

**English Skill Based Syllabus Planner**

**Class: 1 to 7**

<b>Sl. No.</b>	<b>A. Listening</b>	<b>B. Speaking</b>	<b>C. Reading</b>	<b>D. Writing</b>
<b>1</b>	<b>Intensive Listening</b> (Phonemes, words, Fill in the blanks, Listen & Draw, Listen and react/do, etc)	<b>Imitative Speaking</b> ('parrot back' i.e., repetition of a word, phrase or sentences )	<b>Perceptive Reading</b> (separate letters, words, punctuation, and other graphemic symbols of larger stretches of discourse, to decipher differences in similar words, to match pictures with the corresponding words)	<b>Imitative Writing</b> (fundamental tasks like writing letters, spelling words correcting (spelling tests, spelling quiz, picture prompts) placing punctuation marks, constructing very brief sentences, writing and spelling numbers (converting numbers))
<b>2</b>	<b>Responsive Listening</b> (a greeting, question, command, comprehension check like questions related to maps, quiz descriptions etc)	<b>Intensive Speaking</b> (produce short stretches of oral language demonstrating grammatical, phrasal, lexical, or phonological (intonation, stress, rhythm, juncture), produce short stretches of dialogues / questions with antonym based responses, Phrasal segment organization (rearrange word groups in order to correct the grammatical and lexical order of the phrase)	<b>Selective Reading</b> (to recognize lexical, grammatical, or discourse features of language within a very short text (a sentence, a brief paragraph, or a simple chart or graph), read one statement and choose the answer that has the same meaning as the statement, multiple-choice cloze vocabulary/grammar task)	<b>Intensive Writing</b> ((producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features) combining two sentences using suitable words, picture-cued story sequences)
<b>3</b>	<b>Selective Listening</b> (announcements for specific information, directions, speeches or lectures, recorded messages, dialogues, stories, songs, skits, specific information in service encounters)	<b>Responsive Speaking</b> (to respond/briefly converse greetings, requests and comments, questions, etc., rephrase/summarize stories in their own words)	<b>Interactive Reading</b> (short passage with multiple-choice follow-up questions, read cloze passages and fill in expected prepositions or conjunctions.	<b>Responsive Writing</b> (paragraph/creating two or three paragraphs , guided question and answer related to pedagogical (academic, educational) texts

<b>4</b>	<b>Extensive Listening</b> (listening to long speeches, lectures, stories or conversations and write down the main idea or a very short summary after listening)	<b>Interactive Speaking</b> ( role playing, interviews, etc)	<b>Extensive Reading</b> (reading articles, essays, technical reports, short stories or books in order to assess global understanding of a text (summarize long texts) skimming task (pre-reading, post-reading, in-class discussions, and comprehension checks)	<b>Extensive Writing</b> ( developing ideas eg. Written compositions, summaries, imaginative writing (which needs rough and final drafts))
<b>5</b>		<b>Extensive Speaking</b> (speeches, oral presentations, storytelling, impromptu speaking, picture story)		

### Class V Level wise Planner

#### Listening

Sl.No	Level 1	Level 2	Level 3	Level 4
	<b>Intensive Listening</b>	<b>Intensive Listening</b>	<b>Intensive Listening</b>	<b>Intensive Listening</b>
1	Phonemes & words (Listen the phoneme and write the words)	Phonemes & words (Listen the phoneme and write the words)	Phonemes & words to identify sounds (Consonants & 11-20 Vowels)	Phonemes & words to identify sounds (Consonants & 11-20 Vowels)
	Listen and Write	Listen and Write	Listen and Write	Listen and Write
2	<b>Responsive Listening</b>	<b>Responsive Listening</b>	<b>Responsive Listening</b>	<b>Responsive Listening</b>
	Questions related to maps, quiz, description	Questions related to maps, quiz, description	Questions related to maps, quiz, description	Questions related to maps, quiz, description
3	<b>Selective Listening</b>	<b>Selective Listening</b>	<b>Selective Listening</b>	<b>Selective Listening</b>
	Dialogues/Conversation	Dialogues/Conversation	Dialogues/Conversation	Stories
	Information in Service Counters	Information in Service Counters	Information in Service Counters	Dialogues/Conversation
				Information in Service Counters
4	<b>Extensive Listening</b>	<b>Extensive Listening</b>	<b>Extensive Listening</b>	<b>Extensive Listening</b>
	Writing main idea/ short summary to long stories & conversation	Writing main idea/ short summary to long stories & conversation	No	No
<b>Speaking</b>				
5	<b>Imitative Speaking</b>	<b>Imitative Speaking</b>	<b>Imitative Speaking</b>	<b>Imitative Speaking</b>
	No	No	No	No
6	<b>Intensive Speaking</b>	<b>Intensive Speaking</b>	<b>Intensive Speaking</b>	<b>Intensive Speaking</b>
	Conversation/Dialogue	Conversation/Dialogue	Conversation/Dialogue	Reciting poems/ songs
	Arranging sentences	Arranging sentences	Arranging Words/phrases/sentences	Conversation/Dialogue
				Arranging Words/phrases/sentences
7	<b>Responsive Speaking</b>	<b>Responsive Speaking</b>	<b>Responsive Speaking</b>	<b>Responsive Speaking</b>
	Summarizing stories (in brief)	Summarizing stories (in brief)	Summarizing stories (in brief)	Summarizing stories (in brief)
8	<b>Interactive Speaking</b>	<b>Interactive Speaking</b>	<b>Interactive Speaking</b>	<b>Interactive Speaking</b>
	Skit	skit	Role Play	Role Play
9	<b>Extensive Speaking</b>	<b>Extensive Speaking</b>	<b>Extensive Speaking</b>	<b>Extensive Speaking</b>
	Impromptue Speaking	Impromptue Speaking	Impromptue Speaking	Story Telling (in own words)
	Speech	Speech	Anchoring	Impromptue Speaking
<b>Reading</b>				

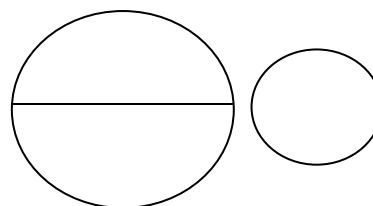
Sl.No	Level 1	Level 2	Level 3	Level 4
10	<b>Perceptive Reading</b>	<b>Perceptive Reading</b>	<b>Perceptive Reading</b>	<b>Perceptive Reading</b>
	No	No	No	No
11	<b>Selective Reading</b>	<b>Selective Reading</b>	<b>Selective Reading</b>	<b>Selective Reading</b>
	Textbook	Textbook	Textbook	Textbook
	Passage/story	Passage/story	Passage/story	Passage/story
	Poem (assessment mode for this section: multiple choice choosing the answer that has same meaning vocabulary, grammar)	Poem (assessment mode for this section: multiple choice choosing the answer that has same meaning vocabulary, grammar)	Poem Reading (assessment mode for this section: multiple choice, choosing the answer)	Poem Reading (assessment mode for this section: multiple choice, choosing the answer)
12	<b>Interactive Reading</b>	<b>Interactive Reading</b>	<b>Interactive Reading</b>	<b>Interactive Reading</b>
	No	No	No	No
13	<b>Extensive Reading</b>	<b>Extensive Reading</b>	<b>Extensive Reading</b>	<b>Extensive Reading</b>
	Novels (Skimming tasks (pre reading, post reading, classdiscussions, comprehension)	Novels (Skimming tasks (pre reading, post reading, classdiscussions, comprehension)	Novels (Skimming tasks (pre reading, post reading, classdiscussions, comprehension)	Novels (Skimming tasks (pre reading, post reading, classdiscussions, comprehension)
	Summarizing news articles	Summarizing news articles	Summarizing news articles	
	<b>Writing</b>			
14	<b>Imitative Writing</b>	<b>Imitative Writing</b>	<b>Imitative Writing</b>	<b>Imitative Writing</b>
	No	No	No	No
15	<b>Intensive Writing</b>	<b>Intensive Writing</b>	<b>Intensive Writing</b>	<b>Intensive Writing</b>
	Producing vocabulary with a context, collocation)	Producing vocabulary with a context	Producing vocabulary with a context	Combining sentences
	Combining sentences	Combining sentences	Combining sentences	
16	<b>Responsive Writing</b>	<b>Responsive Writing</b>	<b>Responsive Writing</b>	<b>Responsive Writing</b>
	Creating paragraph/s	Creating paragraph/s	Creating paragraph/s	No
17	<b>Extensive Writing</b>	<b>Extensive Writing</b>	<b>Extensive Writing</b>	<b>Extensive Writing</b>
	Letter:Formal & Informal	Letter:Formal & Informal	Letter:Formal & Informal	Letter:Informal
	Essay	Essay	Essay	Essay
	Story	Story	Story	Story
	Dilogue	Dilogue	Dilogue	Diary
	Diary	Diary	Diary	Dilogue

Evaluation Sheet										
Student's Name:			Subject: English				Class: V			
Sl. No.	Listening & Comprehension	Criteria	Needs to Improve			Satisfactory		Good	Very Good	Excellent
			32 & Below	33-40	41-50	51-60	61-70	71- 80	81-90	91-100
			E	D	C2	C1	B2	B1	A2	A1
1	<b>Intensive</b> (Phonemes, Words, Listen & Write) <b>Responsive</b> (Questions related to maps, Quiz, Description) <b>Selective</b> (Dialogues/ Conversation, Information in Service Counters, Announcements for specific information, Stories) <b>Extensive</b> (Writing main idea/ Short summary to long stories & conversations)	Attentiveness								
		Understanding								
		Responding								
		Remembering								
2	Speaking	Criteria	Needs to Improve			Satisfactory		Good	Very Good	Excellent
			32 & Below	33-40	41-50	51-60	61-70	71- 80	81-90	91-100
			E	D	C2	C1	B2	B1	A2	A1
	<b>Intensive</b> (Conversation/dialogue, Arranging Sentences) <b>Responsive</b> (Summarizing Stories) <b>Interactive</b> (Skit, Reciting poems/songs) <b>Extensive</b> (Impromptu Speaking, Speech, Anchoring, Story Telling)	Pronunciation, Intonation								
		Vocabulary, Sentence Structuring								
		Confidence, Body Language								
		Responding to the Situation								

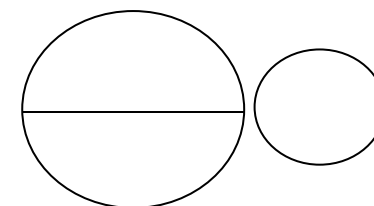
3	Reading & Comprehension	Criteria	Needs to Improve			Satisfactory		Good	Very Good	Excellent
			32 & Below	33-40	41-50	51-60	61-70	71- 80	81-90	91-100
			E	D	C2	C1	B2	B1	A2	A1
	<b>Selective</b> (Coursebook, Passage, Story, Poem) <b>Extensive</b> (Novels, Summarizing news articles)	Pronunciation								
		Fluency (Intonation, Pauses)								
		Comprehension								
4	Writing	Criteria	Needs to Improve			Satisfactory		Good	Very Good	Excellent
			32 & Below	33- 40	41-50	51-60	61-70	71- 80	81-90	91-100
			E	D	C2	C1	B2	B1	A2	A1
	<b>Intensive</b> (Collocation, Producing vocabulary with context) <b>Responsive</b> (Creating paragraph/s) <b>Extensive</b> (Letter, Essay, Story, Dialogue, Diary)	Cursive Writing, Neatness, Spellings								
		Sentence Structuring (Grammar)								
		Vocabulary								

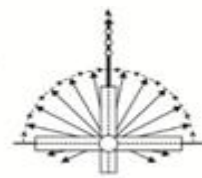
<b>Coursebook Reading:</b>
<b>Novel Reading:</b>

Term 1



Term 2





**STANDARD: V A TIGER'S-EYE [Room No.: B2 – 16]**

**ENGLISH**

## **COURSE OUTLINE**

### **INTRODUCTION**

English has been gaining greater importance for global communication. It is no longer just a library language but a language of opportunities. Considering the requirement of the students to face the challenges of the competitive world the school has introduced skill-based learning which provides classroom environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired.

The **Fifth Standard** syllabus includes

- **Listening:** Activities like listening to phonemes, Questions related to maps, quiz, description, poems, stories help the students to improve their listening and comprehension skill.
- **Speaking:** Story narration, recitation, general conversation and so on help the students to communicate effectively.
- **Reading:** Reading words with proper pronunciation, reading sentences, passages and novels with appropriate stress, intonation and with correct pauses help the students to read fluently and to comprehend the text.
- **Writing:** Writing words, framing sentences, writing compositions, letters, stories, dialogue and diary helps to strengthen the students' writing skill.
- **Grammar:** The Grammar Tree provides a good number of exercises that helps the students to practice grammar and develop the language skills.

### **OVERALL OBJECTIVES**

The main objectives of teaching English Language to the students for the year 2022-2023 are:

- to enable them speak English fluently and accurately.
- to read the text with proper pronunciation, intonation and stress.
- to improve the writing skills using appropriate grammatical structures.
- to develop their ability of comprehension, expression and appreciation of the language.
- to enhance the students' vocabulary to their proficiency in reading, listening to general texts, writing and speaking.
- to help them understand the school subjects and matters that life brings to them.

### PREREQUISITES

The Fifth Standard students must have the basic competence of language learnt in the previous classes.

### TEXTBOOKS

- 'New Broadway A Multi-Skill Course in English – 5', Oxford University Press, New Delhi, 2022.
- Revised 'The New Grammar Tree – 5', Oxford University Press, New Delhi, 2022.

### THE SUGGESTED NOVELS FOR CLASS 5

Sl. No.	Month	Title	No. of Pages	Authors	Publisher
1.	June	Earthquake in the Early Morning	96	Mary Pope Osborne	Random House, New York
2.	July	The Secret Seven [Good Work, Secret Seven]	128	Enid Blyton	Hodder Children's Books
3.	August	The Secret Seven [Secret Seven Adventure]	128	Enid Blyton	Hodder Children's Books
4.	November	Twister on Tuesday	96	Mary Pope Osborne	Random House, New York
5.	December	Who was William Shakespeare?	112	Celeste Davidson Mannis	Grosset and Dunlap
6.	January	Who was Marcopolo?	112	Joan Holub	Grosset and Dunlap

### REFERENCES

- 'Oxford Advanced Learner's Dictionary', 10<sup>th</sup> Edition, Oxford University Press, 2020.
- Wren and Martin, 'High School Grammar and Compositions', S. Chand and Company, New Delhi 2017.

### METHOD OF TEACHING - LEARNING

- It is a combination of various activities like listening, reading different texts, writing, role-play, discussion, storytelling and explanation.
- Students ought to come prepared to the class well in advance for the day's topic mentioned in the course outline.
- The students' performance is assessed regularly through continuous comprehensive evaluation.



### SCHEDULE OF TEACHING AND ASSIGNMENTS

Date	Topic	Class Activity
June - 3	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription [Consonants Sounds]	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
6, 7	<b>Grammar:</b> Adjectives: Interrogative and Emphasizing	
10, 13, 14	<b>Extensive Reading</b> <b>Novel:</b> Earthquake in the Early Morning	
17, 20	<b>Selective Reading and Listening:</b> How Wisdom Got Out - Coursebook Pp. No.: 11	
21, 24	<b>Grammar:</b> Adverbs: Degree, Frequency, Negation and Interrogative	
27, 28	<b>Extensive Writing:</b> Letter: Formal and Informal	
28	<b>Grammar:</b> Transitive and Intransitive Verbs	
July - 2	<b>Novel Test - 1 [Earthquake in the Early Morning]</b>	
4, 5	<b>Grammar:</b> Transitive and Intransitive Verbs	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
5	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription: / I /, /e /, /æ /	
6	<b>Review - 1</b>	
8, 11	<b>Grammar:</b> Prefixes and Suffixes	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
11, 12	<b>Intensive Writing:</b> Producing vocabulary with a context - Coursebook Pp. No.: 16, 26, 71, 82, 93	
12	<b>Grammar:</b> Reflexive Pronouns	
15	<b>Extensive Writing:</b> Dialogue Writing	
18, 19, 22	<b>Extensive Reading Novel:</b> The Secret Seven [Good Work, Secret Seven]	
25	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription /ʌ /, /ʊ/, /ɒ/, /ə/ Coursebook Pp. No.: 85	
26, 29	<b>Grammar:</b> Participles and Gerunds	
Aug. - 1	<b>Selective Listening:</b> Conversation/Dialogue	
2	<b>Intensive Speaking:</b> Conversation/Dialogue (Coursebook Pp. No.: 120)	
6	<b>Novel Test - 2 The Secret Seven [Good Work, Secret Seven]</b>	

Date	Topic	Class Activity
8, 9	<b>Selective Reading and Listening:</b> Poem - The Quarrel - Coursebook Pp. No.: 41	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
9	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription /a:/, /ɔ:/, /ɜ:/, /i:/, /u:/ Coursebook Pp. No.: 85	
10	Review - 2	
12	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription /a:/, /ɔ:/, /ɜ:/, /i:/, /u:/ Coursebook Pp. No.: 85	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
16, 19, 22	<b>Extensive Reading Novel:</b> The Secret Seven [Secret Seven Adventure]	
23, 26, 29	<b>Grammar:</b> Sentences, Phrases and Clauses	
29	Listening and Comprehension	
30, Sep. - 2	<b>Interactive Speaking:</b> Role Play	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
3	Novel Test – 3 The Secret Seven [Secret Seven Adventure]	
5 - 20	Revision	
21	Review - 3	

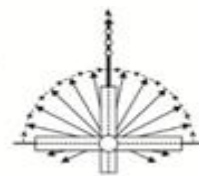
### INFORMATION SOURCES

School Library, Newspapers, Magazines and the Internet

**Teacher:** Ms. Shilpa G.

**School Contact Number:** 08392-294599

**Parent-Teacher Meeting:** Only on **Fridays** between **4:05 p.m.** and **5:00 p.m.**



## **STANDARD: V B TITANITE [Room No.: B2-15]**

## **ENGLISH**

### **COURSE OUTLINE**

#### **INTRODUCTION**

English has been gaining greater importance for global communication. It is no longer just a library language but a language of opportunities. Considering the requirement of the students to face the challenges of the competitive world the school has introduced skill-based learning which provides classroom environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired.

The **Fifth Standard** syllabus includes

- **Listening:** Activities like listening to phonemes, Questions related to maps, quiz, description, poems, stories help the students to improve their listening and comprehension skill.
- **Speaking:** Story narration, recitation, general conversation and so on help the students to communicate effectively.
- **Reading:** Reading words with proper pronunciation, reading sentences, passages and novels with appropriate stress, intonation and with correct pauses help the students to read fluently and to comprehend the text.
- **Writing:** Writing words, framing sentences, writing compositions, letters, stories, dialogue and diary helps to strengthen the students' writing skill.
- **Grammar:** The Grammar Tree provides a good number of exercises that helps the students to practice grammar and develop the language skills.

#### **OVERALL OBJECTIVES**

The main objectives of teaching English Language to the students for the year 2022-2023 are:

- to enable them speak English fluently and accurately.
- to read the text with proper pronunciation, intonation and stress.
- to improve the writing skills using appropriate grammatical structures.
- to develop their ability of comprehension, expression and appreciation of the language.
- to enhance the students' vocabulary to their proficiency in reading, listening to general texts, writing and speaking.
- to help them understand the school subjects and matters that life brings to them.

#### **PREREQUISITES**

The Fifth Standard students must have the basic competence of language learnt in the previous classes.

Education to Research 'Life'

### TEXTBOOKS

- 'New Broadway A Multi-Skill Course in English – 5', Oxford University Press, New Delhi, 2022.
- Revised 'The New Grammar Tree – 5', Oxford University Press, New Delhi, 2022.

### THE SUGGESTED NOVELS FOR CLASS 5

Sl. No.	Month	Title	No. of Pages	Authors	Publisher
1.	June	Earthquake in the Early Morning	96	Mary Pope Osborne	Random House, New York
2.	July	The Secret Seven [Good Work, Secret Seven]	128	Enid Blyton	Hodder Children's Books
3.	August	The Secret Seven [Secret Seven Adventure]	128	Enid Blyton	Hodder Children's Books
4.	November	Twister on Tuesday	96	Mary Pope Osborne	Random House, New York
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### METHOD OF TEACHING - LEARNING

- It is a combination of various activities like listening, reading different texts, writing, role-play, discussion, storytelling and explanation.
- Students ought to come prepared to the class well in advance for the day's topic mentioned in the course outline.
- The students' performance is assessed regularly through continuous comprehensive evaluation.

### SCHEDULE OF TEACHING AND ASSIGNMENTS

Date	Topic	Class Activity
June - 3, 6	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription [Consonants Sounds]	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
7, 8	<b>Grammar:</b> Adjectives: Interrogative and Emphasizing	
9, 10, 13, 14	<b>Extensive Reading</b> <b>Novel:</b> Earthquake in the Early Morning	
15, 16, 17	<b>Selective Reading and Listening:</b> How Wisdom Got Out - Coursebook Pp.:11	
20, 21, 22	<b>Grammar:</b> Adverbs: Degree, Frequency, Negation and Interrogative	
23, 24	<b>Extensive Writing:</b> Letter: Formal and Informal	
27, 28, 29	<b>Grammar:</b> Transitive and Intransitive Verbs	
30	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription: / I / , /e / , /æ /	
July - 1	Field Trip	
2	Novel Test - 1 [Earthquake in the Early Morning]	
4	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription: / I / , /e / , /æ /	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
5, 6	<b>Grammar:</b> Prefixes and Suffixes	
6	Review - 1	
7, 8, 11	<b>Intensive Writing:</b> Producing vocabulary with a context - Coursebook Pp.: 16, 26, 71, 82, 93	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
12, 13	<b>Grammar:</b> Reflexive Pronouns	
14, 15	<b>Extensive Writing:</b> Dialogue Writing	
18, 19, 20, 21, 22	<b>Extensive Reading Novel:</b> The Secret Seven [Good Work, Secret Seven]	
25, 26	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription/ʌ / , /ʊ/, /ɒ/, /ə/ Coursebook Pp. No.: 85	
26, 27, 28	<b>Grammar:</b> Participles and Gerunds	
29	<b>Selective Listening:</b> Conversation/Dialogue	
Aug. - 1	<b>Intensive Speaking:</b> Conversation/Dialogue (Coursebook Pp.120)	
2, 3, 4	<b>Selective Reading and Listening:</b> Poem - The Quarrel - Coursebook Pp: 41	

Date	Topic	Class Activity
5	Field Trip	
6	Novel Test – 2 The Secret Seven [Good Work, Secret Seven]	
8, 9	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription /a:/, /ɔ:/, /ɜ:/, /i:/, /u:/ Coursebook Pp. No.: 85	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
10	Review - 2	
11, 12, 16, 17, 18	<b>Extensive Reading Novel:</b> The Secret Seven [Secret Seven Adventure]	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
19, 22, 23, 24	<b>Grammar:</b> Sentences, Phrases and Clauses	
25, 26	<b>Interactive Speaking:</b> Role Play	
29	Listening and Comprehension	
30, Sep. 1, 2	<b>Interactive Speaking:</b> Role Play	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
3	Novel Test – 3 The Secret Seven [Secret Seven Adventure]	
5 - 20	Revision	
21	Review - 3	

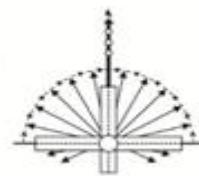
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**Teacher:** Ms. Swetha K.

**School Contact Number:** 08392-294599

**Parent-Teacher Meeting:** Only on Fridays between 4:05 p.m. and 5:00 p.m.



**STANDARD: V C TANZANITE [Room No.: B2-22]**

**ENGLISH**

## **COURSE OUTLINE**

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- to develop their ability of comprehension, expression and appreciation of the language.
- to enhance the students' vocabulary to their proficiency in reading, listening to general texts, writing and speaking.
- to help them understand the school subjects and matters that life brings to them.

### **PREREQUISITES**

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Education to Research 'Life'

**V C**

**ENGLISH – TERM ONE**

**2022-2023**

### TEXTBOOKS

- 'New Broadway A Multi-Skill Course in English – 5', Oxford University Press, New Delhi, 2022.
- Revised 'The New Grammar Tree – 5', Oxford University Press, New Delhi, 2022.

### THE SUGGESTED NOVELS FOR CLASS 5

Sl. No.	Month	Title	No. of Pages	Authors	Publisher
1.	June	Earthquake in the Early Morning	96	Mary Pope Osborne	Random House, New York
2.	July	The Secret Seven [Good Work, Secret Seven]	128	Enid Blyton	Hodder Children's Books
3.	August	The Secret Seven [Secret Seven Adventure]	128	Enid Blyton	Hodder Children's Books
4.	November	Twister on Tuesday	96	Mary Pope Osborne	Random House, New York
5.	December	Who was William Shakespeare?	112	Celeste Davidson Mannis	Grosset and Dunlap
6.	January	Who was Marcopolo?	112	Joan Holub	Grosset and Dunlap

### REFERENCES

- 'Oxford Advanced Learner's Dictionary', 10<sup>th</sup> Edition, Oxford University Press, 2020.
- Wren and Martin, 'High School Grammar and Compositions', S. Chand and Company, New Delhi 2017.

### METHOD OF TEACHING - LEARNING

- It is a combination of various activities like listening, reading different texts, writing, role-play, discussion, storytelling and explanation.
- Students ought to come prepared to the class well in advance for the day's topic mentioned in the course outline.
- The students' performance is assessed regularly through continuous comprehensive evaluation.



### SCHEDULE OF TEACHING AND ASSIGNMENTS

Date	Topic	Class Activity
June - 6, 8	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription [Consonants Sounds]	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
8, 9	<b>Grammar:</b> Adjectives: Interrogative and Emphasizing	
13, 15, 16	<b>Extensive Reading</b> <b>Novel:</b> Earthquake in the Early Morning	
16, 20, 22	<b>Selective Reading and Listening:</b> How Wisdom Got Out - Coursebook Pp.:11	
22, 23	<b>Grammar:</b> Adverbs: Degree, Frequency, Negation and Interrogative	
23, 27	<b>Extensive Writing:</b> Letter: Formal and Informal	
29, 30	<b>Grammar:</b> Transitive and Intransitive Verbs	
30	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription: / I / , /e / , /æ /	
July - 1	Field Trip	
2	Novel Test - 1 [Earthquake in the Early Morning]	
4, 6	<b>Grammar:</b> Prefixes and Suffixes	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
6	Review - 1	
7	<b>Intensive Writing:</b> Producing vocabulary with a context - Coursebook Pp.: 16, 26, 71, 82, 93	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
11, 13	<b>Grammar:</b> Reflexive Pronouns	
14	<b>Extensive Writing:</b> Dialogue Writing	
14, 25, 27, 28	<b>Extensive Reading Novel:</b> The Secret Seven [Good Work, Secret Seven]	
28	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription/ʌ / , /ʊ / , /ɒ / , /ə / Coursebook Pp. No.: 85	
Aug. - 1, 3	<b>Grammar:</b> Participles and Gerunds	
3	<b>Selective Listening:</b> Conversation/Dialogue	
4	<b>Intensive Speaking:</b> Conversation/Dialogue (Coursebook Pp.120)	
4, 8	<b>Selective Reading and Listening:</b> Poem - The Quarrel - Coursebook Pp: 41	

Date	Topic	Class Activity
5	Field Trip	
6	Novel Test – 2 The Secret Seven [Good Work, Secret Seven]	
10	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription /a:/, /ɔ:/, /ɜ:/, /i:/, /u:/ Coursebook Pp. No.: 85	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
10	Review - 2	
11, 17, 18	<b>Extensive Reading Novel:</b> The Secret Seven [Secret Seven Adventure]	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
22, 24, 25	<b>Grammar:</b> Sentences, Phrases and Clauses	
29	<b>Interactive Speaking:</b> Role Play	
29	Listening and Comprehension	
Sep. 1	<b>Interactive Speaking:</b> Role Play	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
3	Novel Test – 3 The Secret Seven [Secret Seven Adventure]	
5 - 20	Revision	
21	Review - 3	

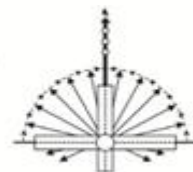
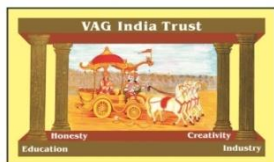
### INFORMATION SOURCES

School Library, Newspapers, Magazines and the Internet.

**Teacher:** Ms. Swetha K.

**School Contact Number:** 08392-294599

**Parent-Teacher Meeting:** Only on Fridays between 4:05 p.m. and 5:00 p.m.



**STANDARD: V A - TIGER'S-EYE [Room No.: B2 - 22]**

**ENGLISH**

**COURSE OUTLINE**

**SCHEDULE OF TEACHING AND ASSIGNMENTS**

TERM TWO		
Date	Topic	Class Activity
Oct. 11, 12	<b>Responsive Listening:</b> Questions related to maps, quiz and description Pp.:14, 63	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
17, 18	<b>Grammar:</b> Conjunctions	
19, 31	<b>Responsive Writing:</b> Creating Paragraph/s Course book Pp.: 19, 29, 58, 85, 97	
Nov. 2, 7, 8, 9	<b>Extensive Reading</b> <b>Novel:</b> Twister on Tuesday	
15, 16	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription [Diphthongs – 4]	
19	<b>Novel Test 4 - Twister on Tuesday</b>	
21, 22, 23, 28	<b>Extensive Reading</b> <b>Novel:</b> Who was William Shakespeare?	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
29	<b>Review 4</b>	
29, 30	<b>Extensive Writing:</b> Story Writing	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
Dec. 5, 6	<b>Grammar:</b> Prepositions	
7	<b>Selective Reading</b> Story Reading - Ani's Key Course book Pp.: 90	
10	<b>Novel Test 5 - Who was William Shakespeare?</b>	
12	<b>Selective Reading</b> Story Reading - Ani's Key Course book Pp.: 90	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
13, 14, 19	<b>Grammar:</b> Verbs of Incomplete Predication	
19, 20, 21	<b>Extensive Listening</b> - Writing Main Idea/Short Summary to Long Stories	
Jan. 4, 9	<b>Grammar:</b> Contractions	
10, 11, 16	<b>Extensive Reading</b> <b>Novel:</b> Who was Marco Polo?	

Educates to Research 'Life'

Date	Topic	Class Activity
17	Review 5	
17, 18	Grammar: Questions	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
23, 24, 25	Intensive Listening Phonemes, Words and Phonetic Transcription [Diphthongs – 4], Listen and Write Pp.: 30, 39	
25, 30	Extensive Writing: Diary Writing	
31, Feb. 1, 13	Selective Reading Sumatran Tiger (Poem) Course book Pp.: 87	
14, 15	Grammar: Idioms	
20, 21, 22	Extensive Speaking: Impromptu Speaking	
25	Novel Test 6 - Who was Marco Polo?	
27, 28	Extensive Speaking: Impromptu Speaking	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
Mar. 1 - 21	Revision	
24 - 31	Reviews/Term End Exams	

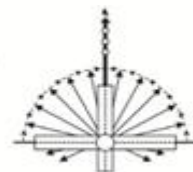
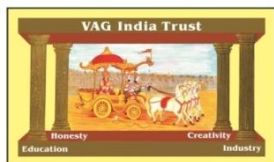
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**STANDARD: V B - Titanite [Room No.: B2 - 15]**

**ENGLISH**

**COURSE OUTLINE**

**SCHEDULE OF TEACHING AND ASSIGNMENTS**

TERM TWO		
Date	Topic	Class Activity
Oct. 11, 12	<b>Responsive Listening:</b> Questions related to maps, quiz and description Pp.:14, 63	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
13, 14, 18	<b>Grammar:</b> Conjunctions	
19, 20, 21, 27	<b>Responsive Writing:</b> Creating Paragraph/s Course book Pp.: 19, 29, 58, 85, 97	
28, Nov. 2, 3, 4, 8, 9	<b>Extensive Reading</b> <b>Novel:</b> Twister on Tuesday	
10, 15, 16,17	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription [Diphthongs – 4]	
19	<b>Novel Test 4 - Twister on Tuesday</b>	
22, 23, 24, 25	<b>Extensive Reading</b> <b>Novel:</b> Who was William Shakespeare?	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
29	<b>Review 4</b>	
29, 30	<b>Extensive Writing:</b> Story Writing	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
Dec. 1, 2, 6	<b>Grammar:</b> Prepositions	
7, 8, 9	<b>Selective Reading</b> Story Reading - Ani's Key Course book Pp.: 90	
10	<b>Novel Test 5 - Who was William Shakespeare?</b>	
12	<b>Selective Reading</b> Story Reading - Ani's Key Course book Pp.: 90	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
13, 14, 15, 16	<b>Grammar:</b> Verbs of Incomplete Predication	
20, 21, 22	<b>Extensive Listening-</b> Writing Main Idea/Short Summary to Long Stories	
Jan. 4, 10, 11	<b>Grammar:</b> Contractions	
12, 13	<b>Extensive Reading</b> <b>Novel:</b> Who was Marco Polo?	
17	<b>Review 5</b>	

Educates to Research 'Life'

Date	Topic	Class Activity
18, 19, 20	<b>Grammar:</b> Questions	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
24, 25	<b>Intensive Listening</b> Phonemes, Words and Phonetic Transcription [Diphthongs – 4],Listen and Write Pp.: 30, 39	
26, 27, 31	<b>Extensive Writing:</b> Diary Writing	
31, <b>Feb.</b> 1, 2, 3	<b>Selective Reading</b> Sumatran Tiger (Poem) Coursebook Pp.: 87	
9, 10, 14, 15	<b>Grammar:</b> Idioms	
16,17, 21, 22, 23, 24	<b>Extensive Speaking:</b> Impromptu Speaking	
<b>25</b>	<b>Novel Test 6 -Who was Marco Polo?</b>	
28	<b>Extensive Speaking:</b> Impromptu Speaking	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
<b>Mar. 1 - 23</b>	<b>Revision</b>	
<b>24 - 31</b>	<b>Reviews / Term End Exams</b>	

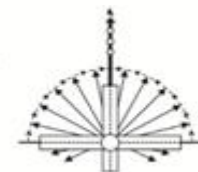
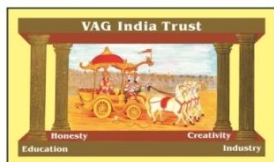
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**ENGLISH**

**COURSE OUTLINE**

**SCHEDULE OF TEACHING AND ASSIGNMENTS**

TERM TWO		
Date	Topic	Class Activity
Oct. 11, 12	<b>Responsive Listening:</b> Questions related to maps, quiz and description Pp.:14, 63	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
17, 18	<b>Grammar:</b> Conjunctions	
19, 31	<b>Responsive Writing:</b> Creating Paragraph/s Course book Pp.: 19, 29, 58, 85, 97	
Nov. 2, 7, 8, 9	<b>Extensive Reading</b> <b>Novel:</b> Twister on Tuesday	
15, 16	<b>Intensive Listening:</b> Phonemes, Words and Phonetic Transcription [Diphthongs – 4]	
19	<b>Novel Test 4 - Twister on Tuesday</b>	
21, 22, 23, 28	<b>Extensive Reading</b> <b>Novel:</b> Who was William Shakespeare?	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
29	<b>Review 4</b>	
29, 30	<b>Extensive Writing:</b> Story Writing	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
Dec. 5, 6	<b>Grammar:</b> Prepositions	
7	<b>Selective Reading</b> Story Reading - Ani's Key Course book Pp.: 90	
10	<b>Novel Test 5 - Who was William Shakespeare?</b>	
12	<b>Selective Reading</b> Story Reading - Ani's Key Course book Pp.: 90	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
13, 14, 19	<b>Grammar:</b> Verbs of Incomplete Predication	
19, 20, 21	<b>Extensive Listening</b> - Writing Main Idea/Short Summary to Long Stories	
Jan. 4, 9	<b>Grammar:</b> Contractions	
10, 11, 16	<b>Extensive Reading</b> <b>Novel:</b> Who was Marco Polo?	

Educates to Research 'Life'

Date	Topic	Class Activity
17	Review 5	
17, 18	Grammar: Questions	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
23, 24, 25	Intensive Listening Phonemes, Words and Phonetic Transcription [Diphthongs – 4], Listen and Write Pp.: 30, 39	
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31, Feb. 1, 13	Selective Reading Sumatran Tiger (Poem) Course book Pp.: 87	
14, 15	Grammar: Idioms	
20, 21, 22	Extensive Speaking: Impromptu Speaking	
25	Novel Test 6 - Who was Marco Polo?	
27, 28	Extensive Speaking: Impromptu Speaking	Learning, Reading, Writing, Discussion, Activity, Explanation, Tutorial
Mar. 1 - 21	Revision	
24 - 31	Reviews/Term End Exams	

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