



## Statement of Competencies : First Language

The student should be able to -

### Listening

- Enjoy listening to English programmes.
- Predict the next part of a narration, conversation, description.
- Think critically about the information being presented.
- Note the difficult/unfamiliar bits while listening so as to ask questions later.
- Summarize a story, conversation, play, informative speech, debate etc.
- Appreciate an effective presentation, understand the features that make it effective.
- Analyse and evaluate the content/argument being presented.
- Understand different interpretations of a literary piece.
- Respond independently to literary and non-literary texts.
- Discuss personal, social issues in appropriate language.
- Describe something in a certain way to achieve a certain effect.
- Interpret lines from a literary piece.
- Use quotations, idioms, proverbs appropriately.
- Appreciate different aspects of a literary text.
- Make efforts to use stylistic devices and figures of speech in his/her own presentation.

### Reading

- Read literature for pleasure.
- Read silently and fluently.
- Read patiently till the end of the piece.
- Understand the writer's intention.
- Understand the overall structure of a literary piece : stanzas and refrain in a song, stanzas and rhyme scheme in a verse, the various threads in a story/play, etc.
- Understand the literal as well as the suggested/implied meaning.
- Understand the nature of the piece of writing – informative, emotional (appealing), imaginative, persuasive, argumentative, etc.
- Appreciate precision, clarity, transparency in writing.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand/empathise with other's points of view.
- Understand and appreciate wit and humour in writing.
- Speak clearly and confidently.
- Use acceptable pronunciation.
- Contribute meaningfully to conversations.
- Talk politely about one's opinion or point of view.
- Describe things, people, situations, emotions, etc. in minute detail.
- Narrate an event, a show, a short story, an anecdote or an experience, etc.
- Sum up/paraphrase a given text.
- Articulate one's ideas cogently.
- Communicate pleasure/displeasure, agreement/disagreement, difference of opinion support politely but firmly.



- Relate and evaluate the information against one's previous knowledge and develop further insight.
- Judge/find the authenticity/source of a piece of writing.
- Learn new words, phrases, collocations, idiomatic expressions and enrich his/her vocabulary through reading.
- Develop a habit of reading news-papers, magazines and other authentic sources to obtain required information.
- Learn about other cultures and develop a liberal mindset.
- Develop respect for one's identity as an Indian.

### **Writing**

- Write correctly. (Avoiding mistakes in spelling, grammar, etc.)
- Review and if necessary correct his/her own work as a matter of habit.
- Transform the text/information as directed.
- Write responses/answers in the given form, following the given word-limit.
- Report an event/happening using an appropriate format – a news item, a personal observation (diary), etc.
- Write formal letters / applications / e-mails.
- Explain a concept / an idea in short.
- Expand on a theme.
- Paraphrase a text.
- Express one's own thoughts and ideas coherently and effectively.
- Review a book/a film/a TV programme/a play, etc.
- Write independently and creatively, using themes, formats of his/her own choice.
- Attempt using different techniques to make his/her writing more effective.
- Attempt using different styles of writing and different literary devices.
- Attempt creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, playlets, etc.

### **Study Skills**

- Paraphrase a word/phrase.
- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Remember and recall necessary information (and the way it is organized) with the help of personal notes.
- Make notes for personal references while listening/reading.
- Revise increasingly larger chunks of information mentally.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Use resources from other languages while speaking/writing in English.
- Compile data in a convenient form.
- Frame probing questions to find additional information, to find precise answers to one's query.
- Present information in a concise, lucid manner, choose appropriate graphics to do so.
- Use facilities like online applications, know how to make online payments, etc.
- Be aware of proper and responsible use of social media.
- Use the computer/internet for the purpose of obtaining information, translation / transcription.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet, etc.



- Identify which learning strategies work best for oneself and use them.
- Use of internet for learning purposes.

## Language Study

### Language Study (English Medium)

In the years from Std VI to X, the following grammar and vocabulary items will be covered in a graded, step-by-step and age-appropriate

They will be introduced and discussed in the context of appropriate passages in the textbook. Also, enough scope will be provided for revision and practice. A list of the items covered in each standard will be given separately in the textbook.

It is expected that by the end of Std X, students should be familiar with these terms which are commonly used in dictionaries, reference materials and also in classroom instruction. This knowledge should help the children to correct and improve their own work and also to handle different resources to get their doubts/queries clarified.

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- **The alphabet:** letter, sound, consonant, vowel, alphabetical order, phonetic symbols
- **Parts of speech :** \* nouns (types of nouns – countable/uncountable, singular/plural/irregular, common/proper, concrete/abstract) \* verbs (main/auxiliary/modal, transitive/intransitive), finite participles; time, tense and aspect, singular and plural forms, phrasal verbs \* pronouns and their types \* adjectives \* adverbs \* prepositions \* conjunctions \* interjections \* determiners – articles, demonstratives, possessives, quantifiers,

numerals \* degrees of comparison – positive, comparative, superlative

- **Sentence structure :**

sentences – statements

negative), commands, questions, exclamations

\* subject and predicate \* subject, object (direct/indirect), complement, adverbial

\* phrases and clauses \* co-ordination and subordination (simple, compound and complex sentences) \* subject and verb agreement (person, number)

\* transformation of sentences (forming questions, negatives, voice, reported speech, joining sentences)

- **Vocabulary and word-building :**

\* synonyms, antonyms, homonyms, register \* root word, prefix, suffix

\* compound words \* minor processes of word-building : reduplicatives, clipping, blends, acronyms

- **Punctuation :**

question mark, exclamation mark, hyphen, dash, quotation marks, apostrophe, brackets, colon, semicolon, use of capitals

- **Speech:** pronunciation, syllables, stress, intonation, rhyme, rhythm, some prosodic features

- **Figures of Speech and stylistic devices:**

simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, etc.

- **Idioms and proverbs, usage.**



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