. Language Structure :	10	15%
3. Comprehension Reader-Prose :	10	
Reader-Poems :	5	
Unseen-Prose :	10	25%
4. Writing		
Composition :	20	
Handwriting :	5	25%
5. Study skills :	10	10%

Content Areas

1. Prescribed Reader :	40	40%
2. Unseen Prose :	10	10%
3. Language :	15	15%
4. Writing :	25	25%
5. Study skills :	10	10%

Suggested format of the Readers (for I language classes I to VII)

Each unit can have three parts.

Part A will have the lesson. Depending on the class, the content coverage may vary. While in lower classes, more pictures and less of text is preferred, in higher classes authentic texts of about 500 words can be given. This can be finalised by the textbook writers.

Part B will have worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.

Part C will have suggestions for project work/self learning activities. It can also include a sample question paper for the semester examination.

Format for teacher's hand book

1. Preface
2. How to use this book?
3. Contents
4. Theoretical issues related to teaching English.
5. Salient features of the Reader
6. Unit wise notes for the teacher with the following sections.
 - a. How to transact the prose lesson?
 - b. How to transact the poem?
 - c. Two passages for providing listening practice.
 - d. Activities to help learners work out the exercises given in worksheets.
7. Any other support material.

SKILLS FOCUSED II LANGUAGE ENGLISH STANDARD V

Listening	Speaking	Reading	Writing
Listen to simple words, phrases, and sentences and associate them with their meanings.	Repeat words, phrases and sentences correctly after the teacher. Make responses to simple sentences.	Recognise words in English and associate them with objects and pictures.	Copy out and practice patterns, letter shapes and letters (Capital and small) demonstrated by the teacher.
Listen to requests, simple instructions and questions and respond appropriately.	Say rhymes and action songs with gestures and actions	Read aloud simple words, phrases and sentences from the book (Print material)	Copy out words, phrases and sentences neatly and legibly in unjoined italic style.
Listen to rhymes, songs and repeat them. Listen to simple and short stories.	Give appropriate responses to greetings and enquiries	Read aloud written words, phrases and sentences from the chalk board and flash cards.	Write words, phrases and short and simple sentences dictated by the teacher
	Ask and answer simple questions		Write simple words, phrases and sentences independently in response to teacher's instructions.

SKILLS FOCUSED II LANGUAGE ENGLISH STANDARD VI

Listening	Speaking	Reading	Writing
Listen and understand simple sentences.	Repeat words and sentences after the teacher including the stress patterns demonstrated by the teacher.	Read aloud phrases, and sentences with proper intonation.	Copy out and practice italic script joining the letters.
Listen and understand requests/commands/classroom instructions and questions.	Describe pictures and processes in simple phrases and sentences.	Read silently and understand short and simple passages.	Write down sentences from the chalk board and printed books.
Listen and understand simple dialogues, conversations, short stories, description of places and things when presented along with pictures.	Narrate simple incidents/daily routines in response to simple questions.	Read aloud conversations, short stories and recite poems meaningfully.	Write answers to simple questions.
Listen and understand the syllabic stress in a word.			
Listen and understand the use of strong and weak forms in connected speech			

SKILLS FOCUSED II LANGUAGE ENGLISH STANDARD VII

Listening	Speaking	Reading	Writing
Listen, understand and respond to requests/commands/and instructions.	Say rhymes rhythmically	Read and understand longer passages silently.	Copy words, phrases and sentences neatly and legibly in joined italic style.
Listen to short stories, conversations and answer comprehension questions.	Recite simple poems.	Read poems and songs with proper pronunciation, stress, pause and intonation.	Write words and short sentences dictated by the teacher with appropriate punctuation.
Listen to variation in stress in connected speech and repeat.	Ask and answer simple questions	Read and understand name boards, newspaper headlines, ads and pamphlets.	Write simple controlled descriptive sentences and small paragraphs of four to five sentences on their own.
	Use language to carry out simple tasks		
Listen to and understand the importance of tonal variation in utterances.	Pronounce words with proper stress.		Write short and long answers for questions given in class tests and exams.
	Take part in simple and short conversations.		

Scheme of Evaluation for semester examination II and III language.

Sl. No.	Areas to be covered	weight %		
		V	VI	VII
Oral Test (Group)				
1	Listening Comprehension			
1.1	Story (unknown)	10	10	10
1.2	General (unknown)	10	10	10
Oral Test (Pair)				
2	Communication - Conversation (known content)	10	10	5
Oral Test (individual)				
3	Reciting a poem	10	5	5
4	Reading aloud	10	5	5
5	Answering questions (prescribed text)	10	10	5
		60	50	40

Sl. No.	Areas to be covered	weight %		
		V	VI	VII
Written test				
1	Reading comprehension I			
1.1	Story (unknown)	10	10	10
1.2	General – a short paragraph (unknown)	0	5	10
2	Reading comprehension II (unknown) (Sequencing, identifying two stories)	5	5	5
3	Reading comprehension III poems	0	0	5
4	Copying a given text	5	5	5
5	Writing a poem from memory	5	5	5
6	Vocabulary	10	10	10
7	Usage	5	10	10
		40	50	60

Note: Unknown passages have been suggested for reading and listening comprehension to reduce rote learning of textual contents. It is hoped that learners will not resort to memorising.

Suggested format of the Readers (for II language classes V to VII)

Each unit can have three parts.

Part A will have the lesson. Depending on the class, the content coverage may vary.

While in lower classes, more pictures and less of text is preferred, in higher classes authentic texts of about 500 words can be given. This can be finalised by the textbook writers.

Part B will have worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.

Part C will have suggestions for project work/self learning activities. It can also include a sample question paper for the semester examination.

Coverage I semester

Total No. of Periods Available	:	80 periods of 40 minutes each
Prose	:	35 (5 Lessons)
Poetry	:	20
Testing, Evaluation and Remedial Teaching	:	20
Evaluation	:	05
Total	:	80 Periods

Coverage II Semester

Total no of Periods available	:	70 (Periods of 40 minutes each)
Prose	:	28 (3 Lessons)
Poetry	:	16 (3 Poems)
Testing Evaluation	:	17
Remedial Teaching	:	
Evaluation	:	09
		70 Periods

NOTE: The suggested length may vary from class to class depending on the level. This can be fixed by the textbook writers while actually preparing the Readers.

Format for teacher's hand book

8. Preface
9. How to use this book?
10. Contents
11. Theoretical issues related to teaching English.
12. Salient features of the Reader
13. Unit wise notes for the teacher with the following sections.
 - a. How to transact the prose lesson?
 - b. How to transact the poem?
 - c. Two passages for providing listening practice.
 - d. Activities to help learners work out the exercises given in worksheets.
14. Any other support material.

Syllabus for Classes VIII to X I language

1 Readers for each class should have ten lessons and ten poems. The themes chosen should relate to the ten core elements. Each reader should have a section at the end of about 30 pages of Supplementary Reading Material (to be examined).

2. Suggested areas:-

- a. Stories – 3(One should be with an Indian setting (preferably from our epics))
- b. Our Constitution
- c. On science-Biography of a Scientist, Story of an invention/exploration
- d. On Environment
- e. An essay
- f. A Letter
- g. Biographical sketch of a great leader-preferably an Indian (not living) one lesson each in VIII, IX and X.
- h. On a sports personality/event
- i. Social Service
- j. Our festivals
- k. National Integration
- l. Transportation and communication
- m. Population
- n. India's Freedom struggle
- o. From the World of animals/birds/creatures

Two lessons or at least one should be a short play/scene from a longer play, preferably by an Indian writer with an Indian background. Lesson should highlight the ten core-elements

3. Authentic texts should be used as far as possible.
4. If the pieces are difficult, they should be edited specially for standard VIII.

Each lesson should have exercises on:

- a. comprehension at various levels.
- b. vocabulary/spoken English.
- c. language items/spelling/punctuation/grammar.
- d. composition.
- e. exercises on paired and group work based on values prescribed.

A few exercises should be suitable for group and paired work.

In the text book for each class, there should be supplementary reading material, preferably one long story (an abridged classic) and it is to be evaluated. There should be two questions carrying five marks each.

Poems:

- (a) There should be ten poems (about 300 lines) 60 lines for memorization (to be specified) At least three poems should be by Indian Poets. No poem should be beyond 30 lines.
- (b) Each poem should have a note on the poet.
- (c) There should be exercises on comprehension and appreciation.
- (d) Suggested material for reading.

Composition:-

Forms a very important part of teaching/learning process at this stage. The learner should be introduced to different forms of writing namely writing of paragraphs, essays, letters (official, business and personal, reports, summarizing and precis).

Grammar:

All the topics listed under grammar for V, VI and VII should be reinforced in VIII, IX, and X. The following aspects should be covered under grammar.

1. parts of Speech
2. tense forms. Finites and Non finites, Infinitives, gerunds.
3. degrees of comparison.
4. complex idioms and phrases.
5. reported speech.
6. the passive voice.
7. transformation of simple, complex and compound sentences.
8. analysis of Sentences.
9. synthesis of Sentences.

Stylistics.

Prosody, diction, figures of speech, major material forms sonnets, couplets, ballads, odes and lyrics should form part of the study at this level.

Vocabulary.

As the students at all levels are exposed to the world of knowledge through the media they are usually exposed to the world of experience and they should learn more and more words. The break up for each class is as follows:

Standard Vocabulary	Active Vocabulary	General/Recognition	Total
VII	750	750	1500
IX	750	750	1500
X	1000	750	1750

The students must be encouraged to read not only their text books but also other materials and encouraged to examine critically all facts, ideas and events present in the reading material and form their own judgment. Intensive practice in writing can be given by way of writing reports of fields visits, answers to questions based on the text, invitations applications for leave etc.,

Allocation of periods:

No. of periods available: 210 (Six periods per week for 36 weeks)

For ten prose lessons	100
For ten Poems	30
Supplementary Reading	25
Testing, evaluation and remedial teaching	40
Examinations (2)	15
	210

Note:The lessons can be conveniently distributed into two semesters. This decision can be taken by the textbook writers.

Scheme of Evaluation for semester examination I language (Classes VIII & IX)

Oral Test : 25 marks

	Skill/Objective	Content Area	Marks
Group	Listening Comprehension	Unseen Story	5
	Speaking	Prescribed poems	5
Individual	Speaking	Communication	5
	Reading Aloud	Prescribed prose	5

Written Examination 100 marks

Part	Skill/Objective	Content Area	Marks
A	Knowledge of content	Reader Prose	20
		General	30
B	Language	Structure	10
		Vocabulary	5
	Reading Comprehension	Reader-Prose	10
		Reader-Poems	5
Unseen Passage		10	
Study Skills	General	10	

Use of Modern Technology:

Computer has become an inseparable part of modern life and education. Provision should be made in the text books in the form of exercise/activities which should lend themselves for the use of computers.

Syllabus for Classes VIII to X II language

Suggested areas

1. Stories – VIII-3, IX and X – 2 each
At least one of the stories should be from one of the Indian Epics
2. One lesson should be on environment and its protection
3. One lesson could be on a theme of adventure. A short play preferably by a Indian writer
4. One lesson should be a biography/autobiography of a scientist/freedom fighter/social reformer/ explorer etc., (Mahatma Gandhi, L.B. Shastri, Subhas Chandra Bose, Homi Baba, J.C. Bose, Bhagat Singh, Dayananda Saraswathi, Vivekananda, Jhansi Lakshmi Bai, Obawa, Rani Chennamma, etc., Select one each for each class.)
5. Population Education
6. Secularism
7. On Sports/Sports personalities/events/interview etc.,
8. On a scientific theme without getting into technicalities
9. Planning and development in India
10. Festivals (may be in the form of a letter)
11. Arts and Culture
12. Entertainment
13. Mass Media
14. India's Freedom struggle
15. Transport and Communication
16. Social Service
17. From the world of animals and creatures
18. Wonders of the World

At the end of the Reader (Text book) there should be thirty pages of interesting and simple reading material (five short stories) to help learners cultivate reading habits and this is to be evaluated.

Poems

Poetry is mainly for enjoyment and not so much for language learning and therefore there should be eight poems, a maximum of 150 lines. No poem should exceed 30 lines. 40 lines are for memorization. Out of the eight poems a minimum of 2 should be by Indian poets. It may also be kept in mind that one can not strictly go by these prescriptions as the poems have to be taken as they are available.

The poems chosen may be on the following themes.

- a. Patriotism
- b. Story poems
- c. On nature
- d. On adventure
- e. On animals
- f. On a social theme (Sarojini Naidu, Tagore, Ezekiel etc.,)

Formal Grammar

Formal grammar lessons must be based on items of grammar, which have already been taught in the form of teaching items. Grammatical labels and rules may be given after a brief revision of the items. The following aspects should be covered under grammar.

1. parts of Speech
2. tense forms. Finites and Non finites, Infinitives, gerunds.
3. degrees of comparison.
4. complex idioms and phrases.
5. reported speech.
6. the passive voice.
7. transformation of simple, complex and compound sentences.

Composition

Written work in the form of composition forms part of each unit. Suggestions are given in the text book for the unit concerned. The following broad suggestions, however, may be followed.

1. Plan oral preparation before asking learners to write an exercise
2. Help them organize the material in the right sequence into neat paragraphs.
3. Help them use the right linkers to join sentences so that they do not write disjointed sentences.
4. Depending on the linguistic level of the class, write either the entire composition on the blackboard or write clues which learners may use and write the piece on their own.
5. Themes can be chosen from the text or the core elements prescribed for each class.

Vocabulary

1. As the students at all levels are exposed to the world of knowledge through the media, they get more experience and they should learn more and more words. The break-up for each class is as follows:

Standards	Active Vocabulary	Recognition Vocabulary	Total
VIII	300	400	700
IX	400	400	800
X	500	500	1000
Total			2500

In order to help learners master a vast vocabulary supplementary reading materials are to be provided at the end of each textbook. This part serves as the non-detailed text which is to be examined at the end of the year.

- Computer has become an indivisible part of modern life. The learning materials should include exercise and activities which could lend themselves to the use computers.

Allocation of Periods

Number of periods available	180
Teaching prose 8 lessons	96
Teaching 8 Poems	24
Testing and evaluation Remedial Work	40
Examinations(2)	20
	180

Note: The lessons can be conveniently distributed into two semesters. This decision can be taken by the textbook writers.

Scheme of Evaluation for semester examination II and III language.

Sl. No.	Areas to be covered	weight %		
		VIII	IX	
Oral Test (Group)				
1	Listening Comprehension			
1.1	Story (unknown)	10	10	
1.2	General (unknown)	10	10	
Oral Test (Pair)				
2	Communication - Conversation (known content)	5	0	
Oral Test (individual)				
3	Reciting a poem	5	0	
4	Reading aloud	5	0	
5	Answering questions (prescribed text)	5	10	
		40	30	

Sl. No.	Areas to be covered	weight %		
		VIII	IX	X
Written test				
1	Reading comprehension I			
1.1	Story (unknown)	10	10	
1.2	General – a short paragraph (unknown)	10	10	
2	Reading comprehension II (unknown) (Sequencing, identifying two stories)	5	10	
3	Reading comprehension III poems	5	0	
4	Copying a given text	5	5	
5	Writing a poem from memory	5	5	
6	Vocabulary	10	15	
7	Usage	10	15	
		60	70	

Class X will have the same scheme as given by the SSLC Board.

Format for the textbooks

Each unit can have three parts.

Part A will have the lesson. Depending on the class, the content coverage may vary.

While in lower classes, more pictures and less of text is preferred, in higher classes authentic texts of about 500 words can be given. This can be finalised by the textbook writers.

Part B will have worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.

Part C will have suggestions for project work/self learning activities. It can also include a sample question paper for the semester examination.

Suggested format of the Readers (for II language classes V to VII)

1. Preface
2. List of skills
3. Contents
4. 8 Units with the following sections in each of them.
 - A - a prose piece on one of the themes suggested - about 700 words - authentic text with minor modifications if necessary - comprehension exercise, glossary. (Illustrations need to be suggested)
 - a short poem along with exercises – simple poems that suit the levels of children should be selected.
 - B - Worksheets for language practice to provide opportunities for conversation practice, writing, grammar practice activities - exercises for listening.
 - C - Suggestions for project work/self learning activities.
5. A samples question paper for the semester examinations

Note: Textbook writers can make use of lists of structures and functions, standard vocabulary lists, list of tasks, list of notions for their reference when the Readers are being prepared.