

## Syllabus for Standard I

Sl No	Competency	Content	Examples	Teaching/ Learning Activity	Teaching Aids	Evaluation
<b>Teacher greets the class and the class responds.</b>						
<b>LISTENING</b>						
1.1	Listens to and repeats jingles to enjoy the sounds of English	Jingles	North, South, East, West Mother and Father are the best	Teacher says the jingles. Children listen and repeat.	Pictures related to the jingles, tape recorder to play prerecorded jingles.	Asks the children to say the jingles on their own with gestures.
1.2	Listens to and repeats rhymes to know the sounds and rhythm of English.	Rhymes	Johnny, Johnny, Yes Papa .... One, two, three, four, five ....etc.	Teacher says/sings the rhymes with the correct rhythmic pattern and with actions.	Pictures related to the rhymes, tape recorder to play prerecorded rhymes.	Asks the children to say/sing the rhymes and dance.
1.3	Listens to and repeats the letters of the English alphabet with correct pronunciation	26 letters of the English alphabet	Aa - Zz	Teacher says the letters and the children repeat. Teacher sings the rhyme - letters of the alphabet.	Pictures / Flash cards/cut-outs (both capital and small)	Asks the children to say the letters/sing the rhyme – A,B,C,D,....
1.4	Listens to and repeats words beginning with each letter of the alphabet.	Mono/ di syllabic words restricted to lexical forms and related to the children's home and school environment .	ant, bat, cat, .....	Teacher shows the pictures and says the words. Children listen and repeat.	Pictures, realia, cut-outs, albums	Asks the children to relate the pictures/objects to the words.
1.5	Listens to greetings and responds appropriately.	Greetings	Good morning Good afternoon	Teacher greets and children respond accordingly.	Class room situation.	Greets the teacher in a natural way.
1.6	Listens to and carries out commands and instructions	Class-room English	Open your book. Stand up. Sit down. Stop talking, etc.	Teacher gives the commands and demonstrates. Children imitate.	Class room environment.	Asks the children to carry out the verbal commands.

### **SPEAKING (Incidental learning)**

2.1	Asks rhetoric questions.  Responds to	What is this/that? What are these/those?	What is your name? What is your mother' s/	Teacher asks interactive questions with warmth,	Tape recorder, audio-cassettes.	Teacher asks the questions and the children answer.
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	common questions.	What is it? What are they? It is a bird. They are birds. This is a book. These are books. That is a book. Those are books. Common questions related to themselves, family, etc., mostly beginning with 'wh'	father's/brother's name? What is the name of your school? What is your address?	care and concern (Teacherese)		
2.2	Makes polite requests	Please	Please show me/tell me .....	Teacher uses the phrases incidentally and informally. Children learn unconsciously	Class room situation	Children use polite forms.
2.3	Expresses gratitude	Thanks	Thank you	Teacher uses the phrases incidentally and informally. (expressing appropriately) Children learn unconsciously	Class room situation	Children use the phrases in a natural way.
2.4	Feels sorry and expresses regret	Sorry	I'm sorry	Teacher uses the phrases incidentally and informally. (expressing appropriately) Children learn unconsciously	Class room situation	Children use the phrases in a natural way.

## READING

3.1	Recognizes the letters (capitals and small) of the English alphabet.	Letters of the alphabet.	Aa - Zz	Teacher shows the letter cards/cut-outs and children read the letters.	Letter cards/cut-outs. Blackboard writing	Asks the children to identify the letters.
3.2	Reads the words with pictures	Mono/ di syllabic words restricted to lexical forms and related to the children's home and school environment	ant, bat, cat, .....	Teacher shows the pictures with words. Children read the words.	Word cards with pictures/ composite-pictures/black - board drawing and writing	Asks the children to read the words from the word cards with pictures.
3.3	Reads the numbers	First twenty numbers.	1 to 20	Teacher shows the picture of the numbers.	Rhymes with numbers/ number cards.	Asks the children to read the numbers from the

				Children read them.		number cards.
<b>WRITING</b>						
4.1	Draws basic shapes and patterns of the English orthography	Shapes and patterns	Straight-lines, slants, curves, circles, etc.	Teacher draws on the blackboard and helps the children draw the same.	Blackboard drawing /sand drawing and the use of slate.	Asks the children to draw lines, curves, etc.
4.2	Writes the letters of the English alphabet. (capitals)	Letters of the English alphabet. (capitals)	A-Z	Teacher writes the letters on the blackboard (capitals) and helps the children write the same. First on dotted lines and then copying the letters.	Blackboard /slate /sand drawing/copy writing books, etc...	Asks the children to copy the letters.

<b>VOCABULARY</b>						
5.1	Gives the words denoting relationship in the immediate family.	Words denoting relationship in the immediate family.	Mother Father Sister Brother	Teacher shows the picture of a family and says the words. Children repeat.	Pictures, puppets.	Teacher shows the picture and asks the children to identify the family members.
5.2	Gives the names of the external parts of the body	Words denoting the external parts of the body.	Head, eyes, nose, ears, mouth, teeth, tongue, hand, fingers, leg, stomach	Teacher touches that part of the body and simultaneously says the word. The children do the same and repeat.	Realia and pictures	Teacher shows the pictures and asks the children to name the parts of the body.
5.3	Gives the words relating to the household.	Words relating to the household.	Kitchen, bed, fan, light, cup, etc.	Teacher shows the objects/pictures and says the words. Children repeat.	Realia and pictures	Teacher shows composite pictures/objects and asks the children to name the objects.
5.4	Gives the words relating to the school.	Words relating to the school.	Bell, chain, table, blackboard, chalk, book, desk, etc.	Teacher shows the objects and says the words. Children repeat.	Realia and pictures	Teacher shows composite pictures/objects and asks the children to name the objects
5.5	Gives the words relating to the immediate environment.	Words relating to the immediate environment - Vehicles, birds, animals, vegetables,	Road, bus, river, field, tree, flower, crow, etc.	Teacher shows the objects and says the words. Children repeat.	Realia and pictures	Teacher shows composite pictures/objects and asks the children to name the objects

		fruits, flowers, play- things, colours, a few action words related to class room situation - come, go, write, read, draw, etc.				
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### LANGUAGE USE THROUGH FUNCTIONS FOR COMMUNICATIVE SKILLS

6.1	Greets the teacher/elders.	Expressions used for greeting	Good morning. Good afternoon.	Teacher greets the children and the children greet her / him in turn.	Class room situation	Children greet the teacher in a natural way.
6.2	Expresses gratitude	Expressions used for gratitude	Thanks/ Thank you	Teacher makes the children use the expression in relevant situations.	Class room situation	Children express gratitude.
6.3	Asks permission	Expressions used for permission	May I come in? (using the modal 'may' only)	Teacher makes the children use the expression in relevant situations.	Class room situation	Children ask permission.
6.4	Expresses regret	Expressions used for regretting	Sorry	Teacher makes the children use the expression in relevant situations.	Class room situation	Children express regret.
6.5	Expresses her/his needs	Expressions used for specifying their needs	Give me a pencil. Give me your book. I want water. I want a pencil. I want a book. (using the words 'give' and 'want' only)	Teacher makes the children use the expression in relevant situations.	Class room situation	Children express their needs.