— understands simple statements, questions and commands as specified in the detailed language syllabus.
— follows directions given orally.
— follows simple narrations and descriptions.

Content Specifications

Conversation, dialogues, narrations of stories, passages read aloud etc.

2. The ability to speak English intelligibly.

Competence Specifications

The Student
— produces correct English speech.
— uses appropriate word stress, sentence stress and elementary intonation patterns.
— speaks intelligibly while making statements, asking questions, giving instructions, reporting events etc.
— recites simple poems with proper rhythm and intonation

Content Specifications

The Student

Exchanges conversational greetings, asks and answers questions; takes part in conversations and dialogues; narrates events, stories; reads aloud textual materials and rhymes, verses and simple songs.

3. The ability to read English and understand what he reads.

Competence Specifications

The Student
— develops correct reading habits—reads phrases or sentence groups, not isolated words.
— acquires reasonable speed in reading.
— grasps meanings of words and sentences from the context.
— understands the total underlying meaning in the context.
— follows sequence of ideas, facts etc.
— makes use of a bilingual dictionary to understand the words coming under his experiences.

Content Specifications

Silent reading of textbooks and supplementary reading materials and other materials concerning his everyday experiences written within the range of the prescribed linguistic content e.g. notices and instructions placed at bus-stations, railway stations, hospitals, post-office etc.

4. The ability to write English correctly.

Competence Specifications

The Student
— writes neatly and legibly with reasonable speed in print script.
— spells words correctly.
— uses capital letters and punctuation marks correctly.
— uses, appropriately, the vocabulary and structural items as specified in the syllabus.
— writes paragraphs in about ten lines.
Content Specifications

Copying and dictation of known paragraph descriptions of persons, places, pictures and graphs and controlled compositions like events in paragraphs.

**Composition Stds.: V to VII**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Composition</th>
<th>No. of Compositions Std.</th>
<th>No. of Compositions Std.</th>
<th>No. of Compositions Std.</th>
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<tr>
<td>1</td>
<td>Copying</td>
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<td>4</td>
<td>3</td>
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<tr>
<td>2</td>
<td>Dictation words and Sentences</td>
<td>5</td>
<td>5</td>
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<tr>
<td>3</td>
<td>Picture Composition</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4</td>
<td>Paragraph Writing</td>
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<td>Total</td>
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**Note:**
1. At this stage all the compositions should be guided. (by the teacher)
2. The number mentioned against each type is not obligatory. Additions and alterations could be made while planning the annual (class-room teaching) work.
Objectives of Teaching English — Stds. VIII — X

1. The Student develops the ability to read English with ease and comprehension.

   Competence Specifications
   
   The Student,
   
   (a) grasps meanings of words, phrases and sentences from the context.
   (b) follows the sequence of ideas, facts etc.
   (c) locates significant details.
   (d) identifies relationships between ideas, events and facts.
   (e) acquires the ability to use both types of suitable dictionaries — English—Gujarati and English—English.
   (f) comprehends materials falling outside the prescribed textbook.
   (g) acquires a reasonable speed in reading silently with comprehension.

   Content Specifications
   
   (a) silent reading of prescribed textbooks and other materials written to similar specifications.
   (b) silent reading of the instructions written on/under maps, figures, registers, advertisements, memos, news bulletins, timetables etc.
   (c) reading of slogans, headlines, advertisements and other programmes in newspapers, picture stories, jokes etc. published in magazines.
   (d) translation of paragraphs; from English into mother-tongue.

2. The Student develops the ability to write English correctly.

   Competence Specifications
   
   The Student,
   
   (a) writes neatly and legibly in cursive hand.
   (b) spells words correctly and writes using correct punctuation marks.
   (c) uses appropriate vocabulary and structural items as specified in the syllabus.
   (d) writes paragraphs presenting ideas and other details in proper sequence.
   (e) expresses his ideas clearly and writes about his experiences and other events coherently in paragraphs of about 300 words.
   (f) translates simple sentences of mother-tongue into English.
Content Specifications

(a) dictation of unknown paragraphs written with known language material.

(b) writing or completing stories on the basis of the given outlines, writing formal and informal letters and invitations on given reference, applying for jobs in response to advertisements writing about everyday experiences like—preparing tea, playing cricket, flying kites etc.

(c) writing short essays following the given outlines.

(d) translation of simple sentences of mother-tongue into English.

3. The ability to understand English spoken at normal conversational speed.

Competence Specifications

(a) understands the meaning of words, phrases and sentences in connected speech introduced at the secondary stage.

(b) understands questions, comments descriptions and follows directions given orally.

(c) follows the sequence of ideas expressed or events narrated. Grasps the substance and the central idea of what is spoken.

Content Specifications

conversation, dialogue, narrative stories, passages read aloud, running commentary of games broadcasted on radio announcements made at public places a special events.

4. The ability to speak English intelligibly.

Competence Specifications

The Student,

(a) speaks English intelligibly using correct speech sounds, word stress, sentence stress and intonation patterns.

(b) uses appropriate vocabulary and structures to convey meaning while making statements, asking questions, giving instructions etc.

(c) puts ideas in a proper sequence

Content Specifications

The Student,

exchanges conventional greetings asks and answers questions, reports events makes requests, gives directions, narrates stories etc. and participates in language games.

5. The ability to enjoy simple poems.

Competence Specifications

The Student,

(a) reads poems with proper rhythm and intonations.
(b) enjoys reading poems aloud
(c) grasps the theme of the poem.
(d) memorises lines that interest him.

Content Specifications
reading of short, simple poems.

**COMPOSITIONS — Std VIII — X**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Composition</th>
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<th>Std. IX</th>
<th>Std. X</th>
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<td>Dictation — words and sentences</td>
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<td>3</td>
<td>Picture Composition</td>
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<tr>
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<td>Paragraph Writing</td>
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<td>— formal</td>
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<td>— note asking for leave</td>
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<td>— application</td>
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<td>Pross — comprehension</td>
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</table>

**Note:**
1. All the compositions should be guided in Std. VIII.
2. In Stds. IX and X essay and story writing should be guided.
Objectives of Teaching English
Stds. XI and XII

The Student

1. develops the ability to read English with ease and comprehension.

Competence Specifications

(a) identifies relationship between events, facts, ideas, actions etc. and interprets them correctly.

(b) draws inferences on the basis of his experience and ability.

(c) comprehends materials falling outside the prescribed textbook.

(d) uses a suitable dictionary containing usages, word-forms and examples.

(e) uses suitable reference books useful for the study of other subjects.

(f) acquires ability for extensive silent reading with comprehension.

Content Specifications

(a) suitable materials from encyclopedias.

(b) important reports of the newspapers.

(c) articles, stories etc. published in the magazines published for students.

(d) booklets published on different subjects and on the aspects covering social life.

(e) literary pieces like stories, plays, novels etc. in abridged or simplified form.

2. develops the ability to write English correctly.

Competence Specifications

(a) writes neatly and legibly with correct spellings and punctuation marks.

(b) uses appropriate vocabulary and structural items as specified in the syllabus.

(c) writes paragraphs coherently presenting his experiences, events, ideas etc.

(d) expresses his ideas logically in effective language.

(e) translate from mother-tongue into English.

Content Specifications

(a) notes asking permission, biodata.

(b) official letters useful in day-to-day life.

(c) invitations and their replies.
(d) applications for jobs etc.
(e) reports related to the school affairs.
(f) notes and summary from the reading materials.
(g) essays.
(h) translation of simple passages from mother-tongue into English.

3. The ability to understand English spoken at normal conversational speed.

**Competence Specifications**

(a) follows the directions given and the questions asked orally.
(b) follows the conversations of everyday life.
(c) understands the speeches on school affairs and takes part in discussions.

**Content Specifications**

(a) simple lectures of guests.
(b) news, speeches, news-bulletins, English teaching lessons, squeeze etc. broadcast by radio or T. V.
(c) plays presented, and discussions held at the school.

4. The ability to speak English intelligibly.

**Competence Specifications**

(a) speaks English intelligibly using correct speech sounds, word stress, sentence stress and intonations.
(b) receives expected reactions from his listeners.
(c) takes part in the discussions and talks freely.
(d) enquires about the informations useful in day-to-day life and replies to such questions.
(e) gives instructions necessary in day-to-day life.

**Content Specifications**

dialogues, elocution competitions, discussions, plays etc.

5. develops the ability to translate material from his mother-tongue into English.

**Competence Specifications**

(a) translates the words, phrases and sentences from the mother-tongue into English.
(b) where necessary adds new words and rejects those which are not useful.
(c) maintains the order of the sentences and the spirit of passage.