APPENDIX 2

LEARNING OUTCOMES
DOMAIN - 1 SPECIAL VERBS

1.1 Look/feel + Adj.
   taste/smell/appear + Adj.
1.2 seem/appear + (to be) + Adj.
1.3 become + noun
1.4 become/get + Adj.
1.5 How - question

Intended learning outcomes

The pupils will
1. - recognize 's + look/feel + adj.' pattern.
2. - recognize 's + seem/appear + to be + adj.' pattern.
3. - recognize 's + become + noun' pattern.
4. - select a noun to complete 's + become + noun' pattern.
5. - select an adjective to complete 's + get + adjective' pattern.
6. - select the correct form of a verb of perception (e.g. 'feel').
7. - select the correct negative form of a special verb.
8. - select the correct question form of a special verb.
9. - select the correct answer to a 'How - question'.
10. - select the correct 'How-question' to get the given sentence in the answer.
2.1 The simple present tense
2.2 The simple past tense

Intended learning outcomes

The pupils will

1. recognize 's + be-form + v-en' pattern.
2. understand the meaning of 's + be-form + v-en' pattern.
3. select the correct passive forms of a verb in the simple present tense.
4. select the correct passive forms of a verb in the simple past tense.
5. select the correct negative passive forms of verbs.
6. select the correct passive verb form to frame a 'yes-no-question'.
7. select the correct passive verb forms to frame a 'who-question'.
8. select the correct passive verb to frame a 'what-question'.
9. select 'by + s (noun)' form in a passive sentence.
10. select correct 'by + s (pronoun)' form in a passive sentence.
11. select the correct passive sentence for a given active sentence.
12. select the correct active sentence for a given passive sentence.
13. select the correct active sentence with proper subject for a given passive sentence without a subject.
14. select the correct passive sentence without subject for an active one with indefinite subject.
15. select the correct answer to 'what question' with passive verb form.
DOMAIN - 3 DEGREES OF COMPARISON

Comparison

3.1 of adj. with 'er' forms and 'est' forms
3.2 of irregular forms
3.3 of 'more' with countable nouns
3.4 of 'more' with mass nouns
3.5 of adjectives with 'more', 'most'
3.6 comparative and superlative degrees of adverbs

Intended learning outcomes

The pupils will
1. select the correct spelling of the degree of comparison of an adj. with one syllable (e.g., small).
2. select the correct spelling of the degree of comparison of an adj. with one syllable ending in 'e' (e.g., large).
3. select the correct spelling of the degree of comparison of an adj. with one syllable ending in 'y' (e.g., easy).
4. select the correct spelling of the degree of comparison of an adj. with one syllable and last consonant followed by a vowel (e.g., hot).
5. select the degree of comparison of an adj. with two or more syllables.
6. select the degree of comparison of an adj. with one syllable having irregular forms of degrees (e.g., bad).
7. recognize the positive degree (e.g., as old as).
8. recognize the comparative degree (e.g., older than).
9. recognize the superlative degree (e.g., the oldest of).
10. select 'more' with countable noun (e.g., more people).
11. select 'much' with mass noun (e.g., much water).
12. select the correct superlative degree of an adverb without '-ly' (e.g., well).
13. select the correct degree form of the adjective with irregular forms (e.g., bad).
14 - select the correct superlative degree of an adj.
   with two syllables and taking *-er/*-est* 
   (e.g. cleverer/cleverest).

15 - select the correct superlative degree of an adj. with 
   more than two syllables and taking 'more'/'most' 
   (e.g. difficult).

16 - select the correct sentence with a comparative degree 
   for one with a positive degree (affirmative statement).

17 - select the correct sentence with a comparative 
   degree for the one with a positive degree (negative 
   statement).

18 - select the correct sentence with a positive degree of 
   an adj. for the one with a comparative degree of an 
   adj. (affirmative statement).

19 - select the correct sentence with a positive degree of 
   an adv. for the one with a comparative degree.

20 - select the correct sentence with a superlative degree 
   for the one with a positive degree.
4.1 about + to + infinitive
4.2 adj. + to + infinitive

Intended learning outcomes

The pupils will

1. recognize 'be + about + to-v' form.
2. recognize 'be + adj. + to-v' form.
3. select the correct form of a verb after an adjective.
4. select the correct form of a verb after an adjective (adjectival use of 'v-en' form).
5. select the correct adjective in 'be + adj. + to-v' form.
6. understand the meaning of 'be + about + to-v' form.
7. understand the meaning of 'be + adj. + to-v' form.
8. select the correct combination of two sentences with the use of 'adj. + to-v' form.
9. select the correct combination of two sentences with the use of 'adj. (v-en) + to-v' form.
10. select the correct use of 'be + about + to-v' for 'be + on the point of'.
11. select the correct use of 'be + adj. + to-v' for 'because clause'.
12. select the correct use of 'be + adj. + to-v' for 'so-clause'.

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DOMAIN - 5 NOUN CLAUSES

5.1 verb (think/know/believe) + noun clause with 'that'
5.2 verb (think/know/believe) + noun clause without 'that'
5.3 be + adj. + noun clause with 'that'
5.4 be + adj. + noun clause without 'that'

Intended learning outcomes

The pupils will

1. recognize 'verb + noun clause' with 'that'.
2. recognize 'verb + noun clause' without 'that'.
3. understand the meaning of 'verb + noun clause' pattern.
4. select the correct combination of two sentences with the use of 'verb + noun clause' with 'that'.
5. select the correct combination of two sentences with the use of 'verb + noun clause' without 'that'.
6. recognize 'be + adj. + noun clause' with 'that'.
7. recognize 'be + adj. + noun clause' without 'that'.
8. select the conjunction 'that' to complete the sentences.
9. select the correct combination of two sentences with the use of 'be + adj. + noun clause' with 'that'.
10. select the correct combination of two sentences with the use of 'be + adj. + noun clause' without 'that'.
6.1 noun phrases: Interrogative + infinitive
6.2 adjective phrases: formed with the present participle
6.3 adjective phrases: formed with the past participle

Intended learning outcomes

The pupils will

1. recognize 'adj. phrase' with a present participle.
2. understand the meaning of 'adj. phrase' with a present participle.
3. recognize the correct combination of two sentences with the use of 'adj. phrase' in the end position.
4. select the correct combination of two sentences with the use of 'adj. phrase' in the mid position.
5. select the correct use of 'adj. phrase' for 'N + Who-clause'.
6. recognize 'adj. phrase' with the past participle.
7. understand the meaning of 'adj. phrase' with the past participle.
8. select the correct combination of two sentences with the use of 'adj. phrase' in the end position.
9. select the correct combination of two sentences with the use of 'adj. phrase' in the mid position.
10. select the correct use of 'adj. phrase' for 'Which-clause' (the adjectival use).
11. select the correct use of 'adj. phrase' for 'that-clause' (the adjectival use).
12. recognize 'wh-word + to-verb' phrase (wh-word-How).
13. recognize 'wh-word + to-verb' phrase (wh-word-When).
14-16. select the correct interrogatives to complete the sentences (what, when, where, how, whom, etc.).
17-18. replace 'Who-clauses' with wh-word + to-infinitive phrases.
DOMAIN - MODAL AUXILIARIES

7.1 may (permission, possibility)
7.2 should (advice, duty)
7.3 must (obligation, duty)

Intended learning outcomes

The pupils will

1. recognize the correct affirmative form of 'may + verb'.
2. recognize the correct negative form of 'may + verb'.
3. recognize the correct question form of 'may + verb'.
4. answer the question beginning with 'may'.
5. select 'may + verb' to express permission.
6. select 'may + verb' to express possibility.
7. select 'may' to replace 'perhaps'.
8. use 'may I' for 'let me'.
9. recognize the correct affirmative form of 'should + verb'.
10. recognize the correct negative form of 'should + verb'.
11. recognize the correct question form of 'should + verb'.
12. select the correct short answer to the question beginning with 'should'.
13. select 'should' to express advice.
14. recognize the correct affirmative form of 'must + verb'.
15. select the negative form of 'must + verb'.
16. select the correct order of words to frame a 'Yes-No-question beginning with 'must'.
17. select the correct short answer to the question beginning with 'must'.
18. select 'must' to express obligation.
19. select 'must' to express prohibition.
20. select 'must' to replace 'have + to-verb' form.
DOMIAN - 8 HAVE * TO * VERB

'have/had * to * verb' for
8.1 necessity
8.2 obligation

Intended learning outcomes

The pupils will

1 - recognize the affirmative form of 'have + to + verb'.
2 - recognise the negative form of 'have + to + verb'.
3 - recognize the negative form of 'have + to + verb'
   (with the use of 'do').
4 - recognize the question form of 'have + to + verb'.
5 - select the answer to a question beginning with
   'have + - to - verb'.
6 - select 'have + to + verb' form to express necessity.
7 - select 'have + to + verb' to replace the words showing necessity.
8 - select the correct use of 'have + to + verb'
   for 'must + verb'.
9 - select the correct use of 'have + to + verb' to
   replace 'have + got + to + verb'.
10 - select the correct use of 'have + to + verb' to
    replace words showing obligation.

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**DOMAIN - 9 REPORTED SPEECH**

9.1 statements - reporting verb in the simple past (no verb modifications)
9.2 statements - sentences with modal auxiliaries (shall, will, can and may)
9.3 statements - sentences with time and place expression

**Intended learning outcomes**

In the statement of Indirect speech pupils will

1. select the same verb given in the statement (without modification).
2. select 'would' for 'will'.
3. select 'should (would)' for 'shall'.
4. select 'could' for 'can'.
5. select 'might' for 'may'.
6. select 'would' for 'would'.
7. select 'then' for 'now'.
8. select 'that day' for 'today'.
9. select 'the year before' for 'last year'.
10. select 'the next day' for 'tomorrow'.
11. select 'that' for 'this'.
12. select 'those' for 'these'.
13. select 'there' for 'here'.
14-15. select the correct indirect form with necessary modifications.
**DOMAIN - 10 RELATIVE CLAUSES**

1.1 noun + who-clause only additive type and
1.2 noun + which-clause (subject-position)
1.3 noun + that-clause

**Intended learning outcomes**

The pupils will

1. recognize 'n + who/which/that adj.-clauses' with their positions.
2. recognize the adj. clauses in the end position.
3. understand the meaning of 'n + who-clause'.
4. understand the meaning of 'n + which-clause'.
5. understand the meaning of 'n + that-clause'.
6. select 'who' for persons.
7. select 'which' for non-persons.
8. select 'that' for non-persons.
9. select 'that' for persons.
10. select the correct use of 'noun clause' to replace 'V-ing phrase'.
11. select the correct use of 'noun clause' without 'that' to replace a 'V-ed phrase'.
12. select the correct combination of two sentences with the use of 'who-clause'.
13. select the correct combination of two sentences with the use of 'which-clause'.
14. select the correct use of 'that-clause' in joining a pair of sentences.
15. select the correct use of 'relative clause' to answer 'which + noun' question.
DOMAIN - 11 CLAUSES OF CONTRAST

11.1 though-clause
11.2 although-clause

Intended learning outcomes

The pupils will

1 - recognize 'though-clause'.
2 - recognize 'although-clause'.
3 - understand the meaning of the 'contrast clause'.
4 - select 'though' to express contrast in a given context.
5 - select 'although' to express contrast in a given context.
6 - select the correct use of 'though' for 'but'.
7 - select the correct use of 'but' for 'though'.
8 - select the correct combination of two sentences with the use of 'though'.
9 - select the correct combination of two sentences with the use of 'although'.
10 - select the correct use of 'though-clause' for 'without-phrase' given in a sentence.
12.1 when-time clause
12.2 till-time clause
12.3 until-time clause

Intended learning outcomes

The pupils will

1. recognize 'when-time clause', 'till-time clause', and 'until-time clause'.
2. select 'when' to express the time of an event.
3. select 'till' to express the end point of time of an event.
4. select 'until' to express the beginning of an event.
5. select the past form of a verb in the main clause with a time clause to indicate a past event.
6. select the present form of a verb in the main clause with a time clause to indicate an event which happens everyday.
7. select the present form of a verb in the time clause to indicate a future event.
8. understand the meaning of 'when-time clause' in a given situation.
9. understand the meaning of 'till-time clause' in a given situation.
10. understand the meaning of 'until-time clause' in a given situation.
11. select the correct combination of two sentences with the use of 'when-time clause'.
12. select the correct combination of two sentences with the use of 'till-time clause'.
13. select the correct combination of two sentences with the use of 'until-time clause'.
14. select the correct use of 'time-clauses' for 'time phrases' (beginning with 'at'....).
15. select the correct use of 'time clauses' for 'time phrases' (beginning with 'upto/till'....).
13.1 If-clause (i) to express general condition
(ii) to express open future condition

13.2 If-clause (i) in the front position
(ii) in the end position

**Intended learning outcomes**

The pupils will

1. recognize 'If-clause' in the front position.
2. recognize 'If-clause' in the end position.
3. select 'if' conjunction to express open condition.
4. select 'if' conjunction to express general condition.
5. select 'the present tense' of the verb in the 'If-clause' to express open condition.
6. select 'the present tense' of the verb in the 'If-clause' to express general condition.
7. select 'the present tense' of the verb in the main clause to express general condition.
8. select 'the future tense' of the verb in the main clause to express open condition.
9. select the correct combination of two sentences expressing general condition.
10. select the correct combination of two sentences expressing open condition.
11. select the correct combination of two sentences (question-imperative) expressing general condition.
12. select the correct use of 'if' for 'and'.
13. select the correct use of 'if' for 'or'.
14. select the correct use of 'if' for 'otherwise'.
15. select the correct answer to the question with 'If-clause'.

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DOMAIN - 14  QUESTION Tags

14.1 statements with 'be'
14.2 statements with 'have'
14.3 statements with auxiliary verbs

Intended learning outcomes

The pupils will select 'the tag question' of the statement with the finite verb forms...

1  - 'am'
2  - 'is'
3  - 'are'
4  - 'was'
5  - 'were'
6  - 'have'
7  - 'has'
8  - 'had'

The pupils will select the 'tag question' of the statement with the auxiliary verbs -

9  - 'will'
10 - 'shall'
11 - 'can'
12 - 'may'
13 - 'should'
14 - 'could'
15 - 'must'