

বিষয় : ইংরেজি

## **Introduction**

The purpose of teaching English at primary level is to help students develop competence in all four language skills in English through meaningful and enjoyable activities. The primary curriculum has been revised in the light of the National Education Policy, 2010, which emphasizes learning English for communicating locally and globally. Based on the aims and objectives of Primary Education, the curriculum has set Subjectwise Terminal Competencies, Class-wise Attainable Competencies and Learning Outcomes contents, Planned activities of English for the guidance of teachers, textbook writers and teacher trainers.

## **Objectives**

The main objectives of learning English at this level are:

- I. to understand simple commands/ instructions/ requests and carry them out.
- II. to speak English to talk about day to day life and fulfill communicative functions.
- III. to read and understand different types of texts appropriate to the learners' ability level.
- IV. to write English to describe persons, objects, places and events and to express needs and feelings.

The new English curriculum has taken the word 'globally' into consideration and hence set the teaching-learning activities in a more global context.

- It has included 'filling out forms', interviews, etc. in the planned learning activities in class-5.
- Some basic routine expressions needed for social interaction have been introduced at every level.
- Emphasis has been given on Listening and Speaking as the foundation on which to develop Reading and Writing skills. Content for pronunciation, stress and intonation have been specified for each class.
- Topics/themes have been suggested in a way that would help students address the needs of real life situations, for example, authentic texts such as announcements, instructions with or without signs/symbols, medical instructions, etc.
- Suggestions have been made to include audio video materials for the development of Listening and Speaking skills, particularly for pronunciation.
- Planned activities against most of the learning outcomes have been presented in a way to indicate teacher and student activities.

- Teacher's Training with prior emphasis on developing Teacher's own language skills has been strongly suggested as what the teachers are expected to do in classroom to involve and engage the students in communicative language activities is directly linked with the teachers' own competence in the language skills.
- Inclusion of the English sound symbols with examples and explanations in the Teacher's Guide has been suggested.
- Suggestion has been made to include a section on sample classroom language in the Teacher's Guide.

The proposed curriculum deems that the student-teacher ratio as suggested by the 2010 National Education Policy is a very important factor for students' interaction in classroom as well as successful monitoring and evaluation of students' progress, and must be maintained.

## **Subject wise Terminal Competencies**

### **Listening**

1. to recognize basic English sound differences, stress and intonation.
2. to understand simple commands, instructions and requests and carry them out.
3. to understand simple questions and statements.
4. to listen to, understand and enjoy simple rhymes, poems and stories.

### **Speaking**

1. to use English sounds, stress and intonation appropriately .
2. to exchange greetings and farewells and to make introductions.
3. to ask and answer questions .
4. to recite rhymes and poems.
5. to say the names of the days of the week and the months, and to tell the time.
6. to talk about simple things and actions.
7. to give instructions, commands and to make requests.
8. to take part in conversations on topics related to students' daily life.

### **Reading**

1. to read aloud texts with proper pronunciation, stress and intonation.
2. to recognize and read both cardinal and ordinal numbers.
3. to read the names of the days of the week, the months and the time.
4. to read aloud poems with proper stress and intonation.
5. to read silently with understanding paragraphs, stories and other text materials.
6. to read instructions and carry them out.
7. to recognize punctuation marks and read accordingly.

### **Writing**

1. to write non-cursive and cursive letters both capital and small.
2. to write cardinal and ordinal numbers.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.
4. to write figures for words and words for figures.
5. to use punctuation marks.
6. to use capital letters.
7. to write the names of the days of the week and the months, and to write the time.
8. to write words, phrases and sentences correctly.
9. to take dictation.
10. to write short and simple compositions.
11. to write simple personal letters.
12. to fill in simple forms.

**Essential Learning Continua**  
**Subject: English**  
**(Classes 1-V)**

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
<b>Listening</b>					
1. to recognize basic English sound differences, stress and intonation.	1.1 to become familiar with English sounds by listening to common English words.	1.1 to become familiar with English sounds by listening to common English words.	1.1 to recognize English sound differences in the context of words.  1.2 to recognize which syllable in a word is stressed.  1.3 to recognize which words in a sentence are stressed	1.1 to recognize sound differences in the context of words.  1.2 to recognize which syllable in a word is stressed.  1.3 to recognize which words in a sentence are stressed.  1.4 to recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements.	1.1 to recognize sound differences in the context of words.  1.2 to recognize which syllable in a word is stressed.  1.3 to recognize which words in a sentence are stressed.  1.4 to recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements.
2. to understand simple commands, instructions and requests and carry them out.	2.1 to follow simple commands and instructions.  e.g.. Stand up. Sit down. Come here. Go there.	2.1 to follow simple commands and instructions.  e.g. Open ....., Close ....., Repeat ....., etc.	2.1 to carry out simple commands and instructions.  2.2 -----  2.3 to respond to requests.  e.g. Can you....?	2.1 to carry out simple commands and instructions.  2.2 to carry out a set of commands and instructions.  2.3 to comply with requests.  e.g. Can you.....? Could/Would you.....?	2.1 to carry out simple commands and instructions.  2.2 to carry out a set of commands and instructions.  2.3 to comply with requests.  e.g. Can you.....? Could/Would you.....?

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
3. to understand simple questions and statements.	3.1 to understand simple questions asked by the teacher about the students and a few familiar objects,  e.g. What's your name? What's this?  3.2 to understand simple statements.	3.1 to understand simple questions, statements about the students and familiar things around them.	3.1 to understand simple questions about family, the students and friends.  3.2 to understand questions about familiar objects.  3.3 to understand statements.	3.1 to understand questions asked about the students.  3.2 to understand questions about family, friends and neighbors of students.  3.3 to understand questions about objects around them.  3.4 to understand statements made by the teacher and students.	3.1 to understand questions about the students.  3.2 to understand questions about family, friends and community of students.  3.3 to understand questions about objects around them.  3.4 to understand statements made by the teacher and students.
4. to listen to, understand and enjoy simple rhymes, poems and stories.	4.1 to enjoy the rhythm and music of simple rhymes.	4.1 to enjoy the rhythm and music of simple rhymes.  4.2 to enjoy simple stories.	4.1 to enjoy simple rhymes.  4.2 to enjoy and understand simple stories.  4.3 to enjoy and understand simple poems.	4.1 —  4.2 to enjoy and understand simple stories.  4.3 to enjoy and understand simple poems.	4.1 —  4.2 to enjoy and understand simple stories.  4.3 to enjoy and understand simple poems.

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
<b>Speaking</b>					
1. to use English sounds, stress and intonation appropriately .	1.1 to repeat after the teacher and say simple words and phrases and sing the Alphabet Song.	1.1 to repeat after the teacher and say simple words, phrases with proper sounds and stress.	1.1 to repeat after the teacher and say words, phrases and sentences with proper sounds and stress.	1.1 to say words, phrases and sentences with proper sounds, stress and intonation.	1.1 to say words, phrases and sentences with proper sounds, stress and intonation.
2. to exchange greetings and farewells and to make introductions.	2.1 to say Good morning, Hello! Hi! Bye-bye! Good-bye! I'm your English teacher. My name is.....	2.1 to say Good morning ! Hello! Hi ! and ask "How are you"? and reply by saying " I am fine, thank you", etc.	2.1 to exchange greetings and farewells and make simple self – introductions Good morning! Hello, Hi, Bye, See you, etc .	2.1 to exchange greetings, farewells and make simple self-introductions/ introductions. How do you do?	2.1 to exchange greetings, farewells and make introductions.  How do you do? Nice to meet you. etc.
3. to ask and answer questions.	3.1 to ask and answer questions about the students and a few familiar objects.	3.1 to ask and answer questions about the students and familiar objects.	3.1 to ask and answer simple Wh and Yes/No questions.	3.1 to ask and answer Wh and Yes/No questions.	3.1 to ask and answer Wh and Yes/No questions.
4. to recite rhymes and poems.	4.1 to repeat and recite rhymes after the teacher.	4.1 to repeat rhymes after the teacher and recite.	4.1 to repeat rhymes and simple poems after the teacher and recite.	4.1 to recite poems .	4.1 to recite poems.
5. to say the names of the days of the week and the months and to tell the time.	5.1 -----	5.1 to say the names of the days of the week.	5.1 to say the names of the months.	5.1 to tell the time(hours only) and mention a.m./p.m.	5.1 to tell the time (hours and minutes) and mention a.m./p.m. half past, quarter past, quarter to, etc.
6. to talk about simple things and actions.	6.1 -----  6.2 -----	6.1 -----  6.2 -----	6.1 to say what the speaker is doing and others are doing.  6.2 to talk about people and objects .	6.1 to say what the speaker is doing and others are doing.  6.2 to talk about people, objects, events, etc.	6.1 to say what the speaker is doing and others are doing.  6.2 to talk about people, objects, events, etc.

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
7. to give instructions, commands and to make requests.	7.1 to give simple instructions and commands.	7.1 to give simple instructions and commands.	7.1 to give simple instructions and commands 7.2 to make requests and to respond. Can you...?Yes, sure. No, Sorry.	7.1 to give instructions and commands. 7.2 to make requests and to respond. Could you...? Yes, sure. No, Sorry, thanks. You are welcome, etc.	7.1 to give instructions and commands. 7.2 to make requests and to respond. Giving short answers Could you...? Yes, sure. No, Sorry, thanks. You are welcome. No problem. That's ok, etc.
8. to take part in conversations on topics related to students' daily life.	8.1 -----	8.1 to ask and answer simple questions about everyday life.	8.1 to take part in simple conversations (exchanging personal information)	8.1 to take part in conversations on simple topics(likes/dislikes, hobbies, holidays, family, friends, etc.)	8.1 to take part in conversations on appropriate topics.



Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
<b>Reading</b> 1. to read aloud texts with proper pronunciation, stress and intonation.	1.1 to recognize similarities and differences in shape and size. 1.2 to recognize and read the alphabet both small and capital (non-cursive).	1.1 ----- 1.2 to recognize and read the alphabet both small and capital (non-cursive) 1.3 to recognize and read the names of objects having the same initial and final sounds. 1.4 to read words and phrases with the help of visual clues. (about 30 new words ) and simple sentences.	1.1 ----- 1.2 to recognize and read the alphabet both small and capital (cursive) 1.3 to read the names of objects having the same initial, middle and final sounds. 1.4 to read and match words, phrases and sentences with pictures. 1.5 to read words, phrases and simple sentences with proper pronunciation and stress. 1.6 to recognize and read simple statements, commands, greetings, questions and answers.	1.1 ----- 1.2 ----- 1.3 to read the names of objects having the same initial, middle and final sounds. 1.4 to read words, phrases and sentences in the text. 1.5 to read words, phrases and sentences in the text with proper pronunciation, stress and intonation. 1.6 to recognize and read statements, commands, greetings, questions and answers. 1.7 to read short paragraphs, dialogues and simple personal letters.	1.1 ----- 1.2 ----- 1.3 ----- 1.4 ----- 1.5 to read words, phrases and sentences in the text with proper pronunciation, stress and intonation. 1.6 to recognize and read statements, commands, greetings, questions and answers. 1.7 to read paragraphs, dialogues, stories, letters and other texts.
2. to recognize and read both cardinal and ordinal numbers.	2.1 to recognize and read cardinal numbers up to 10.	2.1 to recognize and read cardinal numbers up to 30.	2.1 to recognize and read cardinal numbers up to 100.	2.1 to recognize and read cardinal numbers 101 to 500. 2.2 to recognize and read ordinal numbers up to 10 <sup>th</sup> .	2.1 to recognize and read cardinal numbers 501 to 1000. 2.2 to recognize and read ordinal numbers up to 20 <sup>th</sup> .

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
3. to read the names of the days of the week, the months and the time.	3.1 -----	3.1 to recognize and read the names of the days of the week.	3.1 to recognize and read the names of the days of the week and the months.	3.1 to recognize and study the calendar.  3.2 to read the clock (hours only) and mention a.m./p. m.	3.1 to recognize and study the calendar.  3.2 to read the clock(hours and minutes) and mention a.m./p.m, half past, quarter past, quarter to, etc.
4. to read aloud poems with proper sounds, stress and intonation.	4.1 -----	4.1 -----	4.1 to read aloud poems with proper sounds, stress and intonation.	4.1 to read aloud poems with proper sounds, stress and intonation.	4.1 to read aloud poems with proper sounds, stress and intonation.
5. to read silently with understanding paragraphs, stories and other text materials.	5.1 -----	5.1 -----	5.1 to read silently with understanding simple sentences, paragraphs and other texts.	5.1 to read silently with understanding paragraphs, stories, personal letters and other text materials.	5.1 to read silently with understanding paragraphs, stories, dialogues, personal letters and other text materials.
6. to read instructions and carry them out.	6.1 -----	6.1 -----	6.1 to read instructions and carry them out.	6.1 to read instructions and carry them out.	6.1 to read instructions and carry them out.
7. to recognize punctuation marks and read accordingly.	7.1 -----	7.1 -----	7.1 to recognize punctuation marks and read accordingly.  e g. full stop, comma and question mark.	7.1 to recognize punctuation marks and read accordingly.  e g. full stop, comma, question mark and exclamation mark.	7.1 to recognize punctuation marks and read accordingly.  e g. .full stop, comma, question mark, quotation marks and exclamation mark.

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
<b>Writing</b>					
1. to write non-cursive and cursive letters both capital and small.	1.1 to practice letter shapes/ simple writing patterns, etc.  1.2 to write the alphabet both capital and small. (non-cursive)	1.1 to write non-cursive capital letters.  1.2 to write non-cursive small letters.	1.1 to write cursive capital letters.  1.2 to write cursive small letters.	1.1 to write non- cursive and cursive capital letters.  1.2 to write non- cursive and cursive small letters.	1.1 -----  1.2 -----
2. to write cardinal and ordinal numbers.	2.1 to write cardinal numbers up to 10 in figures.	2.1 to write cardinal numbers up to 30 in figures.	2.1 to write cardinal numbers up to 100 in figures .	2.1 to write cardinal numbers 101 to 500 in figures.  2.2 to write ordinal numbers up to 10 <sup>th</sup> .	2.1 to write cardinal numbers 1 to 500 in figures.  2.2 to write ordinal numbers up to 20 <sup>th</sup> .
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.	3.1 -----	3.1 to write words and phrases using non-cursive capital and small letters.	3.1 to write words , phrases and simple sentences using non-cursive capital and small letters.	3.1 to write sentences using non cursive and cursive capital and small letters.	3.1 to write sentences using non cursive and cursive capital and small letters.
4. to write figures for words and words for figures.	4.1 -----	4.1 to copy and write cardinal numbers up to 10 both in figures and in words.	4.1 to copy and write cardinal numbers up to 30 both in figures and in words.	4.1 to copy and write cardinal numbers up to 50 both in figures and in words.  4.2 to write ordinal numbers up to 10 <sup>th</sup> both in figures and in words.	4.1 to write cardinal numbers up to 100 both in figures and in words.  4.2 to write ordinal numbers up to 20 <sup>th</sup> both in figures and in words.
5. to use punctuation marks.	5.1 -----	5.1 -----	5.1 to use full stop, comma and question mark.	5.1 to use full stop, comma, question mark and exclamation mark.	5.1 to use full stop, comma, question mark and exclamation mark.

Terminal Competencies	Class-wise attainable competencies				
	Class I	Class II	Class III	Class IV	Class V
<b>Writing</b>					
6. to use capital letters.	6.1 -----	6.1 -----	6.1 to use capital letters for sentence beginnings and proper nouns.	6.1 to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks.	6.1 to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks.
7. to write the names of the days of the week and the months, and to write the time.	7.1 -----	7.1 -----	7.1 to write names of the days of the week.	7.1 to write names of the days of the week and the months. 7.2 to write the time (hours only) and mention a.m./p. m.	7.1 ----- 7.2 to write the time (hours and minutes) and mention a.m./p. m, half past, quarter past, quarter to, etc.
8. to write words, phrases and sentences correctly.	8.1 -----	8.1 -----	8.1 to write words, phrases and sentences from the textbook or model presented by the teacher .	8.1 to make sentences using words and phrases, following instructions.	8.1 to make sentences using words and phrases, following instructions.
9. to take dictation.	9.1 -----	9.1 -----	9.1 to take dictation of words and phrases only.	9.1 to take dictation of words, phrases and sentences.	9.1 to take dictation of short and simple paragraphs.
10. to write short and simple compositions.	10.1 -----	10.1 -----	10.1 to write a short and simple paragraph by answering a set of questions.	10.1 to write a short paragraph by answering a set of questions. 10.2 to write a short composition about oneself, friends, family and other familiar topics.	10.1 to write a short piece of composition by answering a set of questions. 10.2 to write short compositions on familiar objects, people, places, events , etc.
11. to write simple personal letters.	11.1 -----	11.1 -----	11.1 -----	11.1 to write simple letters to friends.	11.1 to write simple letters to friends and relatives.
12. to fill in simple forms.	12.1 -----	12.1 -----	12.1 -----	12.1 -----	12.1 to fill in simple forms about oneself and others.

# Curriculum

## Subject : English

### Class: 1 ( one )

Terminal Competencies	Attainable competencies	Learning outcomes	Content/Hints	Planned activities	Instructions for writers/ Illustrators
<b>Listening</b>					
1. to recognize basic English sound differences, stress and intonation.	1.1 to become familiar with English sounds by listening to common English words.	Students will be able to : 1.1.1 become familiar with English sounds by listening to common English words.	Words with the following sounds:  /p / t / k /	<b>T. activities:</b> Teacher says words clearly focusing on the sounds. <b>Ss activities:</b> Students listen and identify objects / pictures on the sounds.	Use minimal pairs to show sound contrasts.
2. to understand simple commands, instructions and requests, and carry them out.	2.1 to follow simple commands and instructions. e.g. Stand up. Sit down. Come here. Go there.	Students will be able to : 2.1.1 follow simple commands and instructions.	Simple commands and instructions. e.g. come, go. Sit, stand, look, listen, show, touch.	<b>T. activities:</b> Teacher demonstrates instructions/commands. <b>Ss. activities:</b> Students carry them out.	Use instructions/commands along with the pictures illustrating the situations.
3. to understand simple questions and statements.	3.1 to understand simple questions asked by the teacher about the students and a few familiar objects.  e.g. What's your name? What's this? etc. 3.2 to understand simple statements.	Students will be able to : 3.1.1 understand simple questions about students. 3.1.2 understand simple questions about familiar objects.  3.2.1 understand simple statements.	Hello ,Hi, Good morning, What's .....name, What's this/that ?,It's a..., Lets' recite a rhyme, Listen to me, Look at this, That's all, Class is over, See you, Bye.....  <b>grammar point :</b> simple present	<b>T. activities:</b> Teacher asks questions. <b>Ss. activities:</b> Students respond by identifying objects.	Short dialogues with speech bubbles along with the pictures illustrating the actions and objects.
4. to listen to, understand and enjoy simple rhymes, poems and stories.	4.1 to enjoy the rhythm and music of simple rhymes.	Students will be able to : 4.1.1 enjoy the rhythm and music of simple rhymes.	Rhymes accompanied by pictures, e.g. Twinkle twinkle , Humpty Dumpty.	<b>T. activities:</b> Teacher recites rhymes. <b>Ss. activities:</b> Students listen to rhymes and respond physically and choosing pictures.	Rhymes accompanied by pictures.

Terminal Competencies	Attainable competencies	Learning Outcomes	Content	Planned activities	Instructions for writers/ Illustrators
<b>Speaking</b>					
1. to use English sounds, stress and intonation appropriately .	1.1 to repeat after the teacher and say simple words, phrases and sing the Alphabet Song	Students will be able to : 1.1.1 repeat after the teacher simple words and phrases. 1.1.2 say simple words and phrases. 1.1.3 sing the Alphabet Song.	Words with the following sounds:  /p / t / k /  The Alphabet Song	<b>T. activities:</b> Teacher says words and phrases pointing to the pictures.  <b>Ss. activities:</b> Students listen to the teacher' respond and repeat by saying words/phrases and singing the Alphabet song chorally and individually.	Use pictures to illustrate the words. Use minimal pairs to show sound differences.  Include the Alphabet Song.
2. to exchange greetings and farewells and to make introductions.	2.1 to say Good morning, Hello, Hi Bye-bye, Good-bye, I'm your English teacher. My name is ....	Students will be able to : 2.1.1 greet each other. e.g Hi, Hello, Good morning. 2.1.2 bid farewell to each other. e. g. Bye-bye, Good-bye, I'm your English teacher. My name is .....	Hello, Hi, Good morning, Fine, Thank you, Bye-bye, etc.	<b>T. activities:</b> Teacher exchanges greetings / farewells with students.  <b>Ss. activities:</b> Students practice in pairs and groups.	Use short dialogues and pictures with speech bubbles.
3. to ask and answer questions.	3.1 to answer questions asked by the teacher about the students and a few familiar objects.	Students will be able to : 3.1.1 answer questions asked by the teacher about students. e. g What's your name? How old are you ? 3.1.2 answer questions asked by the teacher about a few familiar objects.	Hello ,Hi, Good morning, What's .....name?, what's this/that ?, Lets' recite a rhyme, Listen to me, Look at this, That's all. Class is over, See you. Bye.....	<b>T. activities:</b> Teacher asks questions and gives model answers  <b>Ss. activities:</b> Students repeat after the teacher and ask and answer questions in pairs.	Use short dialogues and exercises for practice.
4. to recite rhymes and poems.	4.1 to repeat and recite rhymes after the teacher.	Students will be able to : 4.1.1 repeat rhymes after the teacher. 4.1.2 recite rhymes individually.	Simple rhymes.	<b>T. activities:</b> Teacher recites rhymes. <b>Ss. activities:</b> Students repeat after the teacher and recites chorally and individually.	Include simple rhymes.

<b>Terminal Competencies</b>	<b>Attainable competencies</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Planned activities</b>	<b>Instructions for writers/ Illustrators</b>
5. to say the names of the week and the months, and to tell the time.	5.1 -----	-----	-----	-----	-----
6. to talk about simple things and actions.	6.1 -----	-----	-----	-----	-----
7. to give instructions, commands and to make requests.	7.1 to give simple instructions and commands	Students will be able to : 7.1.1 give simple commands and instructions.	Come here, go there, sit down, etc.  <b>Grammar point:</b> Present simple	<b>T. activities:</b> Teacher demonstrates instructions/ commands and carries them out.  <b>Ss. activities:</b> Students practise in pairs and groups.	Use short dialogues and pictures to illustrate situations.
8. to take part in conversations on topics related to their daily life.	8.1 -----	-----	-----	-----	-----

Terminal Competencies	Attainable competencies	Learning Outcomes	Contents	Planned activities	Instructions for writers/ Illustrators
<b>Reading</b>					
1. to read aloud texts with proper pronunciation and understanding.	1.1 to recognize similarities and differences in shape and size.  1.2 to recognize and read the alphabet both small and capital (non-cursive).	Students will be able to : 1.1.1 recognize similarities and differences in shapes. 1.1.2 recognize similarities and differences in sizes.  1.2.1 recognize and read the alphabet both small and capital. (non-cursive).	Pictures of objects with different shapes and sizes. e.g. big, small, long, short, round, square, triangle, rectangle, small and capital letters(non-cursive). etc.	<b>T. activities:</b> Teacher shows objects/ pictures of different shapes and sizes and asks students to match.  <b>Ss. activities:</b> Students match pictures/objects with shapes and sizes.	Use pictures of objects of different sizes and shapes to illustrate the contents.
2. to recognize and read both cardinal and ordinal numbers.	2.1 to recognize and read cardinal numbers up to 10.	Students will be able to : 2.1.1 recognize and read cardinal numbers up to 10.	Cardinal numbers up to 10.	<b>T. activities:</b> Teacher shows objects/ pictures to indicate numbers and says each number aloud. <b>Ss. activities:</b> Students repeat and show numbers.	Use cardinal numbers along with suitable pictures to make the concept clear.
3. to read the names of the days of the week, the months and the time.	3.1 -----	-----	-----	-----	-----
4. to read aloud poems with proper sounds, stress and intonation.	4.1 -----	-----	-----	-----	-----
5. to read silently with understanding paragraphs, stories and other text materials.	5.1 -----	-----	-----	-----	-----
6. to read instructions and carry them out.	6.1 -----	-----	-----	-----	-----
7. to recognize punctuation marks and read accordingly.	7.1 -----	-----	-----	-----	-----



Terminal Competencies	Attainable competencies	Learning outcomes	Content	Planned activities	Instructions for writers/ Illustrators
<b>Writing</b>					
1. to write non-cursive and cursive letters both capital and small.	1.1 to practice letter shapes/ simple writing patterns, etc.  1.2 to write the alphabet both capital and small. (non-cursive)	Students will be able to : 1.1.1 practise letter shapes. 1.1.2 practise simple writing patterns. 1.2.1 write non-cursive capital and small letters.	Letter shapes/ simple writing patterns (through joining dots ) Non-cursive capital and small letters.	<b>T. activities:</b> Teacher shows letter shapes on blackboard. <b>Ss. activities:</b> Students copy from blackboard or join dots in their textbook/notebook.	Include letter shapes and writing patterns as a preliminary to writing English letters.
2. to write cardinal and ordinal numbers.	2.1 to write cardinal numbers up to 10 in figures.	Student will be able to : 2.1.1 write cardinal numbers up to 10 in figures.	Cardinal numbers Up to 10 in figures.	<b>T. activities:</b> Teacher shows numbers in figures on blackboard. <b>Ss. activities:</b> Students copy in their textbook/notebook.	Use appropriate practice materials.
3. to write words, sentences and phrases using non-cursive and cursive letters both capital and small.	3.1 -----	-----	-----	-----	-----
4. to write figures for words and words for figures.	4.1 -----	-----	-----	-----	-----
5. to use punctuation marks.	5.1 -----	-----	-----	-----	-----
6. to use capital letters.	6.1 -----	-----	-----	-----	-----
7. to write the names of the days of the week and the months, and to write the time.	7.1 -----	-----	-----	-----	-----
8. to write words, phrases and sentences correctly.	8.1 -----	-----	-----	-----	-----
9. to take dictation.	9.1 -----	-----	-----	-----	-----
10. to write short and simple compositions.	10.1 -----	-----	-----	-----	-----
11. to write simple personal letters.	11.1 -----	-----	-----	-----	-----
12. to fill in simple forms.	12.1 -----	-----	-----	-----	-----

**Curriculum**  
**Subject : English**  
**Class: 2 ( Two )**

Terminal Competencies	Attainable competencies	Learning outcomes	Content/Hints	Planned activities	Instructions for writers/ Illustrators
<b>Listening</b>					
1. to recognize basic English sound differences, stress and intonation.	1.1 to become familiar with English sounds by listening to common English words.	Students will be able to : 1.1.1 become familiar with English sounds by listening to common English words.	Words with the following sounds:  / f / b / d / g / h /	<b>T. activities:</b> Teacher says words clearly focusing on the sounds.  <b>Ss. Activities:</b> Students listen to words and identify objects/pictures.	Use minimal pairs to show sound contrast along with pictures of objects named.
2. to understand simple commands, instructions and requests and carry them out.	2.1 to follow simple commands and instructions.  e.g. Open...,Close..., Repeat ....., etc.	Students will be able to : 2.1.1 follow simple commands and instructions.	e.g. Stand up, Sit down, Listen, Open....., Close....., Repeat....., Listen to me, Look at this, etc.	<b>T. activities:</b> Teacher utters instructions/commands and demonstrates.  <b>Ss. Activities:</b> Students listen and act according practise in pairs and groups.	Use instruction/commands/ along with pictures illustrating situations.
3. to understand simple questions and statements.	3.1 to understand simple questions, statements about the students and familiar things around them.	Students will be able to : 3.1.1 Understand simple questions and statements about them.  3.1.2 Understand simple questions and statements about familiar objects.	Hello ,Hi, Good morning, What's .....name, what's this/that ?, Lets' listen to a rhyme, That's all, Class is over, See you, Bye....., etc.  <b>grammar point :</b> simple present	<b>T. activities:</b> Teacher asks questions and students identify objects/respond orally.  <b>Ss. Activities:</b> Students listen and respond with gestures/with words/saying yes/no etc. Students practise in pairs and groups.	Series of single wh-questions, pictures of objects, colours, animals, plants, flowers etc.

Terminal Competencies	Attainable competencies	Learning outcomes	Content/Hints	Planned activities	Instructions for writers/ Illustrators
4. to listen to, understand and enjoy simple rhymes, poems and stories.	4.1 to enjoy the rhythm and music of simple rhymes.  4.2 to enjoy simple stories.	Students will be able to : 4.1.1 enjoy the rhythm and music of simple rhymes.  4.2.1 enjoy simple stories.	Some common rhymes. Simple stories with pictures.	<b>T. activities:</b> Teacher recites rhymes and reads out/tells stories.  <b>Ss. Activities:</b> Students listen to and respond with acting and gestures/ choosing pictures.	Include rhymes and stories with pictures. The text in each page should not be more than three/four sentences and should be placed below the illustrations.

Terminal Competencies	Attainable competencies	Learning Outcomes	Content	Planned activities	Instructions for writers/ Illustrators
<b>Speaking</b>					
1. to use English sounds, stress and intonation appropriately .	1.1 to repeat after the teacher and say simple words and phrases with proper sounds and stress.	Students will be able to : 1.1.1 repeat after the teacher simple words and phrases with proper sounds and stress. 1.1.2 say simple words and phrases with proper sounds and stress.	Words and phrases with the following sounds:  / f / b / d / g / h /  Minimal pairs to practise sounds differences.  Some common words, e.g. classroom teacher, names of some colours, relations like brother, sister, etc to practice stress.	<b>T. activities:</b> Teacher says words, phrases and sentences pointing to the pictures. <b>Ss. activities:</b> Students listen to the teacher and repeat chorally and individually.	Use appropriate words/phrases to show sound differences and stress. Use pictures against words.
2. to exchange greetings and farewells and to make introductions.	2.1 to say Good morning ! Hello! Hi ! and ask "How are you"? and reply by saying " I am fine, thank you", etc.	Students will be able to : 2.1.1 say Good morning , Hi, Hello. 2.1.2 ask ‘ How are you.’ reply ‘I am fine , Thank you’ etc.	Greetings/farewells, Hello, Hi, Good morning, Bye-bye, etc. e.g. What’s your name ? I am ....., How are you? Fine, thank you/thanks, etc.  Short dialogues.	<b>T. activities:</b> Teacher exchanges greetings/ farewells, makes introductions and reads dialogues from textbook..  <b>Ss. activities:</b> Students repeat after the teacher and then practise in pairs and groups.	Use pictures with mini dialogues within speech bubbles.

<b>Terminal Competencies</b>	<b>Attainable competencies</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Planned activities</b>	<b>Instructions for writers/ Illustrators</b>
3. to ask and answer questions.	3.1 to ask and answer questions about the students and familiar objects.	Students will be able to : 3.1.1 ask and answer questions about themselves.  3.1.2 ask and answer questions about familiar objects.	Wh- questions, e.g. What's your name? How old are you ? Are you.....?, What's this/that? Is this.....?, My name is..., I am ....., etc.  Yes/ No questions, etc. Names of body parts( e.g. eyes, ears, nose, hands, etc).	<b>T. activities:</b> Teacher asks questions and gives model answers  <b>Ss. activities:</b> Students repeat after the teacher and then practise in pairs/groups and individually with each other and with teacher.	Use suitable mini dialogues and exercises for practice.  Use illustrations/pictures introduces some new vocabulary.
4. to recite rhymes and poems.	4.1 to repeat rhymes after the teacher and recite.	Students will be able to : 4.1.1 repeat rhymes after the teacher. 4.1.2 recite rhymes independently.	Rhymes.	<b>T. activities:</b> Teacher recites rhymes.  <b>Ss. activities:</b> Students listen, repeat and recite Whole class work, pair work, individual performance..	Include suitable rhymes .
5. to say the names of the days of the week and the months, and to tell the time.	5.1 to say the names of the days of the week.	5.1.1 say the names of the days of the week.	Names of the days of the week.	<b>T. activities:</b> Teacher says the names of the days of the week using flash cards/pictures, etc.  <b>Ss. activities:</b> Students listen, repeat and say the names of the days of the week. Whole class work, pair and individual work.	Give the names of the days of the week. Use colourfull illustration.
6. to talk about simple things and actions.	6.1 -----	-----	-----	-----	-----

Terminal Competencies	Attainable competencies	Learning Outcomes	Content	Planned activities	Instructions for writers/ Illustrators
7. to give instructions, commands and to make requests.	7.1 to give simple instructions and commands.	Students will be able to : 7.1.1 give simple commands and instructions	Open the door, close the window, Stand up, Sit down, Come here, Go there, open....., Close/Shutdown the.....,please, etc.  <b>Grammar point :</b> Simple present	<b>T. activities:</b> Teacher demonstrates Instructions and commands.  <b>Ss. activities:</b> Students carry out commands and instructions and give commands and instructions to each other. Pair work/group work.	Use short dialogues and pictures to illustrate situations.
8. to take part in conversations on topics related to their daily life.	8.1 to ask and answer simple questions about everyday life.	Students will be able to : 8.1.1 ask and answer simple questions about everyday life.	What do you do in the morning? Brush my teeth, Wash my face, What do you do at night? Do you like ice cream/chocolate/milk/eggs/fruits, etc. Can you.....sing/jump/draw?	<b>T. activities:</b> Teacher asks simple questions accompanied by gestures/ pictures/ realia, etc.  <b>Ss. activities:</b> Students repeat after teacher . Students later ask and answer questions independently. T- Ss, S-S interaction, role play, etc.	Use dialogues and pictures to illustrate situations. Give model answers. Introduce some new vocals, e.g. some action words, nouns, etc.

Terminal Competencies	Attainable competencies	Learning Outcomes	Contents	Planned activities	Instructions for writers/ Illustrators
<b>Reading</b>					
1. to read aloud texts with proper pronunciation and understanding.	<p>1.1 -----</p> <p>1.2 to recognize and read the alphabet both small and capital (non-cursive)</p> <p>1.3 to recognize and read the names of objects having the same initial and final sounds.</p> <p>1.4 to read words and phrases with the help of visual clues. (about 30 new words ) and simple sentences.</p>	<p>Students will be able to :</p> <p>1.1.1 -----</p> <p>1.2.1 recognize and read the alphabet both small and capital (non-cursive).</p> <p>1.3.1 recognize and read the names of objects having the same initial and final sounds.</p> <p>1.4.1 read words and phrases with the help of visual clues. (about 30 new words ) and simple sentences.</p>	<p>Alphabet small and capital letters ( non- cursive )</p> <p>the names of objects with same initial sounds</p> <p>e.g.</p> <p>/b/ bed , bat, ball</p> <p>/k/ cat, kitchen etc</p> <p>/s/ sun, sea, socks, etc.</p> <p>About 30 new words and phrases.</p> <p>Some simple phrases and sentences about objects in classroom, school, home, on the street, etc.</p> <p>Some common prepositions, on/in, etc.</p>	<p><b>T. activities:</b></p> <p>Teacher uses Flashcards/pictures for words and phrases.</p> <p><b>Ss. activities:</b></p> <p>Students look at flashcards/pictures and say the words, phrases and simple sentences.</p>	<p>Use appropriate letters, words, phrases and sentences along with pictures to illustrate learning activities.</p>
2. to recognize and read both cardinal and ordinal numbers.	<p>2.1 to recognize and read cardinal numbers up to 30.</p>	<p>Students will be able to :</p> <p>2.1.1 recognize and read cardinal numbers up to 30.</p>	<p>Cardinal numbers up to 30</p>	<p><b>T. activities:</b></p> <p>Teacher shows flashcards with the numbers. Teacher writes cardinal numbers up to 30 on blackboard</p> <p><b>Ss. activities:</b></p> <p>Students listen to and repeat after the T. and then read them out after the teacher.</p> <p>Ss say the numbers.</p> <p>Individual work.</p> <p>S.-S. interaction.</p> <p>Read and say the missing numbers, before/after numbers, etc.</p>	<p>Use cardinal numbers up to 30 in appropriate contexts along with pictures.</p>

<b>Terminal Competencies</b>	<b>Attainable competencies</b>	<b>Learning Outcomes</b>	<b>Contents</b>	<b>Planned activities</b>	<b>Instructions for writers/ Illustrators</b>
3. to read names of the days of the week , the months and the time.	3.1 to recognize and read the names of the days of the week.	Student will be able to : 3.1.1 recognize and read the days of the week.	Names of the days of the week. (Saturday.....Friday)	<b>T. activities:</b> Teacher reads the names of the days of the week from textbook/ flashcards.  <b>Ss. activities:</b> Students repeat and read. Students play a game with the days of the week.	Include appropriate contexts rhymes. e.g. Soloman Grundy.....
4. to read aloud poems with proper sounds, stress and intonation.	4.1 -----	-----	-----	-----	-----
5. to read silently with understanding paragraphs, stories and other text materials..	5.1 -----	-----	-----	-----	-----
6. to read instructions and carry them out.	6.1 -----	-----	-----	-----	-----
7. to recognize punctuation marks and read accordingly.	7.1 -----	-----	-----	-----	-----



Terminal Competencies	Attainable competencies	Learning outcomes	Content	Planned activities	Instructions for writers/ Illustrators
<b>Writing</b>					
1. to write non-cursive and cursive letters both capital and small.	1.1 to write non-cursive capital letters.  1.2 to write non-cursive small letters.	Students will be able to : 1.1.1 write non-cursive capital letters.  1.2.1 write non-cursive small letters.	Non-cursive capital and small letters.	<b>T. activities:</b> Teacher shows non-cursive capital and small letters shapes on blackboard.  <b>Ss. activities:</b> Students practise copying in textbook/ notebooks.	Use practice materials for non-cursive letter shapes, capital and small.
2. to write cardinal and ordinal numbers.	2.1 to write cardinal numbers up to 30 in figures.	Students will be able to : 2.1.1 write cardinal numbers up to 30 in figures.	Cardinal number up to 30 in figures.	<b>T. activities:</b> Teacher shows number 11-30 on blackboard.  <b>Ss. activities:</b> Students copy in their textbooks/notebooks. Students write numbers on their own. Students read and write numbers interns.	Include suitable examples illustration/exercises, etc.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.	3.1 to write words and phrases using non-cursive capital and small letters.	Students will be able to : 3.1.1 write words and phrases using non-cursive capital letters.  3.1.2 write words and phrases using non-cursive small letters.	Words and phrases using non-cursive letters.	<b>T. activities:</b> Teacher shows flashcards with words and phrases.  <b>Ss. activities:</b> Students copy.	Use appropriate examples. May also use words and phrases already presented in different lessons.
4. to write figures for words and words for figures.	4.1 to copy and write cardinal numbers up to 10 both in figures and in words.	Students will be able to: 4.1.1 copy numbers up to 10 in figures and in words. 4.1.2 write numbers up to 10 in figures and in words.	Numbers in figures and in words up to 10.	<b>T. activities:</b> Teacher shows numbers in both figures and words/ uses flashcard and gives matching tasks.  <b>Ss. activities:</b> Students read, copy and write individually.	Provide suitable models.

<b>Terminal Competencies</b>	<b>Attainable competencies</b>	<b>Learning outcomes</b>	<b>Content</b>	<b>Planned activities</b>	<b>Instructions for writers/ Illustrators</b>
5. to recognize and use punctuation marks.	5.1 -----	-----	-----	-----	-----
6. to use capital letters.	6.1 -----	-----	-----	-----	-----
7. to write the names of the days of the week and the months, and to write the time.	7.1 -----	-----	-----	-----	-----
8. to write words, phrases and sentences correctly.	8.1 -----	-----	-----	-----	-----
9. to take dictation.	9.1 -----	-----	-----	-----	-----
10. to write short and simple compositions.	10.1 -----	-----	-----	-----	-----
11. to write simple personal letters.	11.1 -----	-----	-----	-----	-----
12. to fill in simple forms.	12.1 -----	-----	-----	-----	-----

**Curriculum**  
**Subject : English**  
**Class-3**

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Listening</b>					
1. to recognize basic English sound differences, stress and intonation.	1.1 to recognize English sound differences in the context of words.  1.2 to recognize which syllable in a word is stressed.  1.3 to recognize which words in a sentence are stressed.	Students will be able to : 1.1.1 recognize English sound differences in the context of words. 1.2.1 recognize which syllable in a word is stressed.  1.3.1 recognize which words in a sentence are stressed.	Words with the following sounds:  <i>/ s /ʃ/ t /i:/ e /æ /</i>  Minimal pairs.  Word stress e. g . teacher, Japan, etc.  Stress on words in sentences.	<b>T. activities:</b> Teacher says words clearly focusing on the sounds.  <b>Ss. activities:</b> Students listen and repeat. Students identify objects/pictures with above sounds, say same/ different.	Use minimal pairs, phrases and sentences to show sound differences, syllable stress in words and stress on words in sentences. Use sound practised in earlier classes as well. Audio-video materials may be prepared.
2. to understand simple commands, instructions and requests and carry them out.	2.1 to carry out commands and instructions.  2.2 -----  2.3 to respond to requests. e.g. Can you?	Students will be able to : 2.1.1 carry out commands and instructions. 2.2.1 .....  2.3.1 respond to requests.	Instructions: Show, clean, draw, put, turn around, etc. Requests: Please, give me..... bring ..... Could you.....etc.	<b>T. activities:</b> Teacher demonstrates instructions/ commands/requests.  <b>Ss. activities:</b> Students follow, respond and practise in pairs and groups .	Use instructions/ commands/requests along with pictures illustrating situations. -Give short dialogues

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to understand simple questions and statements.	3.1 to understand simple questions about the students, family and friends. 3.2 to understand questions about familiar objects. 3.3 to understand statements.	Students will be able to : 3.1.1 understand simple questions about the students, family and friends. 3.2.1 understand simple questions about familiar objects. 3.3.1 understand statements.	<b>Wh questions:</b> What's.....name? Where do..... live? How many .....? <b>Yes/No question:</b> Do you .....? Are you.....? Do you live.....? Is it.....? Can you .....? Statements about students, school, classroom , etc. <b>Grammar point :</b> Present simple/ continuous	<b>T. activities:</b> Teacher asks questions, uses picture cards and posters for demonstration. <b>Ss. activities:</b> Students identify objects/ persons and/or point to respond orally, say simple sentences, give yes/ no answers Student-student, Teacher-student activities..	Short dialogues along with pictures illustrating the situations. Picture cards and posters.
4. to listen to, understand and enjoy simple rhymes, poems and stories.	4.1 to enjoy simple rhymes. 4.2 to enjoy and understand simple poems. 4.3 to enjoy and understand simple stories.	Students will be able to : 4.1.1 enjoy simple rhymes. 4.2.1 enjoy and understand simple poems. 4.3.1 enjoy and understand simple stories.	Rhymes: e. g. Brush, Brush, Brush Poems: e.g. Head and shoulders, Knees and toes Stories/fables:	<b>T. activities:</b> Teacher recites rhymes, poems and tells stories/fables. <b>Ss. activities:</b> Students listen, repeat and recite rhymes and poems accompanied by actions and gestures, and identify pictures. Students listen to stories/fables and respond to questions orally.	Use simple rhymes, poems and stories/fables with pictures/ illustration.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>speaking</b>					
1. to use English sounds, stress and intonation appropriately .	1.1 to repeat after the teacher and say words, phrases and sentences with proper sounds and stress.	Students will be able to : 1.1.3 repeat words, phrases and sentences after the teacher with proper sounds and stress. 1.1.4 say words, phrases and sentences with proper sounds and stress.	Words, phrases and sentences illustrating sounds (given for listening practice)  / s /ʃ/ l /i:/ e /æ /  Minimal pairs.	<b>T. activities:</b> Teacher indicates stress by using gestures and voice modulation. <b>Ss. activities:</b> Students listen to the teacher and repeat and say words/sounds in chorus and individually.	Use appropriate texts and pictures to show sound differences and stress. Use pictures and stress marks to illustrate the above.
2. to exchange greetings and farewells and to make introductions.	2.1 to exchange greetings and farewells and make simple self-introductions.  Good morning! Hello, Hi, Bye, See you, etc .	Students will be able to : 2.1.1 exchange greetings and farewells 2.1.2 make simple self-introductions.	Dialogues between two people greeting and introducing each other, asking and answering questions and saying farewells, etc. Passage on someone introducing himself/herself.	<b>T. activities:</b> Teacher demonstrates, greetings, farewells and self-introduction.  <b>Ss. activities:</b> Students listen, repeat, practise and do role- plays .	Use short dialogues and pictures.  Passage/ paragraph for self- introduction.
3. to ask and answer questions.	3.1 to ask and answer simple Wh and Yes/No questions.	Students will be able to : 3.1.1 ask and answer Wh-questions. 3.1.2 ask and answer Yes/No questions.	Dialogues with questions and answers (e.g. between father and daughter, Teacher- student, two friends, etc.) Topics may include personal information, hobby, simple everyday activities, familiar objects, etc. <b>Grammar point:</b> present simple/ continuous/perfect	<b>T. activities:</b> Teacher asks Wh and Yes/No questions and gives model answers. <b>Ss. activities:</b> Students repeat and practise in pairs/ groups, do role play, etc.	Use suitable dialogues and exercises for practice.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
4. to recite rhymes and poems.	4.1 to repeat rhymes and poems after the teacher and recite.	Students will be able to : 4.1.1 repeat rhymes and poems after the teacher and recite.	Rhymes and poems: e.g. If you are happy.....	<b>T. activities:</b> Teacher recites rhymes and Poems with proper stress and intonation. <b>Ss. activities:</b> Students listen and repeat and then recite individually.	Include suitable rhymes and poems
5. to say the names of the days of the week and the months, and to tell the time.	5.1 to say the names of the months.	Students will be able to : 5.1.1 say the names of the months.	Names of the months.	<b>T. activities:</b> Teacher says the names of the months with proper stress and intonation. <b>Ss. activities:</b> Students say and learn the names of the months.	Give the names of the months.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
6. to talk about simple things and actions.	6.1 to say what the speaker is doing and others are doing.  6.2 to talk about people and objects.	Students will be able to : 6.1.1 say what the speaker is doing .  6.1.2 say what others are doing .  6.2.1 talk about people and objects.	Pictures of people doing different things. Bathing, Brushing....., combing ....., Watering..... Playing..... Reading.....etc. Appropriate texts on community people, familiar objects, etc.  <b>Grammar point:</b>  Present simple /continuous adjective, adverb, preposition.	<b>T. activities:</b> Teacher demonstrates actions/mimes. <b>Ss. activities:</b> Students say what he/ she is doing. One student performs an action/actions while other students say what he/she is doing. <b>T. activities:</b> Teacher shows pictures of people, of things happening, and of familiar objects. <b>Ss. activities:</b> Students talk about the pictures. Group, pair and individual work.	Use pictures to show activities carried out along with texts.
7. to give instructions, commands and to make requests.	7.1 to give simple instructions and commands.  7.2 to make requests and to respond .  You.....? Yes, sure. No, Sorry.	Students will be able to : 7.1.1 give simple instructions and commands and carry them out.  7.2.1 make requests and respond to requests.	Instructions: Show, clean, draw, turn around, put in, etc. Can you....? Yes, sure. No, Sorry. Requests: Please, give me....., bring ....., Can/ Could you.....	<b>T. activities:</b> Teacher demonstrates instructions/ commands/ requests. <b>Ss. activities:</b> Students respond to the teacher and act accordingly. Students give instructions, commands and make requests to each other. Student- students, student-student interaction.	Use dialogues and pictures to illustrates situations.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
8. to take part in conversations on topics related to students' daily life.	8.1 to take part in simple conversations (exchanging personal information)	Students will be able to : 8.1.1 take part in simple Conversations (exchanging personal information)	Dialogue: exchanging personal information (e.g. family, friends, pets, likes/dislikes). Outline of situations/contexts in two/ three sentences as clues for students to make conversations.	<b>T. activities:</b> Teacher acts out dialogues. <b>Ss. activities:</b> Students listen, repeat, practise in pairs and do role-plays.	Use dialogues and pictures to illustrate situations. Give real life contexts and language cues related to intended conversations.



TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Reading</b>					
1. to read aloud texts with proper pronunciation and understanding.	1.1 ----- 1.2 to recognize and read the alphabet both small and capital(cursive). 1.3 to read the names of objects having the same initial, middle and final sounds. 1.4 to read and match words and sentences with pictures. 1.5 to read simple sentences with proper pronunciation and stress. 1.6 to recognize and read simple statements, commands, greetings, questions and answers.	Students will be able to : 1.1.1 ----- 1.2.1 recognize and read cursive letters both small and capital. 1.3.1 read the names of objects having the same initial, middle and final sounds. 1.4.1 read and match words and sentences with pictures. 1.5.1 read simple sentences with proper pronunciation and stress. 1.6.1 recognize and read simple statements, commands, greetings, questions and answers.	-Cursive letters ( small and capital). - words with same initial sounds and with same final sounds. -Familiar objects with pictures. -A string of different kinds of sentences: statements, questions, answers, commands, instructions etc. -A passage/ short story for reading aloud. -A dialogue	<b>T. activities:</b> Teacher reads aloud words, sentences and dialogue carefully giving attention to proper stress and intonation. <b>Ss. activities:</b> Students listen, repeat. and read aloud individually.	Use minimal pair to show sound differences. Use suitable words, sentences and paragraph.
2. to recognize and read both cardinal and ordinal numbers.	2.1 to recognize and read cardinal numbers up to 100.	Students will be able to : 2.1.1 recognize and read cardinal numbers up to 100.	Cardinal numbers up to 100.	<b>T. activities:</b> Teacher uses the textbook and the blackboard to teach numbers up to 100. Teacher may use flashcards/pictures, etc. to reinforce students' learning. <b>Ss. activities:</b> Students read them out after the teacher, recognize and say the numbers, play Bingo, etc.	Numbers in figure.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to read the names of the days of the week, the months and the time.	3.1 to recognize and read the names of the days of the week and the months.	Students will be able to : 3.1.1 read the names of the days.  3.1.2 recognize and read the names of the months.	Names of the days of the week and months.	<b>T. activities:</b> Teacher shows the names of the months on flash cards/posters and shows the names of the days of the week in a calendar.  <b>Ss. activities:</b> Students recognize, read and say the names chorally and individually.	Names of the months in a context.
4. to read aloud poems with proper sounds, stress and intonation.	4.1 to read aloud poems with proper sounds, stress and intonation.	Students will be able to : 4.1.1 read aloud rhymes with proper stress.  4.1.2 read aloud poems with proper stress.	Suitable rhymes and poems	<b>T. activities:</b> Teacher reads out rhymes/poems.  <b>Ss. activities:</b> Students listen and repeat. Students recite.	Use texts and pictures.
5. to read silently with understanding paragraphs, stories and other text materials.	5.1 to read silently with understanding simple sentences, paragraphs and other texts.	Students will be able to 5.1.1 read simple paragraphs. 5.1.2 read simple stories. 5.1.3 read texts.	Sentences, paragraphs, stories and texts.  Suggested topics: food, cleanliness, plants, flowers, fish, etc.	<b>T. activities:</b> Teacher introduces texts, shows pictures, gives contexts and reading tasks.  <b>Ss. activities:</b> Students read individually and ask and answer questions. Teacher-student, student-student interaction.	Use texts, pictures and tasks.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
6. to read instructions and carry them out.	6.1 to read instructions and carry them out.	Students will be able to : 6.1.1 read instructions and carry them out.	Instructions	<b>T. activities:</b> Teacher uses instructions from text materials/ flash cards/pictures.  <b>Ss. activities:</b> Students read and carry them out.	Use instructions as appropriate.
7. to recognize punctuation marks and read accordingly.	7.1 to recognize punctuation marks and read accordingly.  e.g. full stop, comma and question mark.	Students will be able to: 7.1.1 recognize punctuation marks and read accordingly.  e.g. full stop, comma and question mark.	- Sentences with different punctuation marks (full stop, comma and question marks). - Passage using different kinds of punctuation marks: full stop, comma and question mark.	<b>T. activities:</b> Teacher uses the textbook material and the blackboard to explain the use of the punctuation marks.  <b>Ss. activities:</b> Students recognize and read individually.	Use texts and sentences illustrating punctuation marks.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Writing</b>					
1. to write non-cursive and cursive letters both capital and small.	1.1 to write cursive capital letters. 1.2 to write cursive small letters.	Students will be able to: 1.1.1 write cursive capital letters. 1.2.1 write cursive small letters.	Space for writing cursive capital letters following a model. Space for writing cursive small letters following a model.	<b>T. activities:</b> Teacher writes on blackboard, monitors as students copy and write.  <b>Ss. activities:</b> Students copy, come to blackboard and write following teacher's instructions..	Give models and instructions
2. to write cardinal and ordinal numbers.	2.1 to write cardinal numbers up to 100 in figures .	Students will be able to: 2.1 write cardinal numbers up to 100 in figures.	Cardinal numbers up to 100.	<b>T. activities:</b> Teacher writes numbers on blackboard.  <b>Ss. activities:</b> Students copy and write numbers using missing numbers and joining dots.	Use contexts and include suitable tasks.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.	3.1 to write words , phrases and sentences using non-cursive capital and small letters.	Students will be able to: 3.1.1 write words, phrases and sentences using non-cursive capital letters. 3.1.2 write words, phrases and sentences using non-cursive small letters.	Words , phrases and sentences using non-cursive capital and small letters. .	<b>T. activities:</b> Teacher writes on blackboard.  <b>Ss. activities:</b> Students copy.	Provide suitable models

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
4. to write figures for words and words for figures.	4.1 to copy and write cardinal numbers up to 30 both in figures and in words.	Students will be able to: 4.1.3 copy cardinal numbers up to 30 in figures and in words. 4.1.4 Write cardinal numbers up to 30 in figures and in words.	Cardinal numbers in figures and in words up to 30.	<b>T. activities:</b> Teacher shows cardinal numbers in both figures and words/ use of flashcard and gives matching tasks.  <b>Ss. activities:</b> Students read, copy and write individually.	Provide suitable models.
5. to use punctuation marks.	5.1 to use full stop, comma and question mark.	Students will be able to: 5.1.1 use full stop. 5.1.2 use comma. 5.1.3 use question mark.	Sentences and texts without punctuation marks(full stop, comma, question mark ).	<b>T. activities:</b> Teacher monitors and guides as students work from the textbook. Teacher writes sentences without punctuation marks on blackboard.  <b>Ss. activities:</b> Students put punctuation marks. Individual work.	Show punctuation marks by giving suitable examples .

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
6. to use capital letters.	6.1 to use capital letters for sentence beginnings and proper nouns.	Students will be able to: 6.1.1 use capital letters for sentence beginnings. 6.1.2 use capital letters for proper nouns.	A passage highlighting the use of capital letters for sentence beginnings and proper nouns. A short passage (with some proper nouns in it) without any capital letters.	<b>T. activities:</b> Teacher explains the use of capital letters by giving examples and tasks.  <b>Ss. activities:</b> -Students read passage, notice and understand the use of capital letters in the texts. Students write names of their family members, friends, etc. -Students rewrite the passage without capital letters in the correct way by using capital letters as needed.	Use suitable examples.
7. to write the names of the days of the week and the months, and to write the time.	7.1 to write names of the days of the week	Students will be able to: 7.1.1 write names of the days of the week.	Names of the days of the week.	<b>T. activities:</b> Teacher says the names of the days of the week.  <b>Ss. activities:</b> Students write the names of the days of the week.	Give the names of the days of the week.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
8. to write words, phrases and sentences correctly.	8.1 to write words, phrases and sentences from the textbook or model presented by the teacher .	Students will be able to: 8.1.1 write words from the textbook or model. 8.1.2 write phrases from the textbook or model. 8.1.3 write sentences from the textbook or model .	Words, phrases and sentences	<b>T. activities:</b> Teacher uses textbook or provides model words and phrases and monitors students as they write.  <b>Ss. activities:</b> Students write sentences from words and phrases.	Use example sentences from the textbook.
9. to take dictation.	9.1 to take dictation of words and phrases only.	Students will be able to: 9.1.1 take dictation of words. 9.1.2 take dictation of phrases.	Text materials.	<b>T. activities:</b> Teacher dictates clearly and loudly.  <b>Ss. activities:</b> Students take dictation.	Indicate which texts to be used for dictation.
10. to write short and simple compositions.	10.1 to write short and simple paragraphs by answering a set of questions.	Students will be able to: 10.1.1 write short and simple paragraphs by answering a set of questions.	A set of questions for students to write down the answers in a paragraph form. Suggested topics: oneself, family, friends, school, etc.	<b>Ss. activities:</b> Students work in pairs and individually.  <b>T. activities:</b> Teacher monitors and guides.	Sets of questions for writing suitable paragraphs.
11. to write simple personal letters.	11.1 -----	-----	-----	-----	-----
12. to fill in simple forms.	12.1 -----	-----	-----	-----	-----

**Curriculum**  
**Subject : English**  
**Class-4**

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Listening</b>					
1. to recognize basic English sound differences, stress and intonation.	1.1 to recognize sound differences in the context of words.  1.2 to recognize which syllable in a word is stressed.  1.3 to recognize which words in a sentence are stressed.  1.4 to recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements.	Students will be able to : 1.1.1 recognize sound differences in the context of words.  1.2.1 recognize which syllable in a word is stressed.  1.3.1 recognize which words in a sentence are stressed.  1.4.1 recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements.	Words with the following sounds: /dʒ/ z / v / ʒ; /ʃ / a: / ʌ/  minimal pairs  Words with stress marks on syllables.  Sentences showing stress on different words to express different meanings.  dialogues with greetings, questions, answers and farewells.	<b>T. activities:</b> Teacher says words clearly focusing on the sounds. Reads the dialogues with proper stress and intonation.. <b>Ss. activities:</b> Students listen to and repeat after Teacher and identify words/objects with similar sounds, or say same/ different, etc.	Use minimal pairs, phrases and sentences to show sound differences, stress in words and sentences.
2. to understand simple commands, instructions and requests and carry them out.	2.1 to carry out simple commands and instructions.  2.2 to carry out a set of commands and instructions.  2.3 to comply with requests.  Can you.....?  Could/Would you.....?	Students will be able to : 2.1.1 carry out simple commands and instructions. 2.2.1 carry out a set of commands and instructions.  2.3.1 respond to requests.	Some commands and instructions. Sentences/passages/dialogues with request and responses Can you please..... Could you..... Would you..... Yes, sure, of course	<b>T. activities:</b> Teacher demonstrates instructions/commads requests. <b>Ss. activities:</b> -Students carry them out. Students give instructions and commands to each other and respond. -Language games (e.g. Simon says) -T-Ss; S-S activities.	Use instructions/ Commands/request along with pictures illustrating situations.



TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to understand simple questions and statements.	3.1 to understand questions asked by the teacher about the students. 3.2 to understand questions about family and friends of students. 3.3 to understand questions about objects around them. 3.4 to understand statements made by the teacher and students.	Students will be able to : 3.1.1 understand questions asked by the teacher about students. 3.2.1 understand questions about family and friends. 3.3.1 understand questions about objects around them. 3.4.1 understand statements made by the teacher and students.	Wh questions, Yes/No questions about students, their families and friends and objects around them .  Common classroom language. <b>Grammar point :</b> present simple/continuous/perfect	<b>T. activities:</b> Teacher asks questions.  <b>Ss. activities:</b> -Students respond by identifying objects/ persons. - choosing the right answers from M-C-Q.	Short dialogues along with pictures illustrating the situations. -short story /passage in Teacher's Guide and M-C-Q in the textbook.
4. to listen to, understand and enjoy simple rhymes, poems and stories.	4.1 — 4.2 to enjoy and understand simple stories. 4.3 to enjoy and understand simple poems.	Students will be able to : 4.2.1 enjoy and understand simple stories. 4.3.1 enjoy and understand simple poems.	Poems on familiar things ,animals, nature, relationships, etc.  Simple stories with messages/morals	<b>T. activities:</b> Teacher facilitates, monitors and guides. <b>Ss. activities:</b> Students repeat poems after Teacher and recite individually. <b>T. activities:</b> Teacher reads/tells stories. <b>Ss. activities:</b> Students identify Pictures, answer M-C-Q, T/F questions.	Simple poems and stories accompanied by pictures.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>speaking</b>					
1. to use English sounds, stress and intonation appropriately .	1.1 to say words, phrases and sentences with proper sounds, stress and intonation.	Students will be able to : 1.1.1 repeat after the teacher and say words, phrases and sentences with proper sounds, stress and intonation.	Words with the following sounds: /dʒ/ z / v / ʒ : / ŋ / a : / ʌ / Minimal pairs.	<b>Ss. activities:</b> Students listen to the teacher and repeats words/sounds chorally and individually. <b>T. activities:</b> Teacher indicates stress and intonation by voice modulation and using gesture.	Use appropriate text and pictures to show sound differences , stress and intonation. Use diagrams and pictures to illustrate the above.
2. to exchange greetings and farewells and to make introductions.	2.1 to exchange greetings, farewells and make simple self-introductions/ introductions. How do you do?	Students will be able to : 2.1.1 exchange greetings and farewells. 2.1.2 make simple self-introductions/ introductions.	Dialogues on greetings , self-introductions/introductions and farewells. How do you do?	<b>T. activities:</b> Teacher demonstrate, greetings, introductions and farewells. <b>Ss. activities:</b> Students listen, repeat, do role- plays, introduce themselves.	Use short dialogues and pictures.
3. to ask and answer questions.	3.1 to ask and answer Wh and Yes/No questions.	Students will be able to : 3.1.1 ask and answer Wh questions. 3.1.2 ask and answer Yes/No questions.	Wh and Yes/No questions and answers. Grammar point: Present-past simple	<b>T. activities:</b> Teacher asks Wh and Yes/No questions , facilitates. <b>Ss. activities:</b> Students ask and answer questions from textbook. On related topics, about themselves, etc.	Use suitable dialogues and exercises for practice.
4. to recite rhymes and poems.	4.1 to recite poems.	Students will be able to : 4.1.1 repeat poems after the teacher. 4.1.2 recite poems with understanding.	Poems on animals, nature, people, objects.	<b>T. activities:</b> Teacher recites poems with proper stress and intonation. <b>Ss. activities:</b> Students listen and recite. -Ask and answer questions. -Pair and individual work.	Suitable poems

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
5. to say the names of the days of the week and the months, and to tell the time.	5.1 to tell the time (hours only) and mention a.m./p.m.	5.1.1 to tell the time (hours only and mention a.m./p.m.)	Clock-face	<b>T. activities:</b> Teacher shows the clock, tells the time, shows the hands of the clock and explains. <b>Ss. activities:</b> Students listen and learn to tell the time. Group and pair works.	A number of clock faces showing different hours.
6. to talk about simple things and actions.	6.1 to say what the speaker is doing and others are doing. 6.2 to talk about people, objects, events, etc.	Students will be able to : 6.1.1 say what the speaker is doing . 6.1.2 say what others are doing.  6.2.1 talk about people, objects, events etc.	-Pictures showing series of actions and events. -Short passages on famous people, people of the community, objects, festivals etc. <b>Grammar point:</b> Present continuous. Simple present, adjective, adverb, preposition, present past.	<b>T. activities:</b> Teacher demonstrates actions, initiates and facilitates conversations. <b>Ss. activities:</b> Students talk about and describe the actions. Students perform actions and mimes in turns, while the rest say what is being performed.	Use pictures (with/without text) to show actions. Give cues for mime.
7. to give instructions, commands and to make requests.	7.1 to give instructions and commands. 7.2 to make requests and to respond.  Could you...? Yes, sure. No, Sorry, thanks. You are welcome, etc.	Students will be able to : 7.1.1 give instructions and commands.  7.2.1 make requests and respond.	Instructions, commands and requests. Could you...? Yes, sure. No, Sorry, thanks. You are welcome, etc.	<b>T. activities:</b> Teacher demonstrates instructions/ commands, make requests. <b>Ss. activities:</b> Students carry them out/ respond, give instructions and make requests to each other.	Use dialogues and pictures to illustrate situations.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
8. to take part in conversations on topics related to students' daily life.	8.1 to take part in conversations on simple topics (likes/dislikes, hobbies, holidays, family, friends, etc.)	Students will be able to : 8.1.1. take part in conversations on simple topics (likes/dislikes, hobbies, holidays, family, friends, etc.).	Dialogues on topics such as likes/dislikes, hobbies, holidays, family, friends, weather, etc.	<b>T. activities:</b> Teacher acts out dialogues, provides situations, contexts for students to act out, facilitates and monitors. <b>Ss. activities:</b> Students listen, repeat and do role-plays, make conversations from given cues.	Use dialogues and pictures to illustrate situations.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Reading</b>					
1. to read aloud texts with proper pronunciation and understanding.	1.1 ----- 1.2 ----- 1.3 to read the names of objects having the same initial and final sounds.  1.4 to read words, phrases and sentences in the text. 1.5 to read words, phrases and sentences in the text with proper pronunciation, stress and intonation.  1.6 to recognize and read statements, commands, greetings, questions and answers. 1.7 to read short paragraphs, dialogues and simple letters.	Students will be able to : 1.1.1 ----- 1.2.1 ----- 1.3.1 read names of objects having the same initial sounds 1.3.2 read names of objects having the same final sounds. 1.4.1 read words, phrases and sentences in the text. 1.5.1 read words, phrases and sentences in the text with proper pronunciation, stress and intonation.  1.6.1 recognize and read statements, commands, greetings, questions and answers.  1.7.1 read short paragraphs, dialogues and simple letters.	Names of objects having the same initial and final sounds. e.g. cat            bed cup            bud cow            bread cousin        red clock          rod kitchen        read kitten etc. Sentences for reading aloud. Paragraphs on various topics, dialogues and simple letters.	<b>T. activities:</b> Teacher reads aloud words, phrases, sentences, dialogues, paragraphs and letters. <b>Ss. activities:</b> Students listen, repeat and read. -Choose the words they think they heard, etc. -Students read aloud individually -Chain reading, etc.	Words, phrases, sentences, dialogues, paragraphs and letters.
2. to recognize and read both cardinal and ordinal numbers .	2.1 to recognize and read cardinal numbers from 101 - 500. 2.2 to recognize and read ordinal numbers up to 10 <sup>th</sup> .	Students will be able to : 2.1.1 recognize and read cardinal numbers from 101 - 500. 2.2.1 recognize and read ordinal numbers up to 10 <sup>th</sup> .	Cardinal numbers from 101 -500 Ordinal numbers up to 10 <sup>th</sup> .	<b>T. activities:</b> Teacher presents cardinal numbers 101-500 with gaps, elicits missing numbers from students.101 – 500.  Teacher presents ordinal numbers up to 10 <sup>th</sup> . Saying them with proper sound and stress. <b>Ss. activities:</b> Students listen, repeat and practice.	Numbers in figures And in words.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to read the names of the days of the week, the months and the time.	3.1 to recognize and study the calendar. 3.2 to read the clock( hours only) and mention am./pm.	Students will be able to : 3.1.1 study the calendar. 3.2.1 read the clock (hours only) and mention am./pm.	Calendar and its parts. Clock (hours only mentioning a.m./p.m.)).	<b>T. activities:</b> Teacher uses clock-face/ pictures to teach hours of the clock, explains a.m./p.m. <b>Ss. activities:</b> Students read the clock, tell the time.	Use appropriate texts and pictures.
4. to read aloud poems with proper sounds, stress and intonation.	4.1 to read aloud poems with proper sounds, stress and intonation.	Students will be able to : 4.1.1 read aloud poems with proper sounds, stress and intonation.	Poems for enjoyment  <b>Grammar point:</b> Present Tense	<b>T. activities:</b> Teacher reads out poems with proper pronunciation, stress and intonation. <b>Ss. activities:</b> Students listen, repeat and recite. Group, pair and individual work.	Use texts and pictures as suitable.
5. to read silently with understanding paragraphs, stories and other text materials .	5.1 to read silently with understanding paragraphs, stories, personal letters and other text materials.	Students will be able to 5.1.1 read silently with understanding paragraphs, stories and other texts. 5.1.2 read with understanding personal letters.	Paragraphs on people, places, objects, national days/ events, etc. Other suggested topics: humanity and values, biography, etc. Letters to friends and relatives.	<b>T. activities:</b> Teacher does pre-reading warming-up activities, asks questions, teaches vocabulary, etc. <b>Ss. activities:</b> Students read silently and answer questions on the text, learn vocabulary in context. Students read and identify different parts of a letter.	Use text, pictures and tasks as suitable.
6. to read instructions and carry them out.	6.1 to read instructions and carry them out.	Students will be able to : 6.1.1 read instructions and carry them out.	Instructions.	<b>T. activities:</b> Teacher monitors as students read instructions from textbook. Teacher may use flash cards with written instructions. <b>Ss. activities:</b> Students read and carry out instructions.	Use texts, pictures and tasks as suitable.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
7. to recognize punctuation marks and read accordingly.	7.1 to recognize punctuation marks and read accordingly.  e.g. full stop, comma, question mark and exclamation marks.	Students will be able to: 7.1.1 recognize punctuation marks and read accordingly.	Passage with punctuation marks.  e.g. full stop, comma, question mark and exclamation mark.	<b>T. activities:</b> Teacher reads passages, shows punctuation marks, write them on black board and explains. <b>Ss. activities:</b> Students read texts following punctuation marks.	Use text and sentences illustrating punctuation marks.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Writing</b>					
1. to write non-cursive and cursive letters both capital and small.	1.1 to write non- cursive and cursive capital letters.  1.2 to write non- cursive and cursive small letters.	Students will be able to: 1.1.1 write cursive and non- cursive capital letters.  1.2.1 write cursive and non- cursive small letters.	Cursive capital and small letters.	<b>T. activities:</b> Teacher helps students write cursive Letters, monitors, corrects, checks on blackboard. <b>Ss. activities:</b> Students copy in textbook/ note book/ write on blackboard.	Use models.
2. to write cardinal and ordinal numbers.	2.1 to write cardinal numbers 101 to 500 in figures.  2.2 to write ordinal numbers up to 10 <sup>th</sup> .	Students will be able to: 2.1.1 write cardinal numbers 101-500 in figures.  2.2.1 write ordinal numbers up to 10 <sup>th</sup>	Cardinal numbers 101-500. Ordinal numbers up to 10 <sup>th</sup> .	<b>T. activities:</b> Teacher shows on flashcards/ writes on blackboard, says the cardinal and ordinal numbers. <b>Ss. activities:</b> Students copy, fill in gaps, write the numbers the teacher dictates.	Use contexts and include suitable examples.
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.	3.1 to write words, phrases and sentences using non cursive and cursive capital and small letters.	Students will be able to: 3.1.1 write words, phrases and sentences using non-cursive capital and small. letters 3.1.2 write words, phrases and sentences using cursive capital and small letters.	Words, phrases and sentences using cursive capital and small letters.	<b>T. activities:</b> Teacher facilitates., monitors and guides. <b>Ss. activities:</b> Students copy, listen to teacher and write down what they hear..	Provide suitable models.



TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
4. to write figures for words and words for figures.	4.1 to copy and write cardinal numbers up to 50 both in figures and in words.  4.2 to write ordinal numbers up to 10 <sup>th</sup> both in figures and in words.	Students will be able to: 4.1.1. copy and write cardinal numbers up to 50 in figures and in words.  4.2.1 write ordinal numbers up to 10 <sup>th</sup> both in figures and in words.	Copying and writing cardinal numbers up to 50 both in figures and in words.  Write ordinal numbers up to 10 <sup>th</sup> both in figures and in words.	<b>T. activities:</b> Teacher writes cardinal numbers both in figures and in words. <b>Ss. activities:</b> Students read and copy cardinal numbers up to 50 and ordinal numbers up to 10 <sup>th</sup> both in figures and in words. Students write them independently in appropriate contexts.	Provide suitable models.
5. to use punctuation marks.	5.1 to use full stop, comma, question mark and exclamation mark.	Students will be able to: 5.1.1 use full stop, comma, question mark and exclamation mark.	Example sentences, explaining the use of full stop, comma, question mark and exclamation mark.	<b>T. activities:</b> Teacher writes texts with no punctuation marks. <b>Ss. activities:</b> Students will put in punctuation marks, full stop, comma, question mark, exclamation mark.	Explain punctuation marks by giving suitable examples.
6. to use capital letters.	6.1 to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks.	Students will be able to: 6.1.1 use capital letters for sentence beginnings. 6.1.2 use capital letters for proper nouns. 6.1.3 use capital letters for beginnings within quotation marks.	Sentences and passages to show capital letters for sentence beginnings, proper nouns and for the beginnings within quotation marks.	<b>T. activities:</b> Teacher explains the use of capital letters and gives examples. <b>Ss. activities:</b> Students rewrite sentences/ passages without capital letters and quotation marks by putting capital letters and quotation marks as needed.	Use suitable examples.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
7. to write the names of the days of the week and the months, and to write the time.	7.1 to write names of the days of the week and the months. 7.2 to write the time(hours only) and mention a.m./p. m.	7.1.1 write names of the days of the week and the months. 7.2.1 write the time(hours only) and mention a.m./p. m.	Different clock faces showing different times with blank spaces below.	<b>T-activities:</b> Teacher facilitates and monitors. <b>Ss activities:</b> Students read the clocks and write the time under each clock face. Ss work in groups, pairs and individually. Students use a.m./p.m. as appropriate.	Give illustrations of clock faces with different times (hours only). -Indicate day or night through illustration (for a.m./p.m.)
8. to write words, phrases and sentences correctly.	8.1 to make sentences using words and phrases, following instructions.	Students will be able to: 8.1.1 make sentences using words. 8.1.2 make sentences using phrases given in the textbook.	Words and phrases for making sentences.	<b>T. activities:</b> Teacher presents words and phrases and helps students come up with ideas to make sentences with. <b>Ss. activities:</b> Students work in groups, pairs and individually.	Use example sentences.
9. to take dictation.	9.1 to take dictation of words, phrases and sentences.	Students will be able to: 9.1.1 take dictation of words, phrases and sentences.	Words, phrases and sentences for dictation.	<b>T. activities:</b> Teacher dictates clearly and loudly. <b>Ss. activities:</b> Students take dictation.	Words, phrases and sentences for dictation.
10. to write short and simple compositions.	10.1 to write a short paragraph by answering a set of questions. 10.2 to write a short composition about oneself, friends, family and other familiar topics.	Students will be able to: 10.1.1 write a short paragraph by answering a set of questions. 10.2.1 write a short composition about oneself, friends, family and other familiar topics.	-Set of questions -Hints for writing paragraphs about oneself, friend, family and other familiar topics. - Suggested topics: ones', village/town, neighbours, games/sports	<b>T. activities:</b> Teacher facilitates and monitors. <b>Ss. activities:</b> Guided writing. Students write answers to set questions in paragraph form.	Tasks for composition writing.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
11. to write simple personal letters.	11.1 to write simple letters to friends.	Students will be able to: 11.1.1 write letters to friends.	Model letters to friends.	<b>T. activities:</b> Teacher shows model of a letter and indicates parts of it. <b>Ss. activities:</b> Students read the model and write similar letters.	Model letters with indication of parts to be included.
12. to fill in simple form.	12.1 -----	-----	-----	-----	-----

**Curriculum**  
**Subject : English**  
**Class-5**

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Listening</b>					
1. to recognize basic English sound differences, stress and intonation.	1.1 to recognize sound differences in the context of words.  1.2 to recognize which syllable in a word is stressed.  1.3 to recognize which words in a sentence are stressed.  1.4 to recognize and use intonation patterns for Wh- and Yes/No questions, greetings and statements.	Students will be able to : 1.1.1 recognize sound differences in the context of words.  1.2.1 recognize which syllable in a word is stressed.  1.3.1 recognize which words in a sentence are stressed.  1.4.1 recognize and use intonation patterns for Yes/No and Wh questions.  1.4.2 recognize and use intonation patterns for greetings and statements.	Words, phrases, sentences showing sound differences. Sounds :  / v / <b>3</b> / e / δ /  Words with stressed syllables. Sentences with stress on different words showing different meanings. Sentences and dialogues using statements, greetings, introduction questions, answers and farewells to practise intonation.	<b>T. activities:</b> Teacher says words, phrases clearly focusing on sounds. <b>Ss. activities:</b> Students listen and repeat. Identify words they hear from minimal pairs. Students listen to audio text or Teacher reading a dialogue to become familiar to rising and falling intonation patterns.	Use minimal pairs, phrases and sentences to show sound differences, syllable stress in words and words stressed in sentences. Questions and statements to show intonation in sentences.
2. to understand simple commands, instructions and requests and carry them out.	2.1 to carry out simple commands and instructions.  2.2 to carry out a set of commands and instructions.  2.3 to comply with requests.  e.g. Can you....? Could/Would you.....?	Students will be able to : 2.1.1 carry out simple commands and instructions.  2.2.1 carry out a set of commands and instructions.  2.3.1 comply with requests.	Commands and instructions. (dialogues, recipes, Announcements), etc.  Requests (short dialogues and conversations).	<b>T. activities:</b> Teacher uses textbook, audio tape or CD, and demonstrates instructions/ commands/requests. <b>Ss. activities:</b> Students listen to Teacher/audio tape/ CD and carry out the commands, instructions, respond to requests, answer M-C-Q, T/F exercises on listening materials..	Use instructions/ commands/requests along with pictures illustrating situations. Texts may include sentences, dialogues, announcements at bus/train stations, on TV/ radio, etc.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to understand simple questions and statemts.	<p>3.1 to understand questions asked by the teacher about the students.</p> <p>3.2 to understand questions about family and friends of students.</p> <p>3.3 to understand questions about objects around them.</p> <p>3.4 to understand statements made by the teacher and students.</p>	<p>Students will be able to :</p> <p>3.1.1 understand questions asked by the teacher about them.</p> <p>3.2.1 understand questions about family and friends of students.</p> <p>3.3.1 understand questions about objects around them.</p> <p>3.4.1 understand statements made by the teacher and students.</p>	<p>Texts with wh- and yes/no questions about the students, their family, friends, and objects around them.</p> <p>Sentences – some with true information, some with wrong information.</p> <p>Usual classroom language and texts using statements.</p> <p><b>Grammar point :</b> Present and past simple/ future will</p>	<p><b>T. activities:</b> Teacher reads out dialogues/ uses tape/CD containing questions and statements.</p> <p><b>Ss. activities:</b> Students respond through gestures, by answering M-C-Q, T/F questions in textbook.</p>	<p>Short dialogues and statements along with pictures illustrating the situations</p> <p>Series of questions..</p>
4. to listen to, understand and enjoy simple rhymes, poems and stories.	<p>4.1 —</p> <p>4.2 to enjoy and understand simple stories.</p> <p>4.3 to enjoy and understand simple poems.</p>	<p>Students will be able to :</p> <p>4.2.1 understand and enjoy simple stories.</p> <p>4.3.1 understand and enjoy simple poems.</p>	<p>Stories, and poems in Teacher’s Guide.</p> <p>Pictures, M-C-Q, T/F questions in the textbook.</p>	<p><b>T. activities:</b> Teacher reads out stories, texts and poems.</p> <p><b>Ss. activities:</b> students identify pictures, respond orally and /or by gestures.</p>	<p>Include appropriate stories, and poems in Teacher’s Guide.</p> <p>Illustrations, pictures and exercises on the listening material should be given in students’ textbook..</p>

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>speaking</b>					
1. to use English sounds, stress and intonation appropriately .	1.1 to say words, phrases and sentences with proper sounds, stress and intonation .	Students will be able to: 1.1.1 say words, phrases and sentences with proper sounds and stress. 1.1.2 say sentences with proper intonation.	Words, phrases, sentences showing sound differences. Sounds : / v / <b>3</b> / e / δ /  Words with stress marks. Sentences with stress on different words showing different meanings. Dialogues and statements using greetings, introduction, questions, answers and farewells to practise intonation.	<b>T. activities:</b> Teacher utters words/sounds carefully. <b>Ss. activities:</b> Students listen to and repeat after Teacher, and say words/sounds in chorus and individually. <b>T. activities:</b> Teacher indicates stress and intonation by voice modulation. <b>Ss. activities:</b> Students repeat and practise chorally and individually.	Use appropriate texts and pictures to show sound differences , stress and intonation. Use diagrams and pictures to illustrate the above.
2. to exchange greetings and farewells and to make introductions.	2.1 to exchange greetings, farewells and make introductions. How do you do? Nice to meet you. etc.	Students will be able to : 2.1.1 exchange greetings and farewells 2.1.2 make introductions.	Dialogues for greetings, farewells, self- introductions, introducing friends, relatives, guests, etc.  How do you do? Nice to meet you. etc.	<b>T. activities:</b> Teacher does warming-up through exchanging greetings with students, uses textbook, tape or CD, if available. <b>Ss. activities:</b> Students listen, repeat and do role plays, exchange greetings with each other, introduce themselves. Group, pair work.	Use instructions, dialogues and pictures.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to ask and answer questions.	3.1 to ask and answer Wh and Yes/No questions.	Students will be able to : 3.1.1 ask and answer Wh questions. 3.1.2 ask and answer Yes/No questions.	Wh- and Yes/No, questions and answers through dialogues and conversations. Grammar point: Past continuous	<b>T. activities:</b> Teacher facilitates students' ask and answer conversations. Answers.  <b>Ss. activities:</b> Students read/ listen to dialogues, practice saying the dialogues, exchange questions and answers in pairs, through chain activities. repeat and practice in pairs/ groups.	Use suitable dialogues, exercises and activities for practise.
4. to recite rhymes and poems.	4.1 to recite poems.	Students will be able to : 4.1.1 recite poems.	Poems	<b>T. activities:</b> Teacher monitors and guides.  <b>Ss. activities:</b> Students read, listen to Teacher/ tape/ CD, practise and recite.	Include suitable poems
5. to say the names of the days of the week and the months, and to tell the time.	5.1 to tell the time(hours and minutes) and mention a.m./p.m, half past, quarter past, quarter to, etc.	5.1.1 tell the time. (hours and minutes) and mention a.m./ p.m, half past, quarter past, quarter to, etc.	Different clock faces showing different times, (hours and minutes).	<b>T. activities:</b> Teacher shows the clock ,tell the time, shows the hands of the clock and explains. <b>Ss. activities:</b> Students listen , tell the time, work in groups in pairs.	A number of clock faces showing different hours and minutes.
6. to talk about simple things and actions	6.1 to say what the speaker is doing and what others are doing.	Students will be able to : 5.1.1 say what the speaker is doing . 6.1.2 say what others are doing.	Pictures and mimes showing a series of actions, Short paragraphs	<b>T. activities:</b> Teacher demonstrates actions, and/or uses	Use pictures to show actions that go with texts.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
	6.2 to talk about people, objects, events, etc.	6.2.1 talk about people, objects, events, etc.	about people, objects, events. <b>Grammar point:</b> Simple present, present continuous, adjectives, adverbs, prepositions, Simple past tense, etc.	textbook, pictures, posters to show actions taking place. <b>Ss. activities:</b> Students ask each other to perform actions and talk/ describe the actions. Students give short oral presentations in simple sentences on familiar people, objects and events.	
7. to give instructions, commands and to make requests.	7.1 to give instructions and commands.  7.2 to make requests and to respond.  Giving short answers Could you...? Yes, sure. No, Sorry, thanks. You are welcome. No problem. That's ok, etc.	Students will be able to : 7.1.1 give instructions and commands. 7.2.1 make requests and respond.	Commands, instructions and requests using can/ could/would you..... in the classroom/ school and other real life situations. Giving short answers Could you...? Yes, sure. No, sorry, thanks. You are welcome. No problem. that's ok, etc.	<b>T. activities:</b> Teacher initiates Conversation by giving instructions, commands and making requests. <b>Ss. activities:</b> Students interact with Teacher, each other and text material.	Use dialogues and pictures to illustrate situations/contexts Give outline of situations and language hints for students to make conversations..
8. to take part in conversations on topics related to students' daily life.	8.1 to take part in conversations on appropriate topics	Students will be able to : 8.1.1 take part in conversations on appropriate topics.	Conversations on Day- to- day events and situations.	<b>T. activities:</b> Teacher reads from textbook or uses tape/CD. <b>Ss. activities:</b> Students listen, read and do role plays, make their own conversations about real life activities and topics.	Use dialogues and pictures. Give hints/clues for students to make conversations.



TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Reading</b>					
1. to read aloud texts with proper pronunciation, stress and intonation.	1.1 ----- 1.2 -----  1.3 ----- 1.4 -----  1.5 to read words, phrases and sentences in the text with proper pronunciation, stress and intonation. 1.6 to recognize and read statements, commands, greetings, questions and answers. 1.7 to read paragraphs, dialogues, stories, letters and other texts.	Students will be able to :    1.5.1 read words, phrases and sentences in the text with proper pronunciation, stress and intonation.  1.6.1 recognize and read statements, commands, greetings, questions and answers.  1.7.1 read paragraphs, dialogues stories, letters and other texts.	Statements, commands, questions and answers.  Paragraphs, dialogues, letters, stories, etc.	<b>T. activities:</b> Teacher facilitates and helps students while they read out different texts from the textbook.  <b>Ss. activities:</b> Students read texts individually and in chain activity.	Use paragraphs, dialogues, stories and letters.
2. to recognize and read both cardinal and ordinal numbers.	2.1 to recognize and read cardinal numbers 501 to 1000. 2.2 to recognize and read ordinal numbers up to 20 <sup>th</sup>	Students will be able to : 2.1.1 recognize and read cardinal numbers 501 to 1000. 2.2.1 recognize and read ordinal numbers up to 20 <sup>th</sup>	Cardinal numbers 501 to 1000.  Ordinal numbers up to 20 <sup>th</sup> .	<b>T. activities:</b> Teacher presents cardinal numbers 501 to 1000 , in appropriate contexts. Teacher shows on blackboard/flashcards, textbook etc. <b>Ss. activities:</b> Students repeat and read out individually ordinal numbers up to 20 <sup>th</sup> .	Cardinal numbers in figures and in words 501 to 1000 and ordinal numbers up to 20 <sup>th</sup> .

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
3. to read the names of the days of the week, the months and the time.	3.1 to recognize and study the calendar.  3.2 to read the clock( hours and minutes) and mention a.m./p.m, half past, quarter past, quarter to, etc.	Students will be able to : 3.1.1 recognize and study the calendar.  3.2.1 read the clock (hours and minutes) and say a.m./p.m, half past, quarter past, quarter to, etc.	A calendar.  A clock with hours and minutes hands. Language use: half past, quarter past, quarter to, etc..	<b>T. activities:</b> Teacher shows a calendar And explains. <b>Ss. activities:</b> Students study the Calendar, identify and read the days and the months. <b>T. activities:</b> Teacher shows clock-faces/ pictures to teach to say hours and minutes. <b>Ss. activities:</b> Students read the hours and minutes, and tell the time.	Use appropriate texts and pictures on calendar and clock face.
4. to read aloud poems with proper sounds, stress and intonation.	4.1 to read aloud poems with proper sounds, stress and intonation.	Students will be able to : 4.1.1 read aloud poems with proper sounds, stress and intonation.	Poems.  <b>Grammar point:</b> Past Tense	<b>T. activities:</b> Teacher gives model reading. <b>Ss. activities:</b> Students listen, read aloud with proper sounds, stress and intonation and recite.	Use poems and pictures as suitable.
5. to read silently with understanding paragraphs, stories and other text materials.	5.1 to read silently with understanding paragraphs, stories, dialogues, personal letters and others texts materials.	Students will be able to 5.1.1 read silently with understanding paragraph . 5.1.2 read silently with understanding stories. 5.1.3 read silently with understanding dialogues. 5.1.4 read silently with understanding personal letters and other texts materials.	Paragraph, stories, dialogues, letters and other text materials for silent reading . Suggested topics: natural calamities, sickness: awareness and prevention, biography, etc.	<b>T. activities:</b> Teacher introduces a text by showing pictures and gives contexts. <b>Ss. activities:</b> Students read silently for understanding and ask and answer questions on the text.	Use , paragraphs, stories, dialogues , letters and other text materials.
6. to read instructions and carry them out.	6.1 to read instructions and carry them out.	Students will be able to : 6.1.1 read instructions and carry them out.	Instructions in a printed format with or without pictures sign and symbols. Topics may include	<b>T. activities:</b> Teacher uses instructions from textbooks/ flash cards. <b>Ss. activities:</b> Students read and carry them out.	Written, printed, sign instructions, etc.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
			medical prescriptions, instruction on medicine packets, road signs, etc.		
7. to recognize punctuation marks and read accordingly.	7.1 to recognize punctuation marks and read accordingly. e.g. full stop, comma, question mark, quotation marks and exclamation mark.	Students will be able to: 7.1.1 recognize punctuation marks and read accordingly. e.g. full stop, comma, question mark, quotation marks and exclamation mark.	Sentences and Passages with punctuation marks. e.g. full stops, comma, question mark, exclamation mark and quotation marks.	<b>T. activities:</b> Teacher shows the punctuation marks on black board and explain. Teacher reads texts giving pause and using punctuation marks. <b>Ss. activities:</b> Students read out using punctuation marks.	Use texts and sentences illustrating punctuation marks. Use texts and sentences without punctuation marks for students' practice.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
<b>Writing</b>					
1. to write non-cursive and cursive letters both capital and small.	1.1 ----- 1.2 -----	-----	-----	-----	-----
2. to write cardinal and ordinal numbers.	2.1 to write cardinal numbers 1-500 in figures. 2.2 to write ordinal numbers up to 20 <sup>th</sup> .	Students will be able to: 2.1.1 write cardinal numbers 1-500 in figures. 2.2.1 write ordinal numbers up to 20 <sup>th</sup> .	Cardinal numbers 1-500. Ordinal numbers up to 20 <sup>th</sup> .	<b>T. activities:</b> Teacher writes cardinal and ordinal numbers on blackboard. <b>Ss. activities:</b> Students practise.	Cardinal numbers 1-500. Ordinal numbers up to 20 <sup>th</sup> .
3. to write words, phrases and sentences using non-cursive and cursive letters both capital and small.	3.1 to write sentences using non-cursive and cursive capital and small letters.	Students will be able to: 3.1.1 write words, phrases and sentences using non-cursive capital letters. 3.1.2 write words, phrases and sentences using non-cursive small letters. 3.1.3 write words, phrases and sentences using cursive capital letters. 3.1.4 write words, phrases and sentences using cursive small letters.	Words, phrases and sentences using cursive and non-cursive capital and small letters.	<b>T. activities:</b> Teacher presents words and phrases, monitors, corrects and checks as students write sentences. <b>Ss. activities:</b> Students write words and make sentences using non-cursive and cursive capital and small letters.	Provide suitable models.
4. to write figures for words and words for figures.	4.1 to write cardinal numbers up to 100 both in figures and in words. 4.2 to write ordinal numbers up to 20 <sup>th</sup> both in figures and in words.	Students will be able to: 4.1.1 write cardinal numbers up to 100 in figures and in words. 4.2.1. write ordinal numbers up to 20 <sup>th</sup> in figures and in words.	Cardinal numbers Up to 100 both in figures and in words. Ordinal numbers up to 20 <sup>th</sup> both in figures and in words.	<b>T. activities:</b> Teacher shows numbers in both figures and words. <b>Ss. activities:</b> Students read and copy.	Provide suitable models.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
5. to use punctuation marks.	5.1 to use full stop, comma, question mark and exclamation mark.	Students will be able to: 5.1.1 use full stop, comma, question mark and exclamation mark.	Sentences and Passages with Punctuation marks. e.g. full stop, comma, question mark and exclamation mark. Passage without punctuation marks.	<b>T. activities:</b> Teacher uses textbook, shows and explain punctuation marks on blackboard. <b>Ss. activities:</b> Students read with proper stress and intonation recognizing the punctuation marks. Students put correct punctuation marks in a passage.  <b>T. activities:</b> Teacher reads out texts. <b>Ss. activities:</b> Students write the punctuation marks.	Show punctuation marks by giving suitable examples, sentences and texts.
6. to use capital letters.	6.1 to use capital letters for sentence beginnings, proper nouns and for beginnings within quotation marks.	Students will be able to: 6.1.1 use capital letters for sentence beginnings. 6.1.2 use capital letters for proper nouns. 6.1.3 use capital letters for the beginnings within quotation marks.	Texts highlighting capital letters for sentence beginnings, proper nouns and quotation marks in a paragraph. Texts with capital Letters missing.	<b>T. activities:</b> Teacher explains use of capital letters and gives examples. <b>Ss. activities:</b> Students use capital letters in a given texts.	Use suitable texts with examples.
7. to write the names of the days of the week and the months, and to write the time.	7.1.-----  7.2 to write the time (hours and minutes) and mention a.m./p.m, half past, quarter past, quarter to, etc.	Students will be able to: 7.1.1 -----  7.2.1 write the time(hours and minutes) and mention a.m./p.m, half past, quarter past, quarter to, etc	Different clock faces showing different times with blank spaces below.	<b>T-activities:</b> Teacher monitors and helps. <b>Ss activities:</b> Students read the clocks and write the time under each clock face. Ss work in groups, pairs and individually.	Give illustrations of clock faces with different times (hours and minutes).

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
8. to write words, phrases and sentences correctly.	8.1 to make sentences using words and phrases, following instructions.	Students will be able to: 8.1.1 make sentences using words and phrases given in the textbook.	Familiar words and phrases to make sentences.  Make sentences according to instructions. e.g. questions, negative statements, etc.	<b>T. activities:</b> Teacher presents words/ phrases from textbook or some common familiar words and phrases. <b>Ss. activities:</b> Students write sentences with them.	Use example Words and Quotation marks.
9. to take dictation.	9.1 to take dictation of short and simple paragraphs.	Students will be able to: 9.1.1 take dictation of short and simple paragraphs.	From text.	<b>T. activities:</b> Teacher dictates slowly and clearly. <b>Ss. activities:</b> Students take dictation.	Indicate which texts to be used for dictation.
10. to write short and simple compositions.	10.1 to write a short piece of composition by answering a set of questions.  10.2 to write short compositions on familiar objects, people, places and events.	Students will be able to: 10.1.1 write a short piece of composition by answering a set of questions.  10.2.1 write short and simple composition on familiar objects such as people, place and events .	Compositions by answering questions.  Compositions on set questions. Model compositions. Suggested topics: natural calamities, national days, festivals, town and village life, etc.	<b>T. activities:</b> Teacher asks students to answers the questions/ use given clues. <b>Ss. activities:</b> Students write composition by answering questions/ using clues.	Short composition on familiar topics and questions are to be given.
11. to write simple personal letters.	11.1 to write simple letters to friends and relatives.	Students will be able to: 11.1.1 write simple letters to friends and relatives.	Model personal letters to family / friends.	<b>T. activities:</b> Teacher shows a model letter and indicates parts of it. <b>Ss. activities:</b> Students read the model and write similar letters.	Model letters with indication of parts to be included.

TERMINAL COMPETENCIES	ATTAINABLE COMPETENCIES	LEARNING OUTCOMES	CONTENTS	PLANNED ACTIVITIES	INSTRUCTION FOR WRITERS/ ILLUSTRATORS
12 to fill in simple forms.	12.1 to fill in simple forms about oneself and others.	Students will be able to: 12.1.1 fill in simple forms about oneself and others.	Forms with personal information to be filled in or given tick for the right information by the students (with given/known information).	<b>Ss activities:</b> students read the forms and fill in the blanks with missing information. <b>T. activities:</b> Teacher monitors and guides.	Give appropriate forms for students to give information.

## **General instructions for writers of textbooks**

### **Classes 1 & 2**

Since the main focus of learning English as a foreign language at this level is on listening and speaking (not so much on reading and writing) the teacher should have competence in these two skills to engage students in simple communicative activities in the classroom. Hence, the writers should provide a section ( in Teacher's Guide) on classroom language for:

- Greetings
- Starting a lesson
- Common Wh- and Yes-No questions
- Monitoring
- Doing different activities
- Checking answers
- Simple social English

### **About textbooks for classes 1 & 2**

#### **For Listening & Speaking**

1. For pronunciation practice, follow the content. Practice in sounds should be presented with minimal pairs, pictures, flashcards, etc. supported by audio/ video CD materials. Phonetic symbols are not to be used in the textbook for learners but should be explained in the Teacher's Guide or Manual.

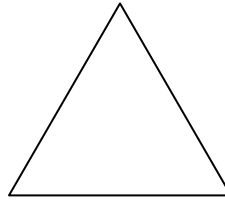
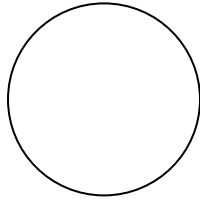
The sound symbol chart should be provided in the Teacher's Guide.

2. Teacher's Guide will provide the necessary language for commands and instructions to be used in the classroom.
3. Sample statements and questions should be provided in the textbooks.
4. Greetings and introductions should be presented through dialogues with pictures and speech bubbles.
5. Rhymes should be accompanied by pictures and audio/ video recordings.



## Reading

Pictures of different shapes like square, round, triangle, rectangle, etc.



(Pictures of objects of these shapes).

To teach size, use pictures of different objects/ people of different sizes with the words written below the pictures.

- Letters of the alphabet and the Alphabet song.
- Cardinal numbers 1-10 with pictures.

## Writing

Present different letter shapes in different colours with empty space for students to copy and practise.

- Cardinal numbers 1-10 with empty space.
- Pictures and numbers for matching.

## General instructions for writers of textbooks

### Classes 3-5

- Topics and themes should be interesting, realistic and suitable for the class. Topics may include students' community, day-to-day activities, environment, health and hygiene, ICT, etc. Gender balance should be considered carefully.
- Some basic routine expressions for social interaction should be provided through dialogues.
- Instructions should be written in simple and clear English.
- Activities/ exercises/ tasks should relate to text materials and should be adequate for students to develop all four skills.
- Some language games, puzzles, mini dialogues, mimes may be used as exercises for developing language skills through fun and entertainment.

- The textbook should be attractive. Pictures of various types should be given to illustrate the context of the text.
- The language of the textbook should be simple and as close to everyday language used in real life situations as possible.
- Structures should be provided in a systematic and graded way.
- At each level new vocabulary should be introduced. Vocabulary introduced in previous classes should be revised.
- Indications should be given in the textbook as to how many periods should be needed for each lesson.
- The sound symbol chart should be provided in the Teacher's Guide.
- A section on sample classroom language for Greetings, Starting a lesson, Common Wh- and Yes-No questions, Monitoring, Doing different activities, Checking answers, Simple social English should be provided in the Teacher's Guide .