

LIQVIO



Curriculum SCHOLAR

SCHOLAR - GSE and the CEFR Levels

Comprehensive English Language Skills Program for School Students

“The Global Scale of English represents the most significant advance in performance-based approaches to language learning, teaching, and assessment since the development of the Common European Framework of Reference.”

David Nunan Ph.D., Professor Emeritus of Applied Linguistics, University of Hong Kong

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Unlike some other frameworks, which describe attainment in broad bands, the Global Scale of English (GSE) identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress.

GSE Learning Objectives (Can DO Statement) for Young learners are created to support a granular definition of language proficiency – enabling teachers to establish clear learning goals for their students, parents to understand more clearly what their children are learning, and perhaps most importantly, ensuring that learners are aware of the small increases being made in their proficiency. All students – especially young learners – are much more motivated when they see progress.

Mapping the GSE framework to our English language curriculum for grades 1-12, **Liquid** ensures a structured approach to language learning, with clear objectives and milestones aligned to international standards. This helps in setting realistic goals, tracking progress, and providing targeted support to students at different proficiency levels.

| Chapter 1 - Meena has fun in the garden | | | | | |
|---|------------|---|---|------------|----------|
| Activity | LSRW Skill | Objective | Mapped Can Do Statements | CEFR Level | GSE |
| 1 | Listening | Listen to the poem and complete sentences with rhyming words. | <ul style="list-style-type: none"> Can understand a few basic words and phrases in a story/poem that is read aloud to them. For example, tree, bee, log, dog, fun, sun, red, head, etc. | Pre-A1 | 18 |
| 2 | Speaking | Observe and name things found in a garden by looking at a picture and using clues. | <ul style="list-style-type: none"> Can name a few everyday objects. Such as things in the garden like trees, birds, bees, grass, leaves, flowers, etc. | Pre-A1 | 10 |
| 3 | Reading | Read the poem with expressions and identify the sounds of the first letters of the words. | <ul style="list-style-type: none"> Can read a text in the correct direction from left to right and from the top of the page to the bottom. Can identify the initial sound in simple words. For example, /t/ in tree, /f/ in fat, /r/ in red, etc. | Pre-A1 | 14 10 |
| 4 | Writing | Arrange letters alphabetically and complete the alphabet hut by writing letters next to dots. | <ul style="list-style-type: none"> Can write the letters of the alphabet in lowercase and uppercase. | Pre-A1 | 10 |
| Chapter 2 - Nero - the little fish | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can understand the main information | Pre-A1 | 19 |
| 2 | Speaking | Speaking about sea animals using cue points. | <ul style="list-style-type: none"> Can name a few sea animals. Can use simple sentences to describe a sea animal of their choice using the given cues. | Pre-A1 | 10 19 |
| 3 | Speaking | Role play based on the conversation between Isha and her father. | <ul style="list-style-type: none"> Can repeat phrases and short sentences if spoken slowly and clearly. Can select participants on behalf of the group, to present the role play on the given topic. | Pre-A1 | 16 19 |
| Chapter 3 - In a Zoo | | | | | |
| 1 | Listening | Listen to the poem and fill in the blanks to complete the sentences. | <ul style="list-style-type: none"> Can recognize familiar words and phrases in short, simple songs or chants. Can identify everyday objects, people, or animals (bear, kangaroo, snail, monkey, parrot, lion) in their immediate surroundings or in pictures from short, basic descriptions (e.g. 'colour', 'size') if spoken slowly and clearly. | Pre-A1 | 18, 19 |

| | | | | | |
|--|-----------|---|--|--------|----------------|
| 2 | Speaking | Name the object in the picture and make a sentence with it. | <ul style="list-style-type: none"> • Can name everyday objects, animals, or people around them or in pictures using single words. For example, Apple, Ant, Egg, Engine, Ink, Image, Ox, Orange, umbrella, umpire. • Can use a few simple words to describe objects (e.g. 'colour', 'number') if supported by pictures | Pre-A1 | 19 |
| 3 | Reading | Read the poem and identify the sound of the first letter of the underlined words. | <ul style="list-style-type: none"> • Can read a text in the correct direction, from left to right, and from the top of the page to the bottom. • Can identify the initial sound in simple words such as bear, tree, nest, parrot, rabbit, monkey, etc. | Pre-A1 | 14 |
| 4 | Writing | Using articles 'a' or 'an' before the given words. | <ul style="list-style-type: none"> • Can copy some short, familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 4 - Sunday Picnic | | | | | |
| 1 | Listening | Listening to the story and filling in the blanks. | <ul style="list-style-type: none"> • Can understand a few basic words and phrases in a story that is read aloud to them. • Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short basic descriptions (e.g., 'colour,' 'size') if spoken slowly and clearly. • Can understand short simple instructions addressed slowly and clearly. | Pre-A1 | 18 19 20 |
| 2 | Speaking | Speaking about personal picnic experiences | <ul style="list-style-type: none"> • Can name a few everyday objects. For example, objects required for picnic. • Can use a few simple words to describe objects (e.g., 'colour,' 'number') if supported by pictures. | Pre-A1 | 10 19 |
| 3 | Reading | Reading about articles and underlining them. | <ul style="list-style-type: none"> • Can recognise the letters of the alphabet in upper and lower case. • Can recognise some words that are similar in their first language. | Pre-A1 | 10 15 |
| 4 | Writing | Complete the sentences by choosing the correct word. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 5 - We are Meena's Family | | | | | |
| 1 | Listening | Listen to the poem and complete the sentences. | <ul style="list-style-type: none"> • Can understand simple language related to naming and describing family members such as mother, father, brother, grandmother, grandfather. | Pre-A1 | 21 |

| | | | | | |
|--------------------------------------|-----------|--|--|--------|----------------|
| 2 | Speaking | Speak about the members of a family in simple sentences. | <ul style="list-style-type: none"> • Can use basic informal expressions for greeting and leave-taking (e.g., "hello", "bye"). • Can give key information to introduce themselves and others (e.g., 'name', 'age,' 'where they are from'). | Pre-A1 | 10 15 |
| 3 | Reading | Read the poem and list out the words that have the same 'th' sound. | <ul style="list-style-type: none"> • Can identify the initial sound in simple words. • Can recognize some familiar everyday nouns (e.g., family members like mother and father). | Pre-A1 | 14 17 |
| 4 | Writing | Write down the 'He' and 'She' members of your family. | <ul style="list-style-type: none"> • Can copy short sentences using familiar words. • Can write their own name and basic personal information. | Pre-A1 | 13 17 |
| Chapter 6 - How many Crows? | | | | | |
| 1 | Listening | Listening to the story "How Many Crows" and answering questions about it. | <ul style="list-style-type: none"> • Can follow short basic classroom instructions if supported by pictures or gestures. • Can understand a few basic words and phrases in a story that is read aloud to them. | Pre-A1 | 13 18 |
| 2 | Speaking | Telling the class about their friends. | <ul style="list-style-type: none"> • Can use basic informal expressions for greeting and leave-taking (e.g. 'hello' 'hi' 'bye'). • Can say few words related to familiar topics if supported by pictures or gestures. | Pre-A1 | 10 18 |
| 3 | Reading | Reading and identifying the correct singular determiners. | <ul style="list-style-type: none"> • Can recognise the use of a question mark to signal a question. • Can recognise some frequent everyday words. | Pre-A1 | 10 21 |
| 4 | Writing | Identifying the name of the place that matches the description. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. • Can use capital letters for names and titles (e.g. of 'people' 'places'). | Pre-A1 | 10 20 |
| Chapter 7 - Meena has a Party | | | | | |
| 1 | Listening | Comprehending details about a birthday party setting and responding to contextual questions. | <ul style="list-style-type: none"> • Can recognize cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. • Can understand simple spoken commands as part of a game. • Can get the gist of a simple song if supported by gestures. | Pre-A1 | 10 18 21 |
| 2 | Speaking | Engage in role-play to use new vocabulary words related to parties. | <ul style="list-style-type: none"> • Can repeat phrases and short sentences. • Can use a few basic words and phrases to show politeness (e.g., "please", "thank you"). | Pre-A1 | 16 19 |

| | | | | | |
|---|-----------|---|---|--------|----------|
| 3 | Reading | Recognizing and reading words with the 'fr' sound in a festive context. | <ul style="list-style-type: none"> • Can identify some known letters in words. • Can recognize basic plural forms of common nouns (e.g., "cakes", "balloons"). | Pre-A1 | 10 20 |
| 4 | Writing | Writing names of objects typically found at a birthday party. | <ul style="list-style-type: none"> • Can copy individual letters and some short familiar words. • Can label simple pictures related to a birthday party by copying single words such as card, balloons, gifts, candles, ice cream, cake, sweets, cap, chips, or chocolates. | Pre-A1 | 10 16 |
| Chapter 8 - Miss Polly had a Dolly | | | | | |
| 1 | Listening | Listening to the poem and filling in the blanks. | <ul style="list-style-type: none"> • Can recognise isolated words related to familiar topics if spoken slowly and clearly and supported by pictures or gestures. • Can recognise familiar words and phrases in short, simple songs or chants. | Pre-A1 | 16 18 |
| 2 | Speaking | Speaking about chosen topics using cue points. | <ul style="list-style-type: none"> • Can say single words or simple sentences related to familiar topics if supported by pictures or gestures. • Can name everyday objects in their immediate surroundings or in pictures if guided by questions or prompts. | Pre-A1 | 18 19 |
| 3 | Reading | Reading about singular nouns and filling in blanks. | <ul style="list-style-type: none"> • Can read a text in the correct direction from left to right and from the top of the page to the bottom. • Can recognise some words that are similar in their first language. | Pre-A1 | 14 15 |
| 4 | Writing | Choosing the word which means the same as the given word. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 9 - Jenny Goes to Goa | | | | | |
| 1 | Listening | Understanding a narrative about a vacation to Goa. | <ul style="list-style-type: none"> • Can understand a few basic words and phrases in a story that is read aloud to them. • Can understand simple language related to naming and describing family members. | Pre-A1 | 18 21 |
| 2 | Speaking | Naming and discussing various places in their area. | <ul style="list-style-type: none"> • Can name everyday objects in their immediate surroundings (river, sea, beach, hills, market, mall, hospital, school, airport, hotel, village, park, buildings) or pictures if guided by questions or prompts. | Pre-A1 | 19 |

| | | | | | |
|--|-----------|--|--|--------|----------|
| 3 | Reading | Reading with expression to identify words with the 'ch' sound. | <ul style="list-style-type: none"> • Can identify some known letters in words. • Can read a text in the correct direction from left to right and from the top of the page to the bottom. | Pre-A1 | 10 14 |
| 4 | Writing | Matching geographical places with their functions. | <ul style="list-style-type: none"> • Can use appropriate spacing within and between words. • Can signal the end of a sentence using a full stop. | Pre-A1 | 13 19 |
| Chapter 10 - Birthday Party | | | | | |
| 1 | Listening | Listening to the story "Birthday Party" and answering questions about it. | <ul style="list-style-type: none"> • Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. | Pre-A1 | 19 |
| 2 | Speaking | Performing a role play describing what gift they would take for a friend's birthday. | <ul style="list-style-type: none"> • Can repeat phrases and short sentences. • Can say single words related to familiar topics if supported by pictures or gestures. | Pre-A1 | 16 18 |
| 3 | Writing | Using the correct form of 'to be' in given sentences. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 11 - Cheeku Finds New Friends | | | | | |
| 1 | Listening | Listening comprehension focused on an animal character's story. | <ul style="list-style-type: none"> • Can identify individual words (for filling in the blanks activity) that are related to familiar topics if they are spoken slowly and clearly. • Can understand the main information when people introduce themselves. | Pre-A1 | 16 19 |
| 2 | Speaking | Learning and using animal names and describing simple animal characteristics. | <ul style="list-style-type: none"> • Can name everyday objects, animals, or people around them or in pictures using single words such as dog, cat, squirrel, goat, cow, sheep, mouse, rabbit, horse, monkey, donkey, and duck. | Pre-A1 | 18 |
| 3 | Reading | Identifying where different animals live. | <ul style="list-style-type: none"> • Can combine single letter sounds to read simple words. • Can demonstrate understanding of words by matching it to a picture. | Pre-A1 | 18 20 |
| 4 | Writing | Identifying and matching animals with their young ones. | <ul style="list-style-type: none"> • Can copy some short, familiar words presented in standard printed form. • Can use appropriate spacing within and between words. | Pre-A1 | 10 13 |
| Chapter 12 - We Love Festivals | | | | | |

| | | | | | |
|--|-----------|---|---|--------|----------|
| 1 | Listening | Listening to the story and answering questions | <ul style="list-style-type: none"> • Can understand a few basic words and phrases in a story that is read aloud to them. • Can understand short simple instructions addressed slowly and clearly. | Pre-A1 | 18 20 |
| 2 | Speaking | Speaking about personal festival experiences. | <ul style="list-style-type: none"> • Can name a few everyday objects. • Can use a few simple words to describe objects (e.g., 'colour,' 'number') if supported by pictures. | Pre-A1 | 10 19 |
| 3 | Reading | Reading about plurals and underlining them. | <ul style="list-style-type: none"> • Can read a text in the correct direction from left to right and from the top of the page to the bottom. • Can recognise basic plural forms of common nouns (e.g., 'cars,' 'books') | Pre-A1 | 14 20 |
| 4 | Writing | Choosing greetings for different situations. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 13 - My Day | | | | | |
| 1 | Listening | Enhance listening skills by listening to the poem. | <ul style="list-style-type: none"> • Can follow short basic classroom instructions if supported by pictures or gestures. | Pre-A1 | 13 |
| 2 | Speaking | Speak after observing a picture and match the doing words with people and what they do. | <ul style="list-style-type: none"> • Can name everyday objects, animals, or people around them or in pictures using single words such as farmer, driver, barber, etc. • Can use language related to basic actions (e.g., 'clap', 'stamp', 'jump', 'walk, grows'). | Pre-A1 | 18 21 |
| 3 | Reading | Identify the action words and their function in a sentence, and read the poem with expressions. | <ul style="list-style-type: none"> • Can recognise some words that are similar in their first language. • Can recognise basic action words (e.g. 'clap', 'stamp', 'jump', 'walk', 'sit', 'fly'). | Pre-A1 | 15 21 |
| 4 | Writing | Write simple and everyday action words, filling in the blanks with the correct action word | <ul style="list-style-type: none"> • Can copy some short, familiar words presented in standard printed form. • Can join letters together when writing simple words. | Pre-A1 | 10 14 |
| Chapter 14 - Visit to the Supermarket | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> • Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. • Can understand short simple instructions addressed slowly and clearly. | Pre-A1 | 10 20 |

| | | | | | |
|--|-----------|--|--|--------|----------|
| 2 | Speaking | Speaking about chosen topics using cue points. | <ul style="list-style-type: none"> Can name everyday objects in their immediate surroundings or in pictures if guided by questions or prompts, for example, supermarket, candies, etc. | Pre-A1 | 19 |
| 3 | Reading | Reading the paragraph to learn simple present tense and underlining action words. | <ul style="list-style-type: none"> Can read a text in the correct direction from left to right and from the top of the page to the bottom. Can recognise basic action words (e.g. 'plays', 'eats', 'takes', etc. | Pre-A1 | 14 21 |
| 4 | Writing | Associating words with descriptions. | <ul style="list-style-type: none"> Can copy some short familiar words presented in standard printed form. Can join letters together when writing simple words. | Pre-A1 | 10 13 |
| Chapter 15 - My Body | | | | | |
| 1 | Listening | Enhance listening skills by listening to the poem about body parts. | <ul style="list-style-type: none"> Can recognise familiar words and phrases in short, simple songs or chants. Can understand the main information when people introduce themselves (e.g. 'name', 'age', 'where they are from'. | Pre-A1 | 18 19 |
| 2 | Speaking | Speak after seeing a picture and practice speaking about the actions of different body parts. | <ul style="list-style-type: none"> Can answer short, simple questions related to basic personal information using a single word or phrase. | Pre-A1 | 19 |
| 3 | Reading | Identify the order in which we get ready and read sentences putting them in the correct order. | <ul style="list-style-type: none"> Can recognise some frequent everyday words such as brush, teeth, comb, hair, etc. Can recognise basic action words such as 'go', 'take', 'brush', etc. | Pre-A1 | 21 |
| 4 | Writing | Identify parts of the body and write them in the correct places. | <ul style="list-style-type: none"> Can label simple pictures related to familiar topics by copying single words. Can write some familiar words like hands, thumb, legs, etc. | Pre-A1 | 16 20 |
| Chapter 16 - Mother Shake the Cherry Tree | | | | | |
| 1 | Listening | Listening to the poem "Mother Shake the Cherry-Tree" and answering questions about it. | <ul style="list-style-type: none"> Can recognise familiar words and phrases in short simple songs or chants. | Pre-A1 | 18 |
| 2 | Speaking | Performing a role play on how they can help their mother in the kitchen. | <ul style="list-style-type: none"> Can use basic informal expressions for greeting and leave-taking (e.g. 'hello' 'hi' 'bye'). Can repeat phrases and short sentences. | Pre-A1 | 10 16 |
| 3 | Writing | Using 'this' 'that' 'these' and 'those' to complete the given sentences. | <ul style="list-style-type: none"> Can join letters together when writing simple words. Can write some familiar words. | Pre-A1 | 14 20 |
| Chapter 17 - Making a Kite | | | | | |

| | | | | | |
|---------------------------------|-----------|---|--|--------|----------|
| 1 | Listening | Enhance listening skills by listening to the poem and identify doing words ending with 'ing'. | <ul style="list-style-type: none"> Can recognise isolated words related to familiar topics if spoken slowly and clearly and supported by pictures or gestures. | Pre-A1 | 16 |
| 2 | Speaking | Observe and match the actions with the person from a picture. | <ul style="list-style-type: none"> Can name everyday objects in their immediate surroundings or in pictures if guided by questions or prompts. Can ask about the identity of an object using a basic phrase like 'What is it?' | Pre-A1 | 19 21 |
| 3 | Reading | Read the poem with actions and identify doing words. | <ul style="list-style-type: none"> Can recognize some frequent everyday words such as playing, sitting, jumping, running, etc. | Pre-A1 | 21 |
| 4 | Writing | Write the correct word by looking at a picture and identifying the actions performed. | <ul style="list-style-type: none"> Can copy some short, familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 18 - The Ostrich | | | | | |
| 1 | Listening | Listening to the passage about the ostrich and answering questions about it. | <ul style="list-style-type: none"> Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short basic descriptions (e.g. 'colour' 'size') if spoken slowly and clearly. | Pre-A1 | 19 |
| 2 | Speaking | Speaking about a bird of their choice using the given cues points . | <ul style="list-style-type: none"> Can use a few simple words to describe objects (e.g. 'colour', 'number') if supported by pictures. | Pre-A1 | 19 |
| 3 | Reading | Reading and identifying the correct present continuous tense using the verbs given. | <ul style="list-style-type: none"> Can read a text in the correct direction, from left to right, and from the top of the page to the bottom. Can recognise a range of basic everyday nouns and adjectives (e.g., 'colours', 'numbers', and 'classroom objects'). | Pre-A1 | 14 17 |
| 4 | Writing | Identifying the correct description for each weather word. | <ul style="list-style-type: none"> Can copy short sentences containing only familiar words, if presented in standard printed form. | Pre-A1 | 13 |
| Chapter 19 - One Day | | | | | |
| 1 | Listening | Enhance listening skills by listening to the poem and fill in the blanks with describing words. | <ul style="list-style-type: none"> Can recognise familiar words and phrases in short, simple songs or chants. Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g., 'colour', 'size'), if addressed slowly and clearly such as little, big, small, tall, etc. | Pre-A1 | 18 21 |

| | | | | | |
|--|-----------|--|--|--------|----------|
| 2 | Speaking | Match the describing words with the correct naming words and speak about them in one or two sentences. | <ul style="list-style-type: none"> Can use a few simple words to describe objects if supported by pictures. For example, a big elephant, a long stick, a rainy day, etc. | Pre-A1 | 19 |
| 3 | Reading | Put the story in the correct order and read it with expressions, identifying the describing words. | <ul style="list-style-type: none"> Can understand basic time words like 'days of the week,' 'months of the year'. Can recognise familiar everyday words like dark, thick, small, round, etc., if supported by pictures. | Pre-A1 | 19 21 |
| 4 | Writing | Make sentences by combining one describing word with the correct naming word. | <ul style="list-style-type: none"> Can copy short sentences containing only familiar words if presented in standard printed form. Can signal the end of a sentence using a full stop. | Pre-A1 | 13 19 |
| Chapter 20 - It's School Time Again | | | | | |
| 1 | Listening | Listening to the story "It's School Time Again" and answering questions about it. | <ul style="list-style-type: none"> Can understand a few basic words and phrases in a story that is read aloud to them. Can understand the time of day when expressed in full hours. | Pre-A1 | 18 |
| 2 | Speaking | Describing how they spent their summer vacation. | <ul style="list-style-type: none"> Can say single words related to familiar topics if supported by pictures or gestures. | Pre-A1 | 18 |
| 3 | Reading | Reading and filling in the blanks with helping verbs. | <ul style="list-style-type: none"> Can read a text in the correct direction, from left to right, and from the top of the page to the bottom. Can recognise a range of basic everyday nouns and adjectives (e.g., 'colours', 'numbers', and 'classroom objects'). | Pre-A1 | 14 17 |
| 4 | Writing | Identifying the correct opposites of given words. | <ul style="list-style-type: none"> Can write some familiar words like thin, full, go, etc. | Pre-A1 | 20 |
| Chapter 21 - The Red Toy Train | | | | | |
| 1 | Listening | Enhance listening skills by listening to the poem and identifying the colors mentioned in it. | <ul style="list-style-type: none"> Can understand a few basic words and phrases in a story/poem that is read aloud to them. Can identify everyday objects, people, or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g., colors like red, yellow, black, green, white, etc.) if spoken slowly and clearly. | Pre-A1 | 18 19 |
| 2 | Speaking | Speak about classroom objects by observing and identifying the colors of various objects in a classroom setting. | <ul style="list-style-type: none"> Can use basic fixed expressions to greet people politely and speak about their surroundings such as discussing classroom objects' colors. | Pre-A1 | 10 |

| | | | | | |
|--|-----------|---|---|--------|----------|
| 3 | Reading | Read simple sentences with expressions, focusing on colors and basic sentence structures in the context of the poem. | <ul style="list-style-type: none"> Can recognize familiar words and basic phrases such as train, doll, ball, mat, and colors like red, pink, black, etc. | Pre-A1 | 21 |
| 4 | Writing | Identify and use colors correctly, especially in relation to different objects such as fruits. | <ul style="list-style-type: none"> Can copy some short familiar words presented in standard printed form | Pre-A1 | 10 |
| Chapter 22 - The Lost Kitten | | | | | |
| 1 | Listening | Listening to the story "The Lost Kitten" and answering questions about it. | <ul style="list-style-type: none"> Can recognise familiar words in short phrases and sentences spoken slowly and clearly if supported by pictures or gestures. | Pre-A1 | 19 |
| 2 | Speaking | Describing a pet they have or would like to have, including its name and what it likes to eat. | <ul style="list-style-type: none"> Can name everyday objects, animals, or people around them or in pictures using single words. Can say what food or drink they would like using single words and gestures. | Pre-A1 | 18 19 |
| 3 | Writing | Identifying the correct meaning of given words. | <ul style="list-style-type: none"> Can write some familiar words. | Pre-A1 | 20 |
| Chapter 23 - She was a kind fairy | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and filling in the blanks. | <ul style="list-style-type: none"> Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. | Pre-A1 | 19 |
| 2 | Speaking | Practice speaking about oneself using "I am" constructions. | <ul style="list-style-type: none"> Can give key information to introduce themselves (e.g. 'name', 'age', 'where they are from'). | Pre-A1 | 15 |
| 3 | Reading | Read the story with comprehension, focusing on identifying and understanding the use of pronouns ('he', 'she', 'it', 'they') in the text. | <ul style="list-style-type: none"> Can read a text in the correct direction from left to right and from the top of the page to the bottom. Can understand basic sentences introducing someone. | Pre-A1 | 14 17 |
| 4 | Writing | Write sentences using pronouns, which involves filling in blanks in sentences based on the provided story. | <ul style="list-style-type: none"> Can copy some short, familiar words presented in standard printed form. Can write basic personal information (e.g., 'name', 'age') with support. | Pre-A1 | 10 17 |
| Chapter 24 - Good Friends | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). Can understand a few basic words and phrases in a story that is read aloud to them. | Pre-A1 | 11 18 |

| | | | | | |
|--|-----------|--|---|--------|----|
| 2 | Speaking | Speaking about chosen topics using cues points . | <ul style="list-style-type: none"> • Can use a few simple words to describe objects (e.g., 'colour,' 'number') if supported by pictures. | Pre-A1 | 19 |
| 3 | Reading | Reading the paragraph to understand pronouns and filling in the blanks. | <ul style="list-style-type: none"> • Can read a text in the correct direction from left to right and from the top of the page to the bottom. • Can recognise some words that are similar in their first language. | Pre-A1 | 14 |
| | | | | | 15 |
| 4 | Writing | Using 'where,' 'what,' and 'who' for asking questions. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 25 - Putting in order | | | | | |
| 1 | Listening | Enhance listening skills by listening to the poem "Piku goes hiding" and identifying the correct position words. | <ul style="list-style-type: none"> • Can recognise familiar words and phrases in short, simple songs or chants. • Can understand short, simple instructions addressed slowly and clearly. | Pre-A1 | 18 |
| | | | | | 20 |
| 2 | Speaking | Practice speaking by describing actions and positions of objects and characters in various scenarios, using specific position words. | <ul style="list-style-type: none"> • Can repeat phrases and short sentences if spoken slowly and clearly. • Can read aloud familiar words and short phrases. | Pre-A1 | 16 |
| | | | | | 20 |
| 3 | Reading | Read simple sentences with comprehension, focusing on position words. | <ul style="list-style-type: none"> • Can recognise single familiar everyday words if supported by pictures. | Pre-A1 | 21 |
| 4 | Writing | Identify position words and learn to use them correctly. | <ul style="list-style-type: none"> • Can use appropriate spacing within and between words. • Can label simple pictures related to familiar topics by copying single words. | Pre-A1 | 13 |
| | | | | | 16 |
| Chapter 26 - The Mouse and the Lion | | | | | |
| 1 | Listening | Listening to the story "The Mouse and the Lion" to answer questions about it. | <ul style="list-style-type: none"> • Can understand a few basic words and phrases in a story that is read aloud to them. | Pre-A1 | 18 |
| 2 | Speaking | Telling the class how you help others and take help from them. | <ul style="list-style-type: none"> • Can say single words related to familiar topics like 'helping' if supported by pictures or gestures. | Pre-A1 | 18 |
| 3 | Reading | Reading sentences to understand prepositions. | <ul style="list-style-type: none"> • Can read a text in the correct direction, from left to right, and from the top of the page to the bottom. • Can recognise a range of basic everyday nouns and adjectives (e.g. 'colours' 'numbers' 'classroom objects'). | Pre-A1 | 14 |
| | | | | | 17 |
| 4 | Writing | Writing the correct names of animals' homes. | <ul style="list-style-type: none"> • Can label simple pictures related to familiar topics by copying single words. | Pre-A1 | 16 |
| Chapter 27 - Where do they all go? | | | | | |

| | | | | | |
|---|-----------|--|--|--------|----------------|
| 1 | Listening | Enhance listening skills by listening to the poem. | <ul style="list-style-type: none"> • Can recognise familiar words and phrases in short, simple songs or chants. • Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures such as sun, moon, stars, clouds, etc. | Pre-A1 | 18 21 |
| 2 | Speaking | Engage in a speaking activity based on viewing a picture, encouraging students to practice speaking about what they see and think. | <ul style="list-style-type: none"> • Can introduce themselves using a basic phrase (e.g. 'My name's ...'). • Can say how old they are using a basic phrase. • Can ask someone their name using a basic phrase. • Can give key information to introduce themselves (e.g. 'name', 'age', 'where they are from'). | Pre-A1 | 11 12 15 |
| 3 | Reading | Read with pauses keeping the full stops in mind. | <ul style="list-style-type: none"> • Can recognise the use of a question mark to signal a question. • Can recognise the letters of the alphabet in upper and lower case. • Can read a text in the correct direction from left to right and from the top of the page to the bottom. | Pre-A1 | 10 14 |
| 4 | Writing | Complete the story with the given words. | <ul style="list-style-type: none"> • Can copy some short, familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 28 - The Gardener | | | | | |
| 1 | Listening | Listening to the story "The Gardener" and answering questions. | <ul style="list-style-type: none"> • Can understand a few basic words and phrases in a story that is read aloud to them. • Can understand short simple instructions addressed slowly and clearly. | Pre-A1 | 18 20 |
| 2 | Speaking | Speaking about their favorite tree or flower. | <ul style="list-style-type: none"> • Can use a few simple words to describe objects (e.g. 'colour' 'number') if supported by pictures. | Pre-A1 | 19 |
| 3 | Reading | Reading sentences to identify adjectives. | <ul style="list-style-type: none"> • Can recognise a range of basic everyday nouns and adjectives (e.g. 'colours' 'numbers' 'classroom objects'). | Pre-A1 | 17 |
| 4 | Writing | Choosing the correct adjectives for given words. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |
| Chapter 29 - Monu goes to the doctor | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story. | <ul style="list-style-type: none"> • Can understand simple negative instructions related to everyday situations. | Pre-A1 | 16 |
| 2 | Speaking | Enhance speaking skills by talking about what you can do on a Sunday. | <ul style="list-style-type: none"> • Can read aloud familiar words like a park, mother, father, etc. | Pre-A1 | 20 21 |

| | | | | | |
|---------------------------------------|-----------|--|--|--------|----------|
| | | | <ul style="list-style-type: none"> • Can use language related to basic actions such as go, play, eat, etc. | | |
| 3 | Reading | Enhance reading comprehension by reading simple sentences and identifying descriptive words in the poem. | <ul style="list-style-type: none"> • Can understand basic sentences introducing someone (e.g., 'name', 'age'). For example: My name is Panda. • Can recognise a range of basic everyday nouns and adjectives (e.g., colours like black, white, etc.) | Pre-A1 | 17 |
| 4 | Writing | Revise the concept of 'doing words' through writing exercises that require filling in blanks with the given words. | <ul style="list-style-type: none"> • Can copy some short, familiar words presented in standard printed form. • Can join letters together when writing simple words. | Pre-A1 | 10 14 |
| Chapter 30 - Water is Precious | | | | | |
| 1 | Listening | Listening to the story "Water Is Precious" and answering questions. | <ul style="list-style-type: none"> • Can understand a few basic words and phrases in a story that is read aloud to them. | Pre-A1 | 18 |
| 2 | Speaking | Speaking about a pond or sea. | <ul style="list-style-type: none"> • Can use a few simple words to describe objects (e.g. 'colour' 'number') if supported by pictures | Pre-A1 | 19 |
| 3 | Reading | Reading to understand the usage of 'can' and 'can't'. | <ul style="list-style-type: none"> • Can read a text in the correct direction, from left to right and from the top of the page to the bottom. • Can recognise basic action words (e.g. 'speak', 'eat', 'drive', 'walk'). | Pre-A1 | 14 21 |
| 4 | Writing | Choosing the correct opposites for given words. | <ul style="list-style-type: none"> • Can copy some short familiar words presented in standard printed form. | Pre-A1 | 10 |

| Grade 2 | | | | | |
|--|-------------|-----------|----------------------------|------------|-----|
| Chapter 1 - The Hidden Treasure | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Level | GSE |

| | | | | | |
|---|-----------|--|---|----|----------------|
| 1 | Listening | Enhance listening skills by listening to the story and answering questions. | <ul style="list-style-type: none"> • Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. • Can follow a short, familiar traditional story, if supported by gestures and repetition. • Can understand basic information in short passages about everyday activities or routines if spoken slowly and clearly and supported by prompts. | A1 | 25 28 29 |
| 2 | Speaking | Observe and speak about a farmer in the class. | <ul style="list-style-type: none"> • Can talk about familiar people (farmer in this context) and places using single words. • Can answer simple questions about very familiar topics, if delivered slowly and clearly. | A1 | 26 29 |
| 3 | Reading | Understand the use of articles, read the sentences, and fill in the blanks with 'a' or 'an'. | <ul style="list-style-type: none"> • Can understand simple sentences, given prompts. • Can understand a few simple phrases related to familiar, everyday activities. | A1 | 24 25 |
| 4 | Writing | Learn to complete the story by filling in the blanks. | <ul style="list-style-type: none"> • Can write words with appropriate use of upper and lower case. | A1 | 23 |
| Chapter 2 - The Magic Paintbrush | | | | | |
| 1 | Listening | Listening to a story, followed by answering multiple-choice questions. | <ul style="list-style-type: none"> • Can understand short simple questions related to basic personal information if spoken slowly and clearly. • Can recognize familiar words and basic phrases in short, illustrated stories if read out slowly and clearly. • Can get the gist of short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 23 24 25 |
| 2 | Speaking | Speaking about "Helping Others" with guidance and prompts. | <ul style="list-style-type: none"> • Can describe real life incidences from their own life or heard from elders about helping people using simple sentences. | A1 | 24, 25, 26 |
| 3 | Writing | Completing sentences using correct articles ("a" and "an"). | <ul style="list-style-type: none"> • Can write simple sentences using correct articles. | A1 | 22 |
| Chapter 3 - The Rainbow | | | | | |

| | | | | | |
|--------------------------------------|-----------|--|---|--------|--------|
| 1 | Listening | Enhance listening skills by listening to the poem and answering the questions. | <ul style="list-style-type: none"> Can understand basic phrases about the weather if spoken slowly and clearly. | A1 | 24 |
| | | | <ul style="list-style-type: none"> Can recognize words and simple phrases related to familiar topics, such as rainbows if spoken slowly and clearly and supported by pictures. | | 25 |
| 2 | Speaking | Observe the rainbow and speak about it with the help of the given prompts. | <ul style="list-style-type: none"> Can describe objects in a basic way (e.g. 'colour', 'size'). | A1 | 25 |
| 3 | Reading | Read the paragraph and complete the sentences, prompts given. | <ul style="list-style-type: none"> Can understand simple sentences, given prompts. | A1 | 24 |
| | | | <ul style="list-style-type: none"> Can understand a few simple phrases related to familiar, everyday activities. | | 25 |
| 4 | Writing | Write the opposite word of the given word from the given options. | <ul style="list-style-type: none"> Can copy some short, familiar words presented in standard printed form. | Pre-A1 | 10 |
| | | | <ul style="list-style-type: none"> Can write opposites of words learnt and some others based on the rules. | | 11 |
| Chapter 4 - My Best Friend | | | | | |
| 1 | Listening | Listening to the poem "My Best Friend" and filling in the blanks with appropriate words. | <ul style="list-style-type: none"> Can recognize familiar words and basic phrases in short, illustrated stories/poems if read out slowly and clearly. | A1 | 24 |
| | | | <ul style="list-style-type: none"> Can understand simple phrases related to familiar topics if spoken slowly and clearly and supported by pictures | | 27 |
| 2 | Speaking | Speaking about a pet or a pet they wish to have using provided clues. | <ul style="list-style-type: none"> Can talk about personal possessions (e.g. 'toys' 'pets') using simple language. | A1 | 26 |
| 3 | Reading | Reading the poem "My Best Friend" and identifying plural nouns. | <ul style="list-style-type: none"> Can read sentences correctly from left to right. Can identify familiar words in short, simple texts. | A1 | 23 |
| | | | <ul style="list-style-type: none"> Can recognize key words and basic phrases in short, simple cartoon stories. | | 24 |
| Chapter 5 - How Is Salt Made? | | | | | |
| 1 | Listening | Listening to a passage on how salt is made and answering questions about it. | <ul style="list-style-type: none"> Understand basic questions about what things are in their immediate surroundings or in pictures. | A1 | 22 |
| 2 | Speaking | Speaking on the importance of salt, discussing its necessity in diet. | <ul style="list-style-type: none"> Can talk about some other necessary things as hygiene using - basic phrases. | A1 | 28, 29 |

| | | | | | |
|--|-----------|--|---|----|----------|
| 3 | Reading | Reading a passage about the use of simple past tense and understanding verbs. | <ul style="list-style-type: none"> • Can understand simple sentences, given prompts. • Can make past tense forms of given verbs and use them in sentences. | A1 | 24 27 |
| 4 | Writing | Writing the past tense of verbs, matching verbs with their past tense forms. | <ul style="list-style-type: none"> • Can write simple past tense form of verbs with correct spellings, Can decipher spellings as per rules. | A1 | 22 |
| Chapter 6 - How Do Bees Make Honey? | | | | | |
| 1 | Listening | Listening to the passage "How Do Bees Make Honey?" and answering multiple-choice questions. | <ul style="list-style-type: none"> • Can recognise familiar keywords and phrases in short basic descriptions if spoken slowly and clearly. • Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses. | A1 | 24 28 |
| 2 | Speaking | Speaking about teamwork using provided clues. | <ul style="list-style-type: none"> • Can ask for things using basic language. • Can talk about various tasks that they can do in a team and how. | A1 | 28 29 |
| 3 | Writing | Rewriting sentences in the past tense based on the provided prompts. | <ul style="list-style-type: none"> • Can use past tense correctly and change sentences from present tense to past tense, using-capital letters and end punctuation correctly. | A1 | 27, 29 |
| Chapter 7 - A Day Out | | | | | |
| 1 | Listening | Listening to the story of a day out and identifying key events and times. | <ul style="list-style-type: none"> • Can understand the time of day when expressed to the quarter hour. | A1 | 23 |
| 2 | Speaking | Speaking about a topic (school, school bus, or game) using cue points. | <ul style="list-style-type: none"> • Can talk about common everyday objects such as school, school bus, or game using simple words if supported by pictures. | A1 | 24 |
| 3 | Reading | Reading and understanding the use of irregular verbs in the past tense through provided sentences. | <ul style="list-style-type: none"> • Can understand and use basic irregular verbs in the past tense in speech and writing. | A1 | 26 |
| 4 | Writing | Writing activity focused on telling the correct time. | <ul style="list-style-type: none"> • Can tell the time by the quarter and half-past of an hour and also write in digits and words. | A1 | 25 |
| Chapter 8 - First Day of School | | | | | |

| | | | | | |
|---|-----------|--|--|----|----------|
| 1 | Listening | Listening to the story and answering multiple-choice questions. | <ul style="list-style-type: none"> Can understand simple phrases about likes and dislikes. Can understand basic information in short passages about everyday activities or routines if spoken slowly and clearly and supported by prompts. | A1 | 23 29 |
| 2 | Speaking | Speaking about the importance of making new friends using provided clues. | <ul style="list-style-type: none"> Can ask simple questions about other people (e.g. their 'name', 'age', 'where they live', 'things they have'). Can express likes and dislikes in relation to familiar topics in a basic way | A1 | 27 29 |
| 3 | Writing | Changing irregular verbs into the past tense and writing sentences. | <ul style="list-style-type: none"> Can recognize and use past forms of irregular verbs and use them in sentences. | A1 | 27 |
| Chapter 9 - The Blue Fox | | | | | |
| 1 | Listening | Listening to a story about the blue fox and identifying actions and characteristics of the fox. Answering questions related to the same. | <ul style="list-style-type: none"> Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 23, 25 |
| 2 | Speaking | Speaking about their favourite animal, describing what makes it special. | <ul style="list-style-type: none"> Can describe - physical appearance of people/animals using one or two words. | A1 | 24 |
| 3 | Reading | Reading about homophones, matching words that sound alike but have different meanings. | <ul style="list-style-type: none"> Can understand the relationship between words from the same vocabulary set. Can understand short simple descriptions of objects, people, and animals if supported by pictures. | A1 | 23 |
| 4 | Writing | Writing activity on how to politely say "no" in various situations, choosing the correct phrases. | <ul style="list-style-type: none"> Can write simple sentences about what they or other people can or can't do. | A1 | 22, 29 |
| Chapter 10 - The Ant and the Grasshopper | | | | | |
| 1 | Listening | Listening to the story and answering multiple-choice questions. | <ul style="list-style-type: none"> Can understand the gist of short simple stories if told slowly and clearly and supported by pictures and gestures. | A1 | 24, 25 |
| 2 | Speaking | Speaking about the importance of hard work with provided clues. | <ul style="list-style-type: none"> Can give examples of the importance of hard work from stories they might have heard or seen in real life.- | A1 | 29 |
| 3 | Writing | Choosing the correct homophones and filling in the blanks. | <ul style="list-style-type: none"> Can spell and understand homophones and their usage in sentences. Can choose the correct homophones to fit in a particular sentence. | A1 | 23 |

| Chapter 11 - Cleaning is a Game | | | | | |
|--|-----------|---|---|----|--------|
| 1 | Listening | Enhance listening skills by listening to the story and answering the questions. | <ul style="list-style-type: none"> Can understand straightforward instructions, such as "Sweep the floor" or "Wipe the windows", if spoken slowly and clearly. Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. | A1 | 27, 29 |
| 2 | Speaking | Speaking about a topic (grandfather, room, or sand timer) using cue points. | <ul style="list-style-type: none"> Can describe objects in a basic way (e.g. 'colour', 'size'). Can talk about their immediate family members in a basic way if guided by questions or prompts. | A1 | 25, 29 |
| 3 | Reading | Reading and understanding the use of 'were + ing' through provided sentences. | <ul style="list-style-type: none"> Can understand the use of past continuous tense for plurals and change verbs into the same to fill in sentences. | A1 | 23, 24 |
| 4 | Writing | Identify and write the words associated with cleaning actions. | <ul style="list-style-type: none"> Can write a single basic sentence about daily routines and activities. | A1 | 28 |
| Chapter 12 - The Magic of Brushing Teeth | | | | | |
| 1 | Listening | Listening to the story and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short illustrated stories if read out slowly and clearly. Can understand basic information in short passages about everyday activities or routines if spoken slowly and clearly and supported by prompts. | A1 | 24, 29 |
| 2 | Speaking | Speaking about healthy habits and their importance with provided clues. | <ul style="list-style-type: none"> Can talk about some more healthy habits other than the ones given in the picture and also talk about the ones they follow. Can also talk about any trouble they landed in by not following a healthy habit. | A1 | 26, 28 |
| 3 | Writing | Completing sentences in the past continuous tense for plurals. | <ul style="list-style-type: none"> Can write simple phrases with appropriate use of verbs in past continuous tense for plurals and use them in sentences. | A1 | 22, 23 |
| Chapter 13 - At the Seaside | | | | | |

| | | | | | |
|---|-----------|--|---|----|------------|
| 1 | Listening | Enhance listening skills by listening to a poem and answering questions. | <ul style="list-style-type: none"> • Can listen to and understand the lines in a poem. • Can recite and also fill in the blanks after memorising the same.. | A1 | 22, 24 |
| 2 | Speaking | Practice speaking about the seaside, using cue points. | <ul style="list-style-type: none"> • Can talk about familiar people and places using single words. • Can describe the position of objects or people in a basic way using pictures or gestures. | A1 | 26 |
| 3 | Reading | Focuses on reading comprehension and understanding prepositions of time. | <ul style="list-style-type: none"> • Can follow simple dialogues in short illustrated stories if they can listen while reading. • Can understand short simple descriptions of objects, people, and animals if supported by pictures. | A1 | 26, 27 |
| 4 | Writing | Involves filling in blanks with prepositions of time. | <ul style="list-style-type: none"> • Can write basic sentences describing everyday activities using prepositions. | A1 | 28 |
| Chapter 14 - Sea Adventures With Sea Animals | | | | | |
| 1 | Listening | Listening to the passage and answering multiple-choice questions. | <ul style="list-style-type: none"> • Can understand short simple questions related to- short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 23, 25 |
| 2 | Speaking | Speaking about their favourite sea animal with the help of provided clues. | <ul style="list-style-type: none"> • Can describe the size of everyday objects using a basic phrase (e.g. 'It's big.'). • Can describe someone's physical appearance using one or two words. • Can talk about familiar people and places using single words. | A1 | 23, 24, 26 |
| 3 | Reading | Reading the passage "Sea Adventures with Sea Animals" and identifying the sea animals mentioned. | <ul style="list-style-type: none"> • Can recognise, identify and name sea creatures and talk about their features in one or two simple sentences. | A1 | 24, 27 |
| Chapter 15 - Jaipur | | | | | |
| 1 | Listening | Enhancing listening skills by listening to a passage about Jaipur and answering questions. | <ul style="list-style-type: none"> • Can get the gist of short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 25 |
| 2 | Speaking | Practice speaking about their neighbourhood, using cues. | <ul style="list-style-type: none"> • Can introduce themselves in a basic manner giving simple information about where they live, their family, etc. | A1 | 25 |
| 3 | Reading | Focus on reading passages and using the verb 'has' correctly. | <ul style="list-style-type: none"> • Can understand the use of 'has' and use it correctly in sentences. Can also | A1 | 26 |

| | | | | | |
|--|-----------|--|---|----|--------|
| | | | differentiate between 'has' and 'have'. | | |
| 4 | Writing | Matching words with the same meanings (synonyms). | <ul style="list-style-type: none"> Can understand and write the meanings of words given. | A1 | 23 |
| Chapter 16 - A Visit to the Zoo | | | | | |
| 1 | Listening | Listening to the story and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar key words and phrases in short, basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures | A1 | 24 |
| 2 | Speaking | Speaking about their most memorable trip with the help of provided clues. | <ul style="list-style-type: none"> Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). Can answer simple questions about where people or things are, using basic phrases. | A1 | 22, 24 |
| 3 | Reading | Reading the story, identifying the animals at the zoo, and writing a sentence about one of them. | <ul style="list-style-type: none"> Can understand basic sentences naming familiar everyday items if supported by pictures. Can recognise key words and basic phrases in short, simple cartoon stories. | A1 | 24 |
| Chapter 17 - Sports Day | | | | | |
| 1 | Listening | Enhance listening skills by listening to a story about sports day. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short, illustrated stories, if read out slowly and clearly. Can understand straightforward instructions if spoken slowly and clearly. | A1 | 24, 27 |
| 2 | Speaking | Speaking about indoor and outdoor games. | <ul style="list-style-type: none"> Can talk about games that are played indoors and outdoors and can talk about them in a few sentences. Can talk about things they have using- basic phrases. | A1 | 26, 28 |
| 3 | Reading | Focus on understanding the use of negative verbs. | <ul style="list-style-type: none"> Can distinguish between a negative statement and a positive statement. | A1 | 25 |
| 4 | Writing | Identifying the correct name of a sport. | <ul style="list-style-type: none"> Can name the sport with the help of clues. Can talk about it in one or two basic sentences | A1 | 23 |
| Chapter 18 - Saving Water | | | | | |

| | | | | | |
|--|-----------|---|--|----|------------|
| 1 | Listening | Listening to the passage and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise keywords and phrases in short, simple texts if spoken clearly and slowly. | A1 | 24 |
| 2 | Speaking | Speaking about "A Day Without Water" with provided clues. | <ul style="list-style-type: none"> Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'thirsty'). Can talk about common everyday objects using single words, if supported by pictures. | A1 | 22, 24, |
| 3 | Reading | Reading the passage and identifying the negative verbs. | <ul style="list-style-type: none"> Can distinguish between a negative statement and a positive statement. Can also transform sentences in both categories. | A1 | 25 |
| Chapter 19 - Let's Save Electricity | | | | | |
| 1 | Listening | Enhance listening skills by listening to a story on saving electricity. | <ul style="list-style-type: none"> Can understand a listening text if spoken slowly and clearly. | A1 | 23, 27 |
| 2 | Speaking | Practice speaking about different electrical appliances. | <ul style="list-style-type: none"> Can talk about things they have, using -basic phrases. | A1 | 28 |
| 3 | Reading | Focus on reading comprehension and identifying negative verbs. | <ul style="list-style-type: none"> Can understand simple contractions (e.g., 'I'm', 'he's', 'we're'). Can distinguish between a negative statement and a positive statement. | A1 | 23, 25 |
| 4 | Writing | Use of negative verbs in sentences. | <ul style="list-style-type: none"> Can write simple sentences about what they or other people can or can't do/ have or don't have | A1 | 29 |
| Chapter 20 - How Do Plants Grow? | | | | | |
| 1 | Listening | Listening to the passage, and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short illustrated stories if read out slowly and clearly | A1 | 24 |
| 2 | Speaking | Speaking about the importance of plants with provided clues. | <ul style="list-style-type: none"> Can talk about common everyday objects using single words if supported by pictures. | A1 | 24 |
| 3 | Reading | Reading a passage about taking care of trees, identifying contractions in negative verbs, and listing them. | <ul style="list-style-type: none"> Can understand simple contractions. Can read sentences correctly from left to right. Can recognise keywords and basic phrases in short simple cartoon stories | A1 | 22, 23, 24 |
| Chapter 21 - The Kind Man | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story of a kind man. | <ul style="list-style-type: none"> Can understand basic information in short passages - if spoken slowly and clearly. | A1 | 29 |

| | | | | | |
|---|-----------|--|---|----|------------|
| 2 | Speaking | Practice describing someone or something. | <ul style="list-style-type: none"> Can describe someone or something using given cues, in short, simple sentences.. | A1 | 24, 25 |
| 3 | Reading | Focus on reading comprehension and the usage of the conjunction 'but'. | <ul style="list-style-type: none"> Can understand the use of 'but' in sentences | A1 | 24, 25, 26 |
| 4 | Writing | Matching words with their opposites. | <ul style="list-style-type: none"> Can understand and identify pairs of opposites from words given. | A1 | 23 |
| Chapter 22 - The Wise Owl | | | | | |
| 1 | Listening | Listening to the story and answering multiple-choice questions. | <ul style="list-style-type: none"> Can understand short simple questions related to basic personal information if spoken slowly and clearly. Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. | A1 | 23, 24 |
| 2 | Speaking | Speaking about a "Lost and Found" experience with provided clues. | <ul style="list-style-type: none"> Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'sad'). Can answer simple questions about objects (e.g. 'colour', 'size'). Can answer simple questions about things they have, in a basic way. | A1 | 22, 24 |
| 3 | Reading | Reading the story and writing the opposites of the given words from the story. | <ul style="list-style-type: none"> Can spell most simple regular words of 3 or 4 letters and write their opposites.. Can recognise key words and basic phrases in short simple stories. | A1 | 23, 24 |
| Chapter 23 - The Camel | | | | | |
| 1 | Listening | Enhancing listening skills by listening to a passage about the camel. | <ul style="list-style-type: none"> Can get the gist of short simple stories if told slowly and clearly and supported by pictures. | A1 | 25 |
| 2 | Speaking | Practice speaking about farm animals. | <ul style="list-style-type: none"> Can talk about personal possessions using simple language. | A1 | 26 |
| 3 | Reading | Focus on reading comprehension and identifying the subject and predicate. | <ul style="list-style-type: none"> Can understand basic sentences naming familiar everyday items if supported by pictures such as cars, trees, birds, basket, apples, etc. | A1 | 24 |
| 4 | Writing | Using 'can' and 'cannot' to express ability and inability. | <ul style="list-style-type: none"> Can write simple sentences about what they or other people can or can't do. | A1 | 29 |
| Chapter 24 - The Majestic Elephant | | | | | |

| | | | | | |
|--|-----------|---|--|----|--------|
| 1 | Listening | Listening to the passage and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short illustrated stories if read out slowly and clearly. Can recognise familiar keywords and phrases in short, basic descriptions (e.g. of 'objects', 'people' or 'animals') if spoken slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speaking about their favorite wild animal with provided clues. | <ul style="list-style-type: none"> Can describe someone's physical appearance using one or two words. Can answer simple questions about where people or things are, using basic phrases. | A1 | 24 |
| 3 | Reading | Reading sentences and identifying the predicate in each sentence. | <ul style="list-style-type: none"> Can read sentences correctly from left to right. Can understand simple sentences, given prompts. | A1 | 23, 24 |
| Chapter 25 - The Snake Charmer | | | | | |
| 1 | Listening | Enhance listening skills by engaging with the story of a snake charmer. | <ul style="list-style-type: none"> Can understand basic questions about what things are in their immediate surroundings or in pictures. Can get the gist of short simple stories if told slowly and clearly and supported by pictures | A1 | 22, 25 |
| 2 | Speaking | Discuss the topic "The king, the queen, or the soldier." | <ul style="list-style-type: none"> Can talk about familiar people and places. | A1 | 26 |
| 3 | Reading | Understanding the use of apostrophes to indicate possession. | <ul style="list-style-type: none"> Can understand the use of apostrophe in short, simple texts. | A1 | 24 |
| 4 | Writing | Match animals with the sounds they make. | <ul style="list-style-type: none"> Can link letters to sounds when writing basic words. | A1 | 23 |
| Chapter 26 - The Power of Forgiveness | | | | | |
| 1 | Listening | Listening to the story and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speaking about "Forgiveness" with provided clues. | <ul style="list-style-type: none"> Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'sad'). Can talk about familiar people and places using single words. | A1 | 22, 26 |
| 3 | Writing | Rewriting phrases using apostrophe + s ('s). | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. Can spell a range of common words (e.g. 'names', 'greetings', 'colours'). | A1 | 22, 24 |

| Chapter 27 - The Mango Tree | | | | | |
|--|-----------|---|---|----|--------|
| 1 | Listening | Listening to a story about a mango tree and resolving a dispute over its ownership. | <ul style="list-style-type: none"> Can get the gist of short, simple stories if told slowly and clearly and supported by pictures. | A1 | 25 |
| 2 | Speaking | Speaking about one's favorite fruit. | <ul style="list-style-type: none"> Can talk about common everyday objects using single words if supported by pictures. Can talk about personal possessions using simple language. | A1 | 24, 26 |
| 3 | Reading | Learn vocabulary related to gardening. | <ul style="list-style-type: none"> Can understand simple informational material containing familiar words if supported by pictures. | A1 | 27 |
| 4 | Writing | Solving fruit-related riddles. | <ul style="list-style-type: none"> Prepare their own riddles with other fruits | A1 | 22 |
| Chapter 28 - The Honest Boy | | | | | |
| 1 | Listening | Listening to the story "The Honest Boy" and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short illustrated stories if read out slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speaking about "Honesty" with provided clues. | <ul style="list-style-type: none"> Can reproduce words from taught vocabulary lists. Can talk about simple topics with provided clues. | A1 | 23, 24 |
| 3 | Reading | Reading sentences and identifying the words with the 'aa' sound. | <ul style="list-style-type: none"> Can identify words with aa sound -in short, simple texts. Can recognise keywords and basic phrases in short, simple texts. | A1 | 23, 24 |
| Chapter 29 - The Thirsty Crow | | | | | |
| 1 | Listening | Engage with the classic story of a clever crow that solves a problem. | <ul style="list-style-type: none"> Can follow a short familiar traditional story if supported by gestures and repetition. | A1 | 28 |
| 2 | Speaking | Discuss favorite birds and animals. | <ul style="list-style-type: none"> Can describe objects in a basic way (e.g., 'color', 'size'). Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 25, 29 |
| 3 | Reading | Understand prepositions of place through reading exercises. | <ul style="list-style-type: none"> Can understand basic sentences about where things, animals, or people are. | A1 | 27 |
| 4 | Writing | Form adjectives from nouns. | <ul style="list-style-type: none"> Form adjectives from given nouns and identify them in short, simple texts. | A1 | 23 |
| Chapter 30 - Goldilocks and The Three Bears Picnic | | | | | |
| 1 | Listening | Listening to the story "Goldilocks and the Three Bears Picnic" and answering multiple-choice questions. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short illustrated stories if read out slowly and clearly. | A1 | 24 |

| | | | | | |
|---|----------|--|---|----|--------|
| 2 | Speaking | Speaking about "The Joy of Sharing" with provided clues. | <ul style="list-style-type: none"> Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'sad'). Can answer simple questions about things they have, in a basic way. | A1 | 22, 24 |
| 3 | Reading | Reading the passage and identifying prepositions of place. | <ul style="list-style-type: none"> Can understand the relationship between words from the same vocabulary set (e.g. 'colours', 'foods', 'classroom objects'). Can understand basic sentences describing the position of objects | A1 | 23, 27 |

| Grade 3 | | | | | |
|--------------------------------|-------------|--|---|------------|--------|
| Chapter 1 - The Beautiful Swan | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Level | GSE |
| 1 | Listening | Enhance listening skills by listening to the story 'The Beautiful Swan'. | <ul style="list-style-type: none"> Can understand basic questions about what things are in their immediate surroundings or in pictures. Can get the gist of short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 22, 25 |
| 2 | Speaking | Practice greetings and introductions through a role play. | <ul style="list-style-type: none"> Can describe someone's physical appearance using one or two words. Can introduce themselves in a basic way giving simple information about where they live, their family, etc. | A1 | 24, 25 |
| 3 | Reading | Practice reading skills by reading a story and identifying naming words. | <ul style="list-style-type: none"> Can read sentences correctly from left to right. Can understand basic sentences naming familiar everyday items if supported by pictures. | A1 | 23, 27 |
| 4 | Writing | Write the common nouns for the given pictures. | <ul style="list-style-type: none"> Can list simple information (e.g., 'names', 'numbers', 'prices') from short illustrated texts on familiar topics. | A1 | 25 |
| Chapter 2 - Golden Feather | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 23, 25 |

| | | | | | |
|---|-----------|---|--|----|-----------|
| 2 | Speaking | Speak about a zoo or forest using cue points. | <ul style="list-style-type: none"> • Can describe objects in a basic way (e.g. 'colour', 'size'). • Can talk about familiar people and places using single words. • Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 25,26, 29 |
| 3 | Writing | Identify tools used for various tasks. | <ul style="list-style-type: none"> • Can write words with appropriate use of upper and lower case | A1 | 23 |
| Chapter 3 - Party with Toys | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story. | <ul style="list-style-type: none"> • Can recognise familiar words and basic phrases in short, illustrated stories, if read out slowly and clearly. • Can understand simple directions if spoken slowly and clearly. | A1 | 24, 25 |
| 2 | Speaking | Observe the pictures and describe your party menu. | <ul style="list-style-type: none"> • Can talk about things they have using a basic phrase. | A1 | 28 |
| 3 | Reading | Read the story and find the words corresponding to the given pictures in the story. | <ul style="list-style-type: none"> • Can guess the meaning of a word from an accompanying picture. • Can understand short simple descriptions of objects, people, and animals if supported by pictures. | A1 | 23, 27 |
| 4 | Writing | Describe the pictures and mention if they are singular or plural. | <ul style="list-style-type: none"> • Can write basic sentences (we are writing words in the chapter) about what they and others possess (e.g. 'everyday items' 'pets') given prompts or a model. | A1 | 29 |
| Chapter 4 - Not possible | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> • Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 25 |
| 2 | Speaking | Speak on any one of the given topics using cue points. | <ul style="list-style-type: none"> • Can talk about familiar people and places using single words. • Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 26, 29 |
| 3 | Reading | Reading and identifying the correct use of 'much', 'many', and 'a lot of'. | <ul style="list-style-type: none"> • Can understand the relationship between words from the same vocabulary set. | A1 | 23 |
| 4 | Writing | Identifying the feeling word that matches the given description. | <ul style="list-style-type: none"> • Can write words with appropriate use of upper and lower case. | A1 | 23 |
| Chapter 5 - What Do Spiders Eat? | | | | | |

| | | | | | |
|---|-----------|--|--|----|--------|
| 1 | Listening | Enhance listening skills by listening to the poem and completing the sentences with rhyming words. | <ul style="list-style-type: none"> • Can recognise familiar keywords and phrases in short, basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. • Can identify the names of people or places in short simple dialogues if spoken slowly and clearly. | A1 | 24, 27 |
| 2 | Speaking | Observe the pictures and name the insects. | <ul style="list-style-type: none"> • Can talk about common everyday objects using single words if supported by pictures. | A1 | 24 |
| 3 | Reading | Read the poem and find out the words that rhyme with the given words. | <ul style="list-style-type: none"> • Can recognise words or phrases that are repeated in a short text or poem. • Can understand basic sentences about things people have if supported by pictures. | A1 | 25, 26 |
| 4 | Writing | Observe the pictures and write their collective nouns. | <ul style="list-style-type: none"> • Can write a single basic sentence about daily routines and activities. | A1 | 28 |
| Chapter 6 - Count your blessings! | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> • Can recognize familiar keywords and phrases in short basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. • Can understand basic information in short passages about everyday activities or routines if spoken slowly and clearly and supported by prompts. | A1 | 24, 29 |
| 2 | Speaking | Role play with your partner describing your visit to the hospital. | <ul style="list-style-type: none"> • Can answer simple questions about their family and friends using basic phrases. • Can describe someone's physical appearance in a basic way if guided by questions or prompts. | A1 | 26, 29 |
| 3 | Writing | Filling in the blanks using "much" and "many". | <ul style="list-style-type: none"> • Can spell most simple regular words of 3 or 4 letters. | A1 | 23 |
| Chapter 7 - How to Make a Pencil Holder? | | | | | |
| 1 | Listening | Enhance listening skills by listening to the instructions on how to make a pencil holder. | <ul style="list-style-type: none"> • Can understand straightforward instructions if spoken slowly and clearly (e.g., making a pencil holder). | A1 | 27 |
| 2 | Speaking | Describe the steps to make a pencil holder in the form of Role Play. | <ul style="list-style-type: none"> • Can answer simple questions about things people have. • Can talk about things they have using a basic phrase. | A1 | 28 |

| | | | | | |
|------------------------------------|-----------|--|--|----|--------|
| 3 | Reading | Read the sentences and identify the conjunctions. | <ul style="list-style-type: none"> Can understand basic written instructions for classroom activities (e.g., sequence of making a pencil holder). | A1 | 23 |
| 4 | Writing | Writing the instructions in the correct sequence and identifying the conjunctions. | <ul style="list-style-type: none"> Can write basic sentences referring to everyday items (e.g., materials used in making a pencil holder). | A1 | 27 |
| Chapter 8 - The Butterfly | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can understand simple phrases about likes and dislikes. Can understand basic information about someone's immediate family if spoken slowly and clearly and supported by pictures or gestures. | A1 | 23, 26 |
| 2 | Speaking | Speak on any one of the given topics using cue points. | <ul style="list-style-type: none"> Can describe the size of everyday objects using a basic phrase. Can talk about familiar people and places using single words. | A1 | 23, 26 |
| 3 | Speaking | Perform a role play on how would you greet a guest in your house. | <ul style="list-style-type: none"> Can start and end a simple conversation using basic fixed expressions. Can respond to simple statements or questions related to immediate personal needs. | A1 | 28 |
| Chapter 9 - Find Out! | | | | | |
| 1 | Listening | Enhance listening skills by identifying different sounds and sources. | <ul style="list-style-type: none"> Can recognize familiar words and basic phrases in short illustrated stories if read out slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speak confidently about sources of information. | <ul style="list-style-type: none"> Can describe objects in a basic way (e.g., different books discussed in the chapter). | A1 | 25 |
| 3 | Reading | Read with comprehension; learn to identify different books. | <ul style="list-style-type: none"> Can recognise simple words and phrases related to familiar topics if supported by pictures (e.g., types of books). Can follow simple dialogues in short illustrated stories if they can listen while reading. | A1 | 23, 26 |
| 4 | Writing | Match information with sources; complete sentences using appropriate articles. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. | A1 | 22 |
| Chapter 10 - The Clever Fox | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can recognize familiar words and basic phrases in short illustrated stories if read out slowly and clearly. Can get the gist of short, simple stories, if told slowly | A1 | 24, 25 |

| | | | | | |
|--|-----------|--|---|----|--------|
| | | | and clearly and supported by pictures or gestures. | | |
| 2 | Speaking | Expressing views on what the fox should have done and on its actions. | <ul style="list-style-type: none"> Can answer simple questions about where people or things are using basic phrases. Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 24, 29 |
| 3 | Reading | Reading sentences to understand the usage of articles and filling in the blanks. | <ul style="list-style-type: none"> Can identify familiar words in short simple texts. Can understand basic sentences naming familiar everyday items if supported by pictures. | A1 | 23, 24 |
| 4 | Writing | Identifying the correct description of the given facial expression. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. Can use capital letters and end punctuation correctly in simple sentences. | A1 | 22, 27 |
| Chapter 11 - The Little Brown Puppy | | | | | |
| 1 | Listening | Enhance listening skills by listening to a poem about the puppy. | <ul style="list-style-type: none"> Can get the gist of short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 25 |
| 2 | Speaking | Speak confidently about pets; learn animal sounds. | <ul style="list-style-type: none"> Can describe someone's physical appearance using one or two words (e.g., describing a pet). | A1 | 24 |
| 3 | Reading | Read and replace nouns with pronouns. | <ul style="list-style-type: none"> Can understand simple sentences, given prompts. | A1 | 24 |
| 4 | Writing | Use possessive pronouns correctly; match animals with their young ones. | <ul style="list-style-type: none"> Can spell most simple regular words of 3 or 4 letters. | A1 | 23 |
| Chapter 12 - Clouds | | | | | |
| 1 | Listening | Listening to the poem and filling in the blanks. | <ul style="list-style-type: none"> Can understand basic phrases about the weather if spoken slowly and clearly. Can recognize familiar keywords and phrases in short basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. | A1 | 24 |
| 2 | Speaking | Describe a ship using cue points. | <ul style="list-style-type: none"> Can describe the size of everyday objects using a basic phrase (e.g., 'It's big.'). Can describe objects in a basic way (e.g. 'colour', 'size') | A1 | 23, 25 |

| | | | | | |
|--|-----------|---|--|----|--------|
| 3 | Reading | Reading sentences to understand the use of articles 'a' and 'an'. | <ul style="list-style-type: none"> • Can identify familiar words in short simple texts. • Can understand basic sentences naming familiar everyday items if supported by pictures. | A1 | 23, 24 |
| 4 | Writing | Identifying the countable and uncountable nouns. | <ul style="list-style-type: none"> • Can write simple phrases with appropriate spacing between words. | A1 | 22 |
| Chapter 13 - The Mouse and the Elephant | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story. | <ul style="list-style-type: none"> • Can understand basic questions about what things are in their immediate surroundings or in pictures. • Can follow a short familiar traditional story if supported by gestures and repetition. | A1 | 22, 28 |
| 2 | Speaking | Practice the conversation through role play. | <ul style="list-style-type: none"> • Can introduce themselves in a basic way giving simple information about where they live, their family, etc. • Can describe the position of objects or people in a basic way using pictures or gestures. | A1 | 25, 26 |
| 3 | Reading | Learn to read the story and identify the adjectives. | <ul style="list-style-type: none"> • Can understand basic sentences about things people have if supported by pictures. • Can understand short, simple descriptions of objects, people, and animals if supported by pictures. | A1 | 26, 27 |
| 4 | Writing | Make short sentences with the given words. | <ul style="list-style-type: none"> • Can write basic sentences describing everyday items (e.g., 'colour', 'size') given prompts or a model. • Can link two simple sentences using 'and' given prompts or a model. | A1 | 28, 29 |
| Chapter 14 - The Kangaroo | | | | | |
| 1 | Listening | Listening to the passage and answering questions. | <ul style="list-style-type: none"> • Can recognize familiar keywords and phrases in short basic descriptions if spoken slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speak about the importance of your mother using cue points. | <ul style="list-style-type: none"> • Can talk about familiar people and places using single words. Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 26, 29 |
| 3 | Reading | Reading sentences to understand the different ways of making suggestions. | <ul style="list-style-type: none"> • Can understand basic sentences naming familiar everyday items if supported by pictures. | A1 | 24 |

| | | | | | |
|------------------------------------|-----------|---|---|----|--------|
| 4 | Writing | Identifying the correct adjective-noun pairs. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. | A1 | 22 |
| Chapter 15 - The New Friend | | | | | |
| 1 | Listening | Listen to the conversation and practice with your partner. | <ul style="list-style-type: none"> Can recognise familiar keywords and phrases in short basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. Can understand simple phrases related to familiar topics if spoken slowly and clearly and supported by pictures. | A1 | 24, 27 |
| 2 | Speaking | Speak about your birthday party. | <ul style="list-style-type: none"> Can establish basic social contacts with simple, polite greetings and farewells. Can describe objects in a basic way (e.g., 'colour', 'size'). | A1 | 25, 26 |
| 3 | Reading | Read the passage and answer the questions. | <ul style="list-style-type: none"> Can understand a few simple phrases related to familiar everyday activities. Can understand basic information about people's likes and dislikes if supported by pictures. | A1 | 25, 26 |
| 4 | Writing | Complete the passage with the given words. | <ul style="list-style-type: none"> Can spell a range of common words (e.g. 'names', 'greetings', 'colours'). | A1 | 24 |
| Chapter 16 - A Wise Farmer | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can understand simple questions and answers about people's likes and dislikes. Can understand basic information in short passages about everyday activities or routines if spoken slowly and clearly and supported by prompts. | A1 | 27, 29 |
| 2 | Speaking | Speaking about preferences for living in a city or village. | <ul style="list-style-type: none"> Can talk about familiar people and places using single words. Can describe the position of objects or people in a basic way using pictures or gestures. | A1 | 26 |
| 3 | Writing | Filling in the blanks with "need to," "must," and "ought to". | <ul style="list-style-type: none"> Can spell a range of common words (e.g. 'need to', 'must', 'ought to'). | A1 | 24 |
| Chapter 17 - A Holiday | | | | | |

| | | | | | |
|------------------------------------|-----------|--|---|----|-----------------------------|
| 1 | Listening | Listen to the story and describe your last holiday. | <ul style="list-style-type: none"> • Can understand simple phrases about likes and dislikes. • Can get the gist of short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 23, 25 |
| 2 | Speaking | Converse with your partner about your weekend activities, using the given clues. | <ul style="list-style-type: none"> • Can talk about common everyday objects using single words if supported by pictures. • Can talk about familiar people and places using single words. | A1 | 24, 26 |
| 3 | Reading | Read the passage and describe it in your words. | <ul style="list-style-type: none"> • Can recognise some familiar words related to themselves and their family (e.g. grandfather). • Can understand short, simple descriptions of familiar places if supported by pictures. | A1 | 22, 23 |
| 4 | Writing | Unscramble the words and write short sentences with the correct words. | <ul style="list-style-type: none"> • Can spell a range of common words (e.g., road, train, gifts, etc.). • Can write simple sentences about what they or other people can or can't do | A1 | 24, 29 |
| Chapter 18 - Smart Dove | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> • Can recognize familiar words and basic phrases in short illustrated stories if read out slowly and clearly. • Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 24, 25 |
| 2 | Speaking | Speaking about favorite foods and naming healthy and unhealthy food items. | <ul style="list-style-type: none"> • Can answer simple questions about objects (e.g., 'colour', 'size'). • Can talk about favourite foods and identify healthy and unhealthy food items using simple words and sentences. | A1 | 22, 24 28, 29 |
| 3 | Reading | Reading sentences to understand the use of the simple present tense in negative sentences. | <ul style="list-style-type: none"> • Can identify familiar words in short simple texts. • Can understand simple sentences given prompts. | A1 | 23, 24 |
| 4 | Writing | Changing affirmative sentences into negative sentences. | <ul style="list-style-type: none"> • Can write simple phrases with appropriate spacing between words. • Can use capital letters and end punctuation correctly in simple sentences. | A1 | 22, 27 |
| Chapter 19 - Sonu's Balloon | | | | | |

| | | | | | |
|------------------------------------|-----------|--|---|----|--------|
| 1 | Listening | Enhance listening skills through listening to the story and activities that involve filling in blanks. | <ul style="list-style-type: none"> Can recognise familiar words and basic phrases in short, illustrated stories, if read out slowly and clearly. Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 24, 25 |
| 2 | Speaking | Develop confidence in describing the picture (Picture Composition - A balloon Seller). | <ul style="list-style-type: none"> Can describe objects in a basic way (e.g. 'colour', 'size'). Can talk about familiar people and places using single words. | A1 | 25, 26 |
| 3 | Reading | Read the passage and identify the verbs in past tense. | <ul style="list-style-type: none"> Can understand basic sentences about things people have if supported by pictures. Can understand basic sentences describing familiar everyday items like balloons (e.g. 'colour', 'size'), if supported by pictures. | A1 | 26, 27 |
| 4 | Writing | Write about a marketplace in the past tense. | <ul style="list-style-type: none"> Can write basic sentences referring to everyday items (e.g., vegetables, balloons), given prompts or a model. | A1 | 27 |
| Chapter 20 - Friendship | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can recognize familiar words and basic phrases in short illustrated stories if read out slowly and clearly. Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 24, 25 |
| 2 | Speaking | Speak a few lines about friendship. | <ul style="list-style-type: none"> Can talk about familiar people (like friends) and places using single words. Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 26, 29 |
| 3 | Reading | Reading sentences to understand the use of helping verbs in the simple past tense. | <ul style="list-style-type: none"> Can identify familiar words in short simple texts. Can understand simple sentences given prompts. | A1 | 23, 24 |
| 4 | Writing | Filling in the blanks using adverbs of time. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. | A1 | 22 |
| Chapter 21 - Chinki's Train | | | | | |
| 1 | Listening | Enhance listening skills by listening to the poem. | <ul style="list-style-type: none"> Can recognise familiar keywords and phrases in short, basic descriptions (e.g. train), if spoken slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speaking words with silent letters correctly. | <ul style="list-style-type: none"> Can read aloud short, familiar phrases (words) with intelligible pronunciation. | A1 | 29 |

| | | | | | |
|---------------------------------------|-----------|--|---|----|--------|
| 3 | Reading | Reading the poem with comprehension. | <ul style="list-style-type: none"> • Can understand basic written instructions for classroom activities (e.g. 'Read and write') • Can understand short, simple descriptions of objects (train), people (sister, brother, mother, father), and animals if supported by pictures. | A1 | 23, 27 |
| 4 | Writing | Fill in the blanks and complete the sentences. | <ul style="list-style-type: none"> • Can write words with appropriate use of upper and lower case. • Can link letters to sounds when writing basic words. | A1 | 23 |
| Chapter 22 - The Kind Tortoise | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> • Can understand basic phrases or sentences about things people have if supported by pictures. • Can get the gist of short simple stories if told slowly and clearly and supported by pictures or gestures. | A1 | 24, 25 |
| 2 | Speaking | Describe your favourite sea animal. | <ul style="list-style-type: none"> • Can talk about common everyday objects using single words if supported by pictures. • Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 24, 29 |
| 3 | Reading | Reading the paragraph about modals and filling in the blanks. | <ul style="list-style-type: none"> • Can identify repeated words or phrases in a short text. • Can understand basic sentences describing familiar everyday items if supported by pictures. | A1 | 26, 27 |
| 4 | Writing | Writing words for description of movements. | <ul style="list-style-type: none"> • Can write simple phrases with appropriate spacing between words. • Can write basic single-clause sentences given a model. | A1 | 22, 29 |
| Chapter 23 - New Shoes | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and putting the sentences in order. | <ul style="list-style-type: none"> • Can understand basic phrases or sentences about things people have, such as a pair of shoes, if supported by pictures. • Can recognize familiar words and basic phrases in short, illustrated stories if read out slowly and clearly | A1 | 24 |
| 2 | Speaking | Practice a conversation with your friend on your favourite shoes. | <ul style="list-style-type: none"> • Can describe objects in a basic way (e.g. 'colour', 'size'). • Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 25, 29 |

| | | | | | |
|-----------------------------------|-----------|---|---|----|--------|
| 3 | Reading | Read the story, comprehend it, and answer the questions. | <ul style="list-style-type: none"> Can understand basic sentences describing familiar everyday items like shoes (e.g., 'colour', 'size'), if supported by pictures. Can get the gist of a very simple illustrated story. | A1 | 27, 28 |
| 4 | Writing | Fill in the blanks and complete the sentences. | <ul style="list-style-type: none"> Can write words with appropriate use of upper and lower case. Can link letters to sounds when writing basic words. | A1 | 23 |
| Chapter 24 - The Swing | | | | | |
| 1 | Listening | Listen to the poem and fill in the blanks. | <ul style="list-style-type: none"> Can recognize familiar keywords and phrases in short basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. Can understand basic phrases or sentences about things people have if supported by pictures. | A1 | 24 |
| 2 | Speaking | Describe a park near to your house using cue points. | <ul style="list-style-type: none"> Can describe the position of objects or people in a basic way using pictures or gestures. Can talk about familiar people and places using single words. | A1 | 26 |
| 3 | Reading | Reading sentences to understand the use of modals "could" and "could not". | <ul style="list-style-type: none"> Can understand simple sentences given prompts. Can identify familiar words in short simple texts. | A1 | 23, 24 |
| 4 | Writing | Choosing the correct word to match the noun. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. Can use capital letters and end punctuation correctly in simple sentences. | A1 | 22, 27 |
| Chapter 25 - Giant Animals | | | | | |
| 1 | Listening | Enhance listening skills by listening to the passage and comparing the uniqueness of animals. | <ul style="list-style-type: none"> Can understand simple sentences on familiar topics such as animals, if spoken slowly and clearly and with pauses. | A1 | 28 |
| 2 | Speaking | Practice speaking about Giant Animals and their unique features. | <ul style="list-style-type: none"> Can describe someone's physical appearance in a basic way if guided by questions or prompts. Can describe objects in a basic way (e.g. 'colour', 'size'). | A1 | 24, 25 |

| | | | | | |
|---------------------------------------|-----------|--|---|----|------------|
| 3 | Reading | Read the passage and identify the words that can be contracted. | <ul style="list-style-type: none"> • Can understand simple contractions (e.g., 'I'm', 'he's', 'we're'). • Can understand simple sentences, given prompts. Can understand short, simple descriptions of objects, people, and animals (Giant animals) if supported by pictures. | A1 | 22, 24, 27 |
| 4 | Writing | Match the Giant Animals with their features. | <ul style="list-style-type: none"> • Can write simple sentences with appropriate spacing between words. | A1 | 22 |
| Chapter 26 - Freedom | | | | | |
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> • Can understand basic phrases or sentences about things people have if supported by pictures. • Can recognize familiar words and basic phrases in short illustrated stories if read out slowly and clearly. | A1 | 24 |
| 2 | Speaking | Speaking about the importance of freedom and expressing views on captivity. | <ul style="list-style-type: none"> • Can talk about familiar people and places using single words. • Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 26, 29 |
| 3 | Reading | Reading sentences to understand words for expressing likes and dislikes. | <ul style="list-style-type: none"> • Can identify familiar words in short simple texts. • Can understand basic information about people's likes and dislikes, if supported by pictures. | A1 | 23, 26 |
| 4 | Writing | Filling in the blanks using homophones. | <ul style="list-style-type: none"> • Can write simple phrases with appropriate spacing between words. | A1 | 22 |
| Chapter 27 - Morning Breakfast | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and listing out healthy food items. | <ul style="list-style-type: none"> • Can understand simple phrases about likes and dislikes. • Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 23, 25 |
| 2 | Speaking | Practice conversation on table etiquette. | <ul style="list-style-type: none"> • Can start and end a simple conversation using basic fixed expressions. • Can talk about things they can or can't do using a simple fixed expression. | A1 | 28 |
| 3 | Reading | Read sentences on table manners and identify the subject and predicate. | <ul style="list-style-type: none"> • Can understand the relationship between words from the same vocabulary set. • Can understand simple sentences, given prompts. | A1 | 23, 24 |
| 4 | Writing | Combine two sentences using the linking words and rewrite them. | <ul style="list-style-type: none"> • Can link two simple sentences using 'and', given prompts or a model | A1 | 29 |

| Chapter 28 - Two Parrots | | | | | |
|--------------------------------|-----------|--|---|----|--------|
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can recognize familiar keywords and phrases in short basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. | A1 | 24, 25 |
| 2 | Speaking | Speaking about the influence of company on behaviour. | <ul style="list-style-type: none"> Can talk about familiar people and places using single words. Can express likes and dislikes in relation to familiar topics in a basic way. | A1 | 26, 29 |
| 3 | Reading | Reading sentences to understand the present continuous tense. | <ul style="list-style-type: none"> Can understand simple sentences given prompts. Can identify familiar words in short simple texts. | A1 | 23, 24 |
| 4 | Writing | Identifying the animal based on given characteristics. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. Can use capital letters and end punctuation correctly in simple sentences. | A1 | 22, 27 |
| Chapter 29 - Painting the Loft | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and filling the blanks. | <ul style="list-style-type: none"> Can understand basic questions about what things are in their immediate surroundings. Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. | A1 | 22, 28 |
| 2 | Speaking | Practice speaking about hobbies. | <ul style="list-style-type: none"> Can express likes and dislikes in relation to familiar topics in a basic way. Can talk about things they can or can't do using a simple fixed expression. | A1 | 28, 29 |
| 3 | Reading | Read the story with comprehension. | <ul style="list-style-type: none"> Can understand short, simple descriptions of familiar places such as loft, if supported by pictures. Can understand basic sentences describing familiar everyday items (e.g., 'colour', 'size'), if supported by pictures. | A1 | 23, 27 |
| 4 | Writing | Write a thank you note and practice expressing gratitude. | <ul style="list-style-type: none"> Can spell a range of common words (e.g. 'names', 'greetings', 'colours'). Can write basic sentences identifying immediate family members, given prompts or a model | A1 | 24, 27 |

| Chapter 30 - The Foolish Donkey | | | | | |
|---------------------------------|-----------|--|--|----|--------|
| 1 | Listening | Listening to the story and answering questions. | <ul style="list-style-type: none"> Can recognize familiar keywords and phrases in short basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. Can understand basic information in short passages about everyday activities or routines if spoken slowly and clearly and supported by prompts. | A1 | 24, 29 |
| 2 | Speaking | Role-playing a conversation about picking up an aunt from the airport. | <ul style="list-style-type: none"> Can answer simple questions about their family and friends using basic phrases. Can describe someone's physical appearance in a basic way if guided by questions or prompts. | A1 | 26, 29 |
| 3 | Writing | Filling in the blanks using phrasal verbs. | <ul style="list-style-type: none"> Can write simple phrases with appropriate spacing between words. Can use capital letters and end punctuation correctly in simple sentences. | A1 | 22, 27 |

| Grade 4 | | | | | |
|-----------------------|-------------|--|---|------------|--------|
| Chapter 1 - Book Week | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Level | GSE |
| 1 | Listening | Enhance listening skills by listening to the story of "Book Week" and expressing your opinion on different types of books. | <ul style="list-style-type: none"> Can understand the main information in short simple dialogues about different kinds of books and the information on different days of the Book Week given in the story. | A2 | 31 |
| 2 | Speaking | Practice a conversation between a shopkeeper and a child. | <ul style="list-style-type: none"> Can answer simple questions about things they have, using fixed expressions. Can express a preference for familiar items (e.g., books) using simple fixed expressions. | A2 | 30, 32 |
| 3 | Reading | Read the passage and identify abstract nouns. | <ul style="list-style-type: none"> Can understand some details in short simple dialogues on familiar everyday topics if supported by pictures. | A2 | 30 |
| 4 | Writing | Write a short note on Books and list all the nouns. | <ul style="list-style-type: none"> Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g., 'books') given prompts or a model. | A2 | 30 |

| Chapter 2 - Salt of the Earth | | | | | |
|--------------------------------|-----------|---|---|----|--------|
| 1 | Listening | Listen to the story "Salt of the Earth" and answer True or False questions. | <ul style="list-style-type: none"> Can identify key information (e.g., 'places', 'times') from short audio recordings if spoken slowly and clearly. | A2 | 31 |
| 2 | Speaking | Describe your favorite dish or drink and share its recipe. | <ul style="list-style-type: none"> Can describe Dishes associated with festivals in their region. Can talk about cuisines of various cultures and countries. | A2 | 30, 34 |
| 3 | Reading | Read about relative pronouns and underline them in sentences. | <ul style="list-style-type: none"> Can find relative pronouns in a short text on a familiar everyday topic. | A2 | 33 |
| 4 | Writing | Identify words with matching descriptions and write correct answers. | <ul style="list-style-type: none"> Can write simple sentences using familiar words given prompts. | A2 | 30 |
| Chapter 3 - Kind Dipika | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story of Kind Dipika, the sounds of birds in nature and identifying the birds. | <ul style="list-style-type: none"> Can follow a simple conversation between two people or characters (Dipika and her mother) if supported by pictures. | A2 | 31 |
| 2 | Speaking | Speaking to a friend about sparrows, using prompts. | <ul style="list-style-type: none"> Can describe the appearance of a person or animal using simple language. Can describe any familiar object in simple language. | A2 | 33, 34 |
| 3 | Reading | Read the sentences and complete them with possessive pronouns. | <ul style="list-style-type: none"> Can understand, identify and use possessive pronouns in simple informational texts, | A2 | 35 |
| 4 | Writing | Design a 'Save the Sparrow' poster with a caption. | <ul style="list-style-type: none"> Can write short answers to questions based on given information using simple language. | A2 | 30 |
| Chapter 4 - The Jumping Spider | | | | | |
| 1 | Listening | Listen to the passage about the jumping spider and answer questions. | <ul style="list-style-type: none"> Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. | A2 | 33 |
| 2 | Speaking | Speak about steps to protect wildlife from extinction. | <ul style="list-style-type: none"> Can talk about the threats posed to wildlife using simple language. | A2 | 34 |
| 3 | Reading | Read about possessive pronouns and underline possessive words in sentences. | <ul style="list-style-type: none"> Can understand and identify possessive pronouns in a given text and use them correctly. | A2 | 35 |
| 4 | Writing | Rewrite sentences using adverbs of frequency in the correct position. | <ul style="list-style-type: none"> Can identify adverbs of frequency in a given text and write simple sentences using adverbs of frequency, with the given prompts. | A2 | 30 |
| Chapter 5 - Colourful Drops | | | | | |

| | | | | | |
|---------------------------------|-----------|--|--|----|--------|
| 1 | Listening | Enhance listening skills by listening to the poem and identifying the different colours. | <ul style="list-style-type: none"> Can identify key information (e.g. mixing of colours) from short audio recordings, if spoken slowly and clearly. | A2 | 31 |
| 2 | Speaking | Practice speaking to your friend about a party dress. | <ul style="list-style-type: none"> Can say a few sentences about something they like or are interested in. Can describe someone's clothes using simple language. | A2 | 31, 33 |
| 3 | Reading | Read the poem with expressions and identify the main verbs. Also identify the rhyming words. | <ul style="list-style-type: none"> Can understand the main idea in a short, simple poem. Can identify and name the rhyming words in a poem. | A2 | 30 |
| 4 | Writing | Describe the national flag and write about its significance. | <ul style="list-style-type: none"> Can write two or three related sentences on a familiar topic. Can use 'and' to join two simple phrases or sentences. | A2 | 33 |
| Chapter 6 - The Wise Man | | | | | |
| 1 | Listening | Listen to the story "The Wise Man" and answer comprehension questions. | <ul style="list-style-type: none"> Can understand the main information in short simple dialogues about familiar activities if spoken slowly and clearly. Can identify the context in which an everyday conversation is taking place. | A2 | 35 |
| 2 | Speaking | Describe activities to do indoors on a rainy day. | <ul style="list-style-type: none"> Can talk about their everyday life using basic words and phrases. Can talk about activities that are happening at the time of speaking. | A2 | 34, 35 |
| 3 | Reading | Read about phrases and identify them in sentences. | <ul style="list-style-type: none"> Can identify phrases and use them in meaningful sentences. | A2 | 33 |
| 4 | Writing | Fill in the blanks with the correct phrasal verbs with 'come'. | <ul style="list-style-type: none"> Can make phrasal verbs with other simple verbs and try to use them in sentences in the form of fill in the blanks. | A2 | 32 |
| Chapter 7 - Scarecrows | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and putting the instructions in the correct sequence. | <ul style="list-style-type: none"> Can understand the main information in short simple dialogues about trying to create something, in sequential order if spoken slowly and clearly and supported by pictures. | A2 | 33 |
| 2 | Speaking | Learning to talk about scarecrows. | <ul style="list-style-type: none"> Can describe common everyday objects using simple language. | A2 | 31 |

| | | | | | |
|--------------------------------------|-----------|---|--|----|------------|
| 3 | Reading | Read the story and list the things required to make a scarecrow. | <ul style="list-style-type: none"> Can follow the sequence of events in short, simple stories that use familiar keywords. Can read any text with expressions and make lists of things required in creating any item. | A2 | 32, 33 |
| 4 | Writing | Describe your garden. | <ul style="list-style-type: none"> Can write simple sentences about what they/ other people are doing. Can write short, basic descriptions of everyday activities such as gardening, given prompts or a model. | A2 | 33, 35 |
| Chapter 8 - Damon and Pythias | | | | | |
| 1 | Listening | Listen to the story of Damon and Pythias and choose the correct options for the questions. | <ul style="list-style-type: none"> Can understand the main information in short simple dialogues about familiar activities if spoken slowly and clearly. Can identify the context in which an everyday conversation is taking place. | A2 | 35 |
| 2 | Speaking | Perform a role play based on a conversation and discuss plans for the day. | <ul style="list-style-type: none"> Can take part in a very simple conversation on a familiar topic if the other speaker - speaks slowly and clearly. Can ask simple questions about habits and routines. | A2 | 32, 33 |
| 3 | Writing | Form adverbs from given words and use them to complete sentences. | <ul style="list-style-type: none"> Can form adverbs correctly and use them to form sentences. | A2 | 30 |
| Chapter 9 - Bundle of Joy | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and identifying short and long vowel sounds and common blends. | <ul style="list-style-type: none"> Can follow a simple conversation between two people or characters if supported by pictures. Can identify short and long vowel sounds and common blends in a given text. | A2 | 31 |
| 2 | Speaking | Practice roleplay with your friend. | <ul style="list-style-type: none"> Can ask simple questions about someone's family and friends, using basic phrases. Can talk about their everyday life using basic words and phrases. | A2 | 30, 34, 35 |
| 3 | Reading | Read the story and find the expressions used for the baby. | <ul style="list-style-type: none"> Can follow the sequence of events in short simple stories that use familiar key words. | A2 | 32 |
| 4 | Writing | Write relative adverbs and complete the sentences. | <ul style="list-style-type: none"> Can write simple sentences using familiar words (why, when, where) given prompts. | A2 | 30 |
| Chapter 10 - Pelican Points | | | | | |

| | | | | | |
|----------------------------------|-----------|---|---|----|--------|
| 1 | Listening | Listen to the story "Pelican Points" and write True or False for the statements. | <ul style="list-style-type: none"> Can identify key information (e.g., 'places', 'times') from short audio recordings if spoken slowly and clearly. Can identify basic factual information in short simple dialogues or stories on familiar everyday topics if spoken slowly and clearly. | A2 | 31, 33 |
| 2 | Speaking | If you could be an animal or a bird for a day, describe which one you would like to be and why. | <ul style="list-style-type: none"> Can describe the appearance of a person or animal using simple language. Can talk about their hobbies and interests using simple language. | A2 | 33, 34 |
| 3 | Reading | Identify and underline adverbs of time in sentences. | <ul style="list-style-type: none"> Can identify the context of a short simple text related to familiar situations. | A2 | 35 |
| 4 | Writing | Identify the correct -names of groups for animals and write them down. | <ul style="list-style-type: none"> Can write simple sentences using familiar words given prompts. | A2 | 30 |
| Chapter 11 - Cheetal | | | | | |
| 1 | Listening | Listen to the story and choose the correct option to complete the quiz. | <ul style="list-style-type: none"> Can identify key information (e.g., 'places', 'times') from short audio recordings if spoken slowly and clearly. | A2 | 31 |
| 2 | Speaking | Learning to speak confidently about saving wildlife. | <ul style="list-style-type: none"> Can talk about the importance of wild life and their habitat and the ways to save them. Can describe where an animal lives in a simple way. | A2 | 32, 34 |
| 3 | Reading | Read the story with comprehension. | <ul style="list-style-type: none"> Can understand simple comparisons between objects or people if spoken slowly and clearly. Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. | A2 | 31, 33 |
| 4 | Writing | Rewrite the sentences in Simple Future Tense. | <ul style="list-style-type: none"> Can write simple sentences in the simple future tense and transform them with the given sentences. | A2 | 32 |
| Chapter 12 - Eletelephony | | | | | |
| 1 | Listening | Listen to the poem "Eletelephony" and discuss questions in groups. | <ul style="list-style-type: none"> Can understand basic factual information in short simple dialogues or stories on familiar everyday topics if spoken slowly and clearly. Can recognise simple phrases related to familiar topics in slow clear speech. | A2 | 33 |

| | | | | | |
|-----------------------------------|-----------|---|---|----|--------|
| 2 | Speaking | Perform a role play based on a conversation and take a message for parents. | <ul style="list-style-type: none"> Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions as necessary and speaks slowly and clearly. Can ask simple questions relating to someone's personal information given prompts or a model. | A2 | 32 |
| 3 | Writing | Identify the errors in the given sentences and write the correct answers. | <ul style="list-style-type: none"> Can identify errors in simple sentences and rectify them with correct words. | A2 | 30 |
| Chapter 13 - Billy Goats | | | | | |
| 1 | Listening | Listen to the story and fill in the blanks. | <ul style="list-style-type: none"> Can follow a simple conversation between two people or characters if supported by pictures. | A2 | 31 |
| 2 | Speaking | Have a conversation with your partner enacting as a farmer and a little boy visiting his farm for the first time. | <ul style="list-style-type: none"> Can take part in a simple conversation on a familiar topic if the other speaker repeats questions as necessary and speaks slowly and clearly. | A2 | 32 |
| 3 | Reading | Read the story and find-the words related to size. | <ul style="list-style-type: none"> Can follow a short, familiar, traditional story if supported by pictures. | A2 | 31 |
| 4 | Writing | Write the sentences in the correct continuous tense. | <ul style="list-style-type: none"> Can write simple sentences about what they/ other people are doing. | A2 | 33 |
| Chapter 14 - GrowYour Food | | | | | |
| 1 | Listening | Listen to the story "Grow Your Food" and answer the questions. | <ul style="list-style-type: none"> Can identify objects, places, or people from short descriptions. | A2 | 31 |
| 2 | Speaking | Speak about the importance of food in our lives. | <ul style="list-style-type: none"> Can talk about the difference between healthy and junk food. Can also speak about the kind of food they should consume. | A2 | 30, 31 |
| 3 | Reading | Read about question tags with positive statements and complete sentences with appropriate tags. | <ul style="list-style-type: none"> Can understand how, where and when to use question tags. | A2 | 32 |
| 4 | Writing | Write sentences about plants and containers, matching words with descriptions. | <ul style="list-style-type: none"> Can write simple sentences about everyday objects. | A2 | 32 |
| Chapter 15 - Volcanoes- | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and recollecting the facts. | <ul style="list-style-type: none"> Can identify basic factual information in short, simple dialogues or stories-, if spoken slowly and clearly. | A2 | 33 |
| 2 | Speaking | Speaking confidently about extinct animals. | <ul style="list-style-type: none"> Can talk about some other extinct animals and animals that are endangered. | A2 | 34 |

| | | | | | |
|---|-----------|---|--|----|--------|
| 3 | Reading | Reading the passage with comprehension. | <ul style="list-style-type: none"> Can understand the main idea in a short simple - story. | A2 | 30 |
| 4 | Writing | Write the step-by-step instructions for making a simple model of volcanoes and dinosaurs. | <ul style="list-style-type: none"> Can write two or three related sentences on a familiar topic. | A2 | 33 |
| Chapter 16 - Unusual Question | | | | | |
| 1 | Listening | Listen to the story "Unusual Question" and choose the correct options for the questions. | <ul style="list-style-type: none"> Can understand the main information in short simple dialogues about familiar activities if spoken slowly and clearly. Can identify the context in which an everyday conversation is taking place. | A2 | 35 |
| 2 | Speaking | Describe your favorite pet and give reasons why it is better than other pets. | <ul style="list-style-type: none"> Can talk about other animals that can be kept as pets and talk about their characteristics. | A2 | 30, 34 |
| 3 | Reading | Fill in the blanks with the correct present perfect tense. | <ul style="list-style-type: none"> Can use the negative form of present perfect tense perfectly and complete the sentences. | A2 | 33 |
| 4 | Writing | Fill in the blanks with the correct compound adjectives. | <ul style="list-style-type: none"> Can use compound adjectives correctly in sentences. | A2 | 30 |
| Chapter 17 - The King and His Wish | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and framing questions after reading the given answers. | <ul style="list-style-type: none"> Can follow a simple conversation between two people and frame questions for answers given. - | A2 | 31 |
| 2 | Speaking | Practice speaking to a friend about your birthday wish list. | <ul style="list-style-type: none"> Can describe someone's likes or dislikes in a simple way. Can talk about their everyday life using basic words and phrases. | A2 | 30, 34 |
| 3 | Reading | Read the story and the given sentences and mark them true or false. | <ul style="list-style-type: none"> Can understand the main idea in a short simple picture story. | A2 | 30 |
| 4 | Writing | Observe and describe the picture (birthday celebration) in simple sentences. | <ul style="list-style-type: none"> Can write short, basic descriptions of everyday activities, given prompts or a model. | A2 | 35 |
| Chapter 18 - The Story of William Tell | | | | | |
| 1 | Listening | Listen to the story of William Tell and answer True or False questions. | <ul style="list-style-type: none"> Can identify basic factual information in short simple dialogues or stories if spoken slowly and clearly. | A2 | 33 |
| 2 | Speaking | Discuss the importance of homework and give reasons for or against it. | <ul style="list-style-type: none"> Can discuss about topics of relevance in short, simple sentences. | A2 | 30 |

| | | | | | |
|--------------------------------------|-----------|--|---|----|--------|
| 3 | Reading | Read about subject-verb agreement and fill in the blanks with appropriate words. | <ul style="list-style-type: none"> Can understand -the use of subject-verb agreement in sentences and use them correctly. | A2 | 32 |
| 4 | Writing | Fill in the blanks with verbs that form collocations with given nouns. | <ul style="list-style-type: none"> Can fill in the blanks with simple noun verb collocations. | A2 | 30 |
| Chapter 19 - Cat in the Tree | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and writing the synonyms. | <ul style="list-style-type: none"> Can identify text and name synonyms from given words from short audio recordings if spoken slowly and clearly. | A2 | 31 |
| 2 | Speaking | Speaking about house help in the form of role play. | <ul style="list-style-type: none"> Can describe -the role of their house helps in short, simple sentences. | A2 | 31 |
| 3 | Reading | Read the passage with comprehension. | <ul style="list-style-type: none"> Can follow simple stories with basic dialogue and simple narrative. | A2 | 35 |
| 4 | Writing | Sequence the sentences according to the story. | <ul style="list-style-type: none"> Can sequence events in a story and write them. | A2 | 31, 32 |
| Chapter 20 - Word of the Year | | | | | |
| 1 | Listening | Listen to the passage "Word of the Year" and answer True or False questions. | <ul style="list-style-type: none"> Can identify basic factual information in short simple dialogues or stories on familiar -topics if spoken slowly and clearly. Can identify key information in short conversations on school-related topics (e.g., 'subjects', 'timetables', 'homework'). | A2 | 33, 34 |
| 2 | Speaking | Speak about your preferences for leisure activities and give reasons. | <ul style="list-style-type: none"> Can talk about their hobbies and interests using simple language. Can talk about their everyday life using basic words and phrases. | A2 | 34 |
| 3 | Reading | Fill in the blanks with the correct words for seeing (e.g., goggled, peeped, gazed, stared). | <ul style="list-style-type: none"> Can understand some details in short simple dialogues on familiar topics if supported by pictures. | A2 | 30, 33 |
| 4 | Writing | Choose the correct word (do or make) to complete fixed expressions. | <ul style="list-style-type: none"> Can write simple sentences using familiar words given prompts. | A2 | 30 |
| Chapter 21 - Barn Owl | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and listing out the unique features of a barn owl. | <ul style="list-style-type: none"> Can understand the main information in short simple - sentences about a person or an animal, if spoken slowly and clearly and supported by pictures. | A2 | 33 |
| 2 | Speaking | Learning to talk about the study of birds(ornithology). | <ul style="list-style-type: none"> Can talk about any being, given prompts or a model. | A2 | 32 |

| | | | | | |
|--|-----------|--|---|----|--------|
| 3 | Reading | Reading the passage and finding out more facts about owls. | <ul style="list-style-type: none"> Can follow the sequence of events in short simple stories that use familiar key words. | A2 | 32 |
| 4 | Writing | Write about your sleeping routine. | <ul style="list-style-type: none"> Can write simple sentences about what they/ other people-do. | A2 | 33 |
| Chapter 22 - Hercules and Atlas | | | | | |
| 1 | Listening | Listen to the story "Hercules and Atlas" and do the related activity. | <ul style="list-style-type: none"> Can identify key information (e.g., 'places', 'times') from short audio recordings if spoken slowly and clearly. Can understand the main information in short simple dialogues about familiar activities if spoken slowly and clearly. | A2 | 31, 35 |
| 2 | Speaking | Talk about your favorite superhero, describing their characteristics, and why you like them. | <ul style="list-style-type: none"> Can say a few sentences about something they like or are interested in. Can give simple reasons to explain preferences, given a model. | A2 | 31, 35 |
| 3 | Reading | Read the given paragraph to understand the order of words in a sentence. Then, rearrange groups of words in the correct order to form sentences. | <ul style="list-style-type: none"> Can follow the sequence of events in a short text on a familiar, everyday topic. Can understand some simple details in a short text. | A2 | 33, 34 |
| 4 | Writing | Fill in the blanks with the correct words to complete similes (e.g., as brave as a lion). | <ul style="list-style-type: none"> Can write simple sentences using familiar words given prompts. | A2 | 30 |
| Chapter 23 - Horses | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and giving your opinion on horses. | <ul style="list-style-type: none"> Can understand the main information in short, simple dialogues -, if spoken slowly and clearly and supported by pictures. Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. | A2 | 31, 34 |
| 2 | Speaking | Converse with your partner about the activities in your school. | <ul style="list-style-type: none"> Can describe their daily routines in a simple way. Can say what people are doing at the time of speaking, if supported by pictures or gestures. | A2 | 30 |
| 3 | Reading | Read the passage 'Horses' and make your own questions. | <ul style="list-style-type: none"> Can follow the sequence of events in short simple cartoon stories that use familiar key words. Can understand information about someone's personal details in a simple paragraph or short text. | A2 | 32, 35 |

| | | | | | |
|---------------------------------------|-----------|---|---|----|--------|
| 4 | Writing | Rewrite the given sentences using appropriate prepositions of time. | <ul style="list-style-type: none"> Can write simple sentences using familiar words, given prompts. | A2 | 30 |
| Chapter 24 - The Lonely Sailor | | | | | |
| 1 | Listening | Listen to the story of Robinson Crusoe and answer comprehension questions. | <ul style="list-style-type: none"> Can identify key information in short simple dialogues about familiar activities if spoken slowly and clearly. | A2 | 35 |
| 2 | Speaking | Describe your dream vacation destination, explaining why you chose it and what you would do there. | <ul style="list-style-type: none"> Can talk about their everyday life using basic words and phrases. | A2 | 34 |
| 3 | Reading | Read about prepositions of place and identify them in sentences. | <ul style="list-style-type: none"> Can understand some simple details in a short text. | A2 | 34 |
| 4 | Writing | Underline words that describe different forms of speaking in sentences. | <ul style="list-style-type: none"> Can write the words correctly spelled related to different forms of speaking. | — | — |
| Chapter 25 - Storms | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the passage and matching the different types of storms. | <ul style="list-style-type: none"> Can identify objects, places, or people from short descriptions. Can get the gist of a short weather forecast if delivered slowly and clearly. | A2 | 31, 34 |
| 2 | Speaking | Speaking with your partner about the bad weather and precautions during the storms. | <ul style="list-style-type: none"> Can describe the weather using simple words and make predictions based on general awareness about the weather. | A2 | 31 |
| 3 | Reading | Learning to read the passage and identify the different kinds of storms. | <ul style="list-style-type: none"> Can understand the different types of storms and name them according to their descriptions. | A2 | 30, 31 |
| 4 | Writing | Label the given pictures and write sentences. | <ul style="list-style-type: none"> Can write simple sentences about familiar things, given prompts or a model. | A2 | 32 |
| Chapter 26 - Pelé | | | | | |
| 1 | Listening | Listen to the story of Pelé and choose the correct answers to the questions. | <ul style="list-style-type: none"> Can identify key information (e.g., 'places', 'times') from short audio recordings if spoken slowly and clearly. Can identify the context of short simple dialogues related to familiar everyday situations. | A2 | 31, 32 |
| 2 | Speaking | Describe your favorite sport and sports player, noting their achievements. | <ul style="list-style-type: none"> Can say a few sentences about something they like or are interested in. Can talk about their hobbies and interests using simple language. | A2 | 31, 34 |

| | | | | | |
|-------------------------------|-----------|---|--|----|--------|
| 3 | Reading | Read about Participle adjectives and fill in the blanks with the correct participial adjectives. | <ul style="list-style-type: none"> Can understand basic factual statements relating to pictures or simple texts. Can identify key information in short simple factual texts. | A2 | 30, 34 |
| 4 | Writing | Identify the names of football players assigned to given roles. | <ul style="list-style-type: none"> Can answer simple questions in writing about what people do-using basic words or phrases. | A2 | 33 |
| Chapter 27 - Lemonade | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and following instructions. | <ul style="list-style-type: none"> Can identify key information from short audio recordings about everyday topics. Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. | A2 | 31, 33 |
| 2 | Speaking | Enact the role play about making a Lemonade. | <ul style="list-style-type: none"> Can make simple requests to have or do something related to common everyday activities. Can give basic compliments using simple fixed expressions. | A2 | 30 |
| 3 | Reading | Learning to read the story and talk about the summer season. | <ul style="list-style-type: none"> Can understand a simple written dialogue on a familiar topic. Can follow the sequence of events in a short text on a familiar, everyday topic. | A2 | 32, 33 |
| 4 | Writing | Write the recipe for your favourite drink. | <ul style="list-style-type: none"> Can write short, basic descriptions of everyday activities, given prompts or a model. | A2 | 35 |
| Chapter 28 - My Shadow | | | | | |
| 1 | Listening | Listen to the poem "My Shadow" by Robert Louis Stevenson and answer the questions. | <ul style="list-style-type: none"> Can identify the context of short simple dialogues related to familiar everyday situations. | A2 | 32 |
| 2 | Speaking | Describe your daily routine. | <ul style="list-style-type: none"> Can describe their daily routines in a simple way. Can talk about everyday activities using simple language. | A2 | 30, 34 |
| 3 | Reading | Read the given paragraph to understand the use of present participles that function as adjectives and complete the sentences. | <ul style="list-style-type: none"> Can identify and use present participles that function as adjectives. | A2 | 33 |
| 4 | Writing | Fill in the blanks using the appropriate compound words. | <ul style="list-style-type: none"> Can write simple sentences using compound words, given prompts. | A2 | 30 |
| Chapter 29 - New Trees | | | | | |

| | | | | | |
|------------------------------------|-----------|---|--|----|--------|
| 1 | Listening | Enhance your listening skills by listening to the story and matching the sentences. | <ul style="list-style-type: none"> Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. Can identify specific information in short simple dialogues if there is some repetition and rephrasing. | A2 | 33, 34 |
| 2 | Speaking | Enact a role play about a teacher and child planting a tree. | <ul style="list-style-type: none"> Can talk about their hobbies and interests using simple language. | A2 | 34 |
| 3 | Reading | Read the passage with expressions and find new words. | <ul style="list-style-type: none"> Can understand the main idea in a short simple picture story. Can identify key information in a text to answer simple yes/no questions. | A2 | 30, 31 |
| 4 | Writing | Write a short story about the given picture of a forest. | <ul style="list-style-type: none"> Can write simple sentences about familiar things, given prompts or a model. Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. 'family', 'animals', 'possessions'), given a model. | A2 | 30, 35 |
| Chapter 30 - Global Warming | | | | | |
| 1 | Listening | Listen to the passage on global warming and write True or False for each statement. | <ul style="list-style-type: none"> Can identify key information about future plans in short simple dialogues. | A2 | 35 |
| 2 | Speaking | Perform a role play based on the conversation between a mother and her child. | <ul style="list-style-type: none"> Can make simple requests to have or do something in relation to common everyday activities. Can take part in a very simple conversation on a familiar topic (e.g., their 'home', 'family', 'school') if the other speaker repeats questions as necessary and speaks slowly and clearly. | A2 | 30, 32 |
| 3 | Writing | Write answers to the given descriptions using the correct words. | <ul style="list-style-type: none"> Can answer simple questions in writing about people or things using basic words or phrases. | A2 | 33 |

Grade 5**Chapter 1 - What a Journey (1)**

| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Levels | GSE |
|----------|-------------|---|---|-------------|-----|
| 1 | Listening | Enhance listening skills by selecting the right answer. | <ul style="list-style-type: none"> Can follow a simple conversation between two people or characters if supported by pictures. | A2 | 31 |

| | | | <ul style="list-style-type: none"> • Can identify key information from short audio recordings if spoken slowly and clearly. | | |
|---------------------------------------|-------------|---|---|-------------|----|
| 2 | Speaking | Speak confidently by enacting a role play. | <ul style="list-style-type: none"> • Can ask simple questions about someone's family and friends using basic phrases. • Can take part in a very simple conversation on a familiar topic. | A2 | 31 |
| 3 | Reading | Read the chapter and find new words for the travel checklist. | <ul style="list-style-type: none"> • Can follow a simple dialogue about familiar everyday activities. • Can understand the main idea in a short simple picture story. | A2 | 31 |
| 4 | Writing | Write sentences about your train journey. | <ul style="list-style-type: none"> • Can write simple sentences about their likes or dislikes in relation to familiar topics. • Can write short answers to questions about what or where people or things are using simple language. | A2 | 30 |
| Chapter 2-The Amazing Antelope | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Levels | |
| 1 | Listening | Enhance listening skills by listening to a passage on an amazing antelope and selecting the right answer. | <ul style="list-style-type: none"> • Can follow a simple conversation between two people or characters if supported by pictures. • Can identify key information from short audio recordings if spoken slowly and clearly. | A2 | 30 |
| 2 | Speaking | Speak on topic 'The importance of Discipline', with the help of visual cues | <ul style="list-style-type: none"> • Can ask simple questions about someone's family and friends using basic phrases. • Can take part in a very simple conversation on a familiar topic. | A2 | 30 |
| 3 | Writing | Learn about different types of sentences and their usage. | <ul style="list-style-type: none"> • Can identify the different types of sentences. • Can work in groups and make a presentation using simple language. | A2 | 30 |
| Chapter 3- What a Journey (2) | | | | | |
| 1 | Listening | Enhance listening skills by listening to a story and filling in the blanks. | <ul style="list-style-type: none"> • Can understand basic information in short simple dialogues if spoken slowly and clearly. • Can identify specific information in short simple dialogues if there is some repetition and rephrasing. | A2 | 30 |
| 2 | Speaking | Speak confidently by enacting a role-play on a train trip. | <ul style="list-style-type: none"> • Can describe their daily routines in a simple way. • Can talk about their experiences of a train journey using simple language. | A2 | 30 |
| 3 | Reading | Read the passage and find phrases. | <ul style="list-style-type: none"> • Can understand and make connections between words in the same area of meaning. • Can take help of image cues to identify phrases. | A2 | 31 |

| | | | | | |
|--|-----------|--|---|----|----|
| 4 | Writing | Prepare a list for a holiday. | <ul style="list-style-type: none"> Can list the basic requirements needed to be carried on a holiday. | A2 | |
| Chapter 4- Exploring Incredible India | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on travelling within India and answering questions. | <ul style="list-style-type: none"> Can understand basic information in short simple dialogues if spoken slowly and clearly. Can identify specific information in short simple dialogues if there is some repetition and rephrasing. | A2 | 30 |
| 2 | Speaking | Speak on topic 'Travel is fun', with the help of visual cues | <ul style="list-style-type: none"> Can describe their daily routine in a simple way. Can talk on a subject using simple language. (Travel in this case) | A2 | 30 |
| 3 | Reading | Read the passage and find the nouns. | <ul style="list-style-type: none"> Can understand and make connections between words in the same area of meaning. | A2 | 31 |
| Chapter 5 - What a Journey (3) | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and listing out the pronouns. | <ul style="list-style-type: none"> Can understand a simple instruction containing a qualifying clause. Can recognise the use of simple linking words to connect ideas in a short phrase or sentence. | A2 | 34 |
| 2 | Speaking | Have a conversation with your partner to think about what could have happened in the story. | <ul style="list-style-type: none"> Can describe someone's likes or dislikes in a simple way. Can express ability or lack of ability in relation to basic everyday actions. | A2 | 31 |
| 3 | Reading | Read the chapter and recall the first part of the story. | <ul style="list-style-type: none"> Can follow the sequence of events in a short text on a familiar everyday topic. Can understand short simple descriptions of someone's typical day if supported by pictures. | A2 | 32 |
| 4 | Writing | Rewrite the sentence by replacing nouns with pronouns. | <ul style="list-style-type: none"> Can write simple sentences using familiar words given prompts. Can link two simple sentences using 'but' to express basic contrast given prompts or a model. | A2 | 30 |
| Chapter 6 - Shimla the Queen of Hills | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on a hill station | <ul style="list-style-type: none"> Can get the gist of a place and what it is famous for, if delivered slowly and clearly. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on Planning a trip | <ul style="list-style-type: none"> Can talk about their everyday life using basic words and phrases | A2 | 34 |
| 4 | Writing | Learn to write about pronouns and their types | <ul style="list-style-type: none"> Can write a few simple sentences about something that interests them. | A2 | 30 |
| Chapter 7 - What a Journey (4) | | | | | |

| | | | | | |
|--|-----------|--|---|----|----|
| 1 | Listening | Enhance listening skills by listening to the story and recalling the facts. | <ul style="list-style-type: none"> • Can identify key information (e.g., places, times) from short audio recordings if spoken slowly and clearly. • Can understand basic personal information in short simple dialogues if spoken slowly and clearly and guided by written prompts. | A2 | 30 |
| 2 | Speaking | Role-playing to plan a family holiday. | <ul style="list-style-type: none"> • Can ask and answer simple questions about places, supported by scripted role-play. • Can express likes and dislikes using simple language. | A2 | 33 |
| 3 | Reading | Reading the passage and finding words that show worry. | <ul style="list-style-type: none"> • Can follow a simple narrative and identify key information in the text supported by questions. • Can understand the main ideas in simple informational texts if supported by pictures. | A2 | 31 |
| 4 | Writing | . Planning a family trip and writing a paragraph. | <ul style="list-style-type: none"> • Can write a few simple sentences about places of interest. • Can describe personal experiences or events, plans, and dreams. | A2 | 30 |
| Chapter 8 -Sophie's First Train Journey | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on a train journey and answering questions. | <ul style="list-style-type: none"> • Can identify the main storyline of an audio passage. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on 'Road trips' | <ul style="list-style-type: none"> • Can talk about their everyday life using basic words and phrases | A2 | 30 |
| 3 | Reading | Read a passage and learn about verbs and their types | <ul style="list-style-type: none"> • Can identify specific information in a narrative text supported by direct references. • Can understand simple factual texts on familiar topics. | A2 | 30 |
| Chapter 9 - Goa | | | | | |
| 1 | Listening | Listening to a story and retelling it. | <ul style="list-style-type: none"> • Can follow a simple narrative and retell a story in a simplified manner. • Can identify the main storyline of an audio passage. | A2 | 31 |
| 2 | Speaking | Enacting role-play on sharing | <ul style="list-style-type: none"> • Can perform scripted dialogues and make simple descriptions of past events and personal experiences. • Can engage in simple exchanges about familiar topics. | A2 | 38 |
| 3 | Reading | Reading the passage and answering questions based on it. | <ul style="list-style-type: none"> • Can identify specific information in a narrative text supported by direct references. • Can understand simple factual texts on familiar topics. | A2 | 35 |

| | | | | | |
|------------------------------------|-----------|---|--|----|----|
| 4 | Writing | Listing down things to see in a favourite destination. | <ul style="list-style-type: none"> •Can write simple connected text on familiar topics. •Can express personal opinions and experiences in writing. | A2 | 30 |
| Chapter 10 - At the Seaside | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on the seaside | •Can identify the main storyline of an audio passage. | A2 | 31 |
| 2 | Speaking | Improve speaking skills by speaking on 'My hobbies' | •Can talk about their everyday life using basic words and phrases | A2 | 34 |
| 4 | Writing | Learn about Subject Verb agreement and fill in the blanks. | •Can write simple connected text on familiar topics. | A2 | 30 |
| Chapter 11 - Three Rocks | | | | | |
| 1 | Listening | Listen to a story and retell it. | <ul style="list-style-type: none"> •Can follow a simple narrative and retell a story in a simplified manner. •Can identify the main storyline of an audio passage. | A2 | 31 |
| 2 | Speaking | Enact a role-play on sharing | <ul style="list-style-type: none"> •Can participate in short guided conversations about familiar topics. •Can describe simple aspects of everyday life in rehearsed spoken language. | A2 | 30 |
| 3 | Reading | s. Read the story and list the things required to make the soup, and identify new words. | <ul style="list-style-type: none"> •Can identify specific information in a narrative text supported by direct references. •Can understand simple factual texts on familiar topics. | A2 | 30 |
| 4 | Writing | Write a paragraph on 'why sharing is caring' . | <ul style="list-style-type: none"> •Can write about personal experiences and everyday tasks. •Can link sentences together to describe experiences and events. | A2 | 31 |
| Chapter 12-The Clever Baker | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story of a clever man and answering questions. | • Can identify the main storyline of an audio passage. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on 'Books' | •Can talk about their everyday life using basic words and phrases | A2 | 30 |
| 3 | Reading | Read and learn about Future Continuous and Future Perfect Tense | •Can identify specific information in a narrative text supported by direct references. | A2 | 35 |
| Chapter 13- Foolish Fox | | | | | |
| 1 | Listening | Engage with a story about caution and wit. | <ul style="list-style-type: none"> •Can understand the gist of short tales and fables if spoken clearly. •Can follow a simple story and understand the moral or conclusion. | A2 | 35 |

| | | | | | |
|--|-----------|--|--|----|----|
| 2 | Speaking | Talk about something you enjoy doing but takes a lot of time. | <ul style="list-style-type: none"> • Can participate in short guided conversations about familiar topics. • Can describe simple aspects of everyday life in rehearsed spoken language. | A2 | 31 |
| 3 | Reading | Read the passage and identify new words. | <ul style="list-style-type: none"> • Can understand descriptions of events, feelings, and wishes in simple personal letters. • Can extract moral and character traits from simple stories. | A2 | 30 |
| 4 | Writing | Describe an eventful incident when you were given a responsibility. | <ul style="list-style-type: none"> • Can write about personal experiences and everyday tasks. • Can link sentences together to describe experiences and events. | A2 | 31 |
| Chapter 14 The Clever Squirrel- | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story of a clever squirrel and answering questions. | <ul style="list-style-type: none"> • Can identify the main storyline of an audio passage. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on 'Kindness' | <ul style="list-style-type: none"> • Can talk about their everyday life using basic words and phrases | A2 | 30 |
| 3 | Writing | Do a writing activity on Adjectives and Adverbs | <ul style="list-style-type: none"> • Can write simple connected text on familiar topics. | A2 | 37 |
| Chapter 15 - Olympic Dreams | | | | | |
| 1 | Listening | Listening to the passage and classifying statements as true or false. | <ul style="list-style-type: none"> • Can understand factual details within a clear and slow-spoken narrative. • Can recognize correct versus incorrect statements based on a clear narrative. | A2 | 33 |
| 2 | Speaking | Discussing the Olympic Games | <ul style="list-style-type: none"> • Can engage in fact-based exchanges. • Can give short, rehearsed presentations on familiar topics. | A2 | 32 |
| 3 | Reading | Reading and identifying prepositions and content-specific vocabulary. | <ul style="list-style-type: none"> • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can find specific information in simple texts on familiar matters. | A2 | 33 |
| 4 | Writing | Write about your favourite athletic activity. | <ul style="list-style-type: none"> • Can write short, simple essays on areas of interest. • Can summarize, report, and give his/her opinion about accumulated factual information. | A2 | 37 |
| Chapter 16 - Paris Prepares for the Olympic | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on the Olympics and | <ul style="list-style-type: none"> • Can identify the main storyline of an audio passage. | A2 | 35 |

| | | | | | |
|--------------------------------------|-----------|---|---|----|----|
| | | answering questions. | | | |
| 2 | Speaking | Improve speaking skills by speaking on 'Sports' | <ul style="list-style-type: none"> •Can talk about their everyday life using basic words and phrases | A2 | 30 |
| 3 | Reading | Read a passage and identify prepositions | <ul style="list-style-type: none"> •Can identify specific information in a narrative text supported by direct references. | A2 | 35 |
| Chapter 17 - Grow a Pumpkin | | | | | |
| 1 | Listening | Enhance listening skills by listening to the story and putting the sentences in the correct sequence. | <ul style="list-style-type: none"> •Can understand the main information in short simple dialogues about someone's daily routines if spoken slowly and clearly and supported by pictures. •Can follow a simple conversation between two people or characters if supported by pictures. | A2 | 30 |
| 2 | Speaking | Practice a conversation on nurturing a home garden. | <ul style="list-style-type: none"> •Can describe basic differences between common objects or animals (e.g., 'colour' 'size' 'position') given a model. •Can talk about their everyday life using basic words and phrases. | A2 | 30 |
| 3 | Reading | Read the passage and highlight all the conjunctions. | <ul style="list-style-type: none"> •Can follow the sequence of events in a short text on a familiar everyday topic. •Can understand the main ideas in simple informational texts if supported by pictures. | A2 | 30 |
| 4 | Writing | Rewrite the sentences with the proper conjunction. | <ul style="list-style-type: none"> •Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. •Can use 'and' to join two simple phrases or sentences. | A2 | 32 |
| Chapter 18 - Gardening is Fun | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on gardening and answering questions. | <ul style="list-style-type: none"> •Can understand factual details within a clear and slow-spoken narrative. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on 'Friendship' | <ul style="list-style-type: none"> •Can give short, rehearsed presentations on familiar topics. | A2 | 30 |
| 3 | Writing | Writing activity on conjunctions. . | <ul style="list-style-type: none"> •Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. •Can use 'and' to join two simple phrases or sentences. | A2 | 32 |
| Chapter 19 - Men on the Moon | | | | | |

| | | | | | |
|---|-----------|--|---|----|----|
| 1 | Listening | Listen to the story, unscramble the sentences to make meaningful sentences. | <ul style="list-style-type: none"> • Can identify key information (e.g. 'day' 'date' 'location') in short announcements about events if spoken slowly and clearly. • Can understand simple comparisons between two places if spoken slowly and clearly. | A2 | 30 |
| 2 | Speaking | Practice conversation on the celestial bodies and lunar eclipse. | <ul style="list-style-type: none"> • Can describe the appearance of a person or animal or things using simple language. • Can talk about their hobbies and interests using simple language. | A2 | 34 |
| 3 | Reading | Read the passage and list the things astronauts wear and carry in space. | <ul style="list-style-type: none"> • Can understand some details in short simple dialogues on familiar everyday topics if supported by pictures. • Can get the gist of short simple texts on familiar topics if supported by pictures. | A2 | 30 |
| 4 | Writing | Write about what you want to be when you grow up. | <ul style="list-style-type: none"> • Can write simple texts using a computer keyboard. • Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. 'family', 'animals', 'possessions'). | A2 | 35 |
| Chapter 20 - How Astronauts Live | | | | | |
| 1 | Listening | "Enhance listening skills by listening to a passage on astronauts and answering questions. | <ul style="list-style-type: none"> • Can understand factual details within a clear and slow-spoken narrative. | A2 | 31 |
| 2 | Speaking | Improve speaking skills by speaking on "Science in our lives" | <ul style="list-style-type: none"> • Can give short, rehearsed presentations on familiar topics. | A2 | 30 |
| 3 | Reading | Read and learn about contractions | <ul style="list-style-type: none"> • Can find specific information in simple texts on familiar matters. | A2 | 30 |
| Chapter 21 - Picnic at Sunset | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and comprehending it. | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues if there is some repetition and rephrasing. • Can follow a simple instruction containing a qualifying clause (e.g. 'If your birthday is in March, stand here.'). | A2 | 30 |
| 2 | Speaking | Practice conversation about natural phenomena. | <ul style="list-style-type: none"> • Can take part in a very simple conversation on a familiar topic (e.g. their 'home' 'family' 'school') if the other speaker repeats questions as necessary and speaks slowly and clearly. • Can make simple requests to have or do something in relation to common everyday activities. | A2 | 30 |

| | | | | | |
|----------------------------------|-----------|--|--|----|----|
| 3 | Reading | Read the passage and highlight the phrases used for the sun and the sunset. | <ul style="list-style-type: none"> • Can understand a key to locating buildings/places or simple features on a map. • Can recognize the use of simple linking words e.g. 'and' 'so' or 'but' to connect ideas in a short phrase or sentence. | A2 | 31 |
| 4 | Writing | Write a short paragraph about A Walk in the Park. | <ul style="list-style-type: none"> • Can write a short simple message (e.g. 'a text message') to a friend to ask or tell them something. | A2 | 30 |
| Chapter 22-Sunset | | | | | |
| 1 | Listening | Enhance listening skills by listening to a passage on a sunset and answering questions. | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues if there is some repetition and rephrasing. | A2 | 34 |
| 2 | Speaking | Improve speaking skills by speaking on "Nature's beauty". | <ul style="list-style-type: none"> • Can take part in a very simple conversation on a familiar topic (e.g. - 'nature's beauty') • Can make simple requests to have or do something in relation to common everyday activities. | A2 | 30 |
| 3 | Writing | Write and practise metaphors and similes. | <ul style="list-style-type: none"> • Can use metaphors and similes in their writings. | A2 | 35 |
| Chapter 23 - Rain | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and doing matching exercise. | <ul style="list-style-type: none"> • Can identify key information (e.g., 'places', 'times') from short audio recordings if spoken slowly and clearly. • Can understand the main information in short simple dialogues about someone's daily routines if spoken slowly and clearly and supported by pictures. | A2 | 30 |
| 2 | Speaking | Practice conversation with your partner on a rainy day. | <ul style="list-style-type: none"> • Can talk about their everyday life using basic words and phrases. • Can ask basic questions about everyday activities (e.g. 'when they occur'). | A2 | 30 |
| 3 | Reading | Read the passage with expressions and list out the advantages of rain. | <ul style="list-style-type: none"> • Can follow the sequence of events in a short text on a familiar everyday topic. • Can recognize the use of simple linking words e.g. 'and', 'so', or 'but' to connect ideas in a short phrase or sentence. | A2 | 31 |
| 4 | Writing | Complete the sentences using the given clues. | <ul style="list-style-type: none"> • Can identify and complete sentences with phrases and clauses. | A2 | 33 |
| Chapter 24 - The Monsoons | | | | | |
| 1 | Listening | "Enhance listening skills by listening to a passage on the monsoons and answering questions. | <ul style="list-style-type: none"> • Can identify key information (e.g., "weather", 'rains') from short audio recordings if spoken slowly and clearly. | A2 | 30 |

| | | | | | |
|--|-----------|---|--|----|----|
| 2 | Speaking | Improve speaking skills by speaking on 'My favourite season'. | •Can talk about their everyday life using basic words and phrases. | A2 | 30 |
| 3 | Reading | Read and learn phrases and clauses. | •Can identify phrases and clauses in sentences while reading. | A2 | 33 |
| Chapter 25 - Drizzle and Thunder | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and marking it true or false. | •Can identify specific information in short simple dialogues if there is some repetition and rephrasing. •Can get the gist of a short weather forecast if delivered slowly and clearly and supported by pictures. | A2 | 30 |
| 2 | Speaking | Practice conversation about the weather forecast. | •Can make simple requests to have or do something in relation to common everyday activities. •Can express agreement using simple fixed expressions. | A2 | 31 |
| 3 | Reading | Read the passage and read and answer and underline new words. | •Can understand some details in short simple dialogues on familiar everyday topics if supported by pictures. •Can identify the main ideas in simple informational texts if supported by pictures. | A2 | 31 |
| 4 | Writing | Describe a rainy-day using picture clues. | •Can write short, basic descriptions of everyday activities, given prompts or a model. •Can write simple sentences about familiar things, given prompts or a model. | A2 | 30 |
| Chapter 26 - A Torrential Rainstorm | | | | | |
| 1 | Listening | "Enhance listening skills by listening to a passage on a torrential rainfall and answering questions. | •Can identify specific information in short simple dialogues if there is some repetition and rephrasing. •Can get the gist of a short weather forecast if delivered slowly and clearly and supported by pictures. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on 'A Walk in the Rain'. | •Can express feelings using simple fixed expressions. | A2 | 30 |
| 3 | Writing | Writing activity on phrases and idioms. | •Can write short, basic descriptions of everyday activities, given prompts or a model. | A2 | 31 |
| Chapter 27- Who Eats What? | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and doing the related activity. | •Can understand simple expressions about likes and dislikes in short simple stories or dialogues if spoken slowly and clearly. •Can understand simple comparisons between objects or people if spoken slowly and clearly. | A2 | 30 |

| | | | | | |
|---|-----------|--|--|----|----|
| 2 | Speaking | Talk about your restaurant experience through roleplay. | <ul style="list-style-type: none"> •Can ask simple questions about very familiar topics. •Can talk about a familiar place in a basic way. | A2 | 30 |
| 3 | Reading | Read the passage with expressions and answer the related questions. | <ul style="list-style-type: none"> •Can follow a simple dialogue about familiar everyday activities. •Can understand and make connections between words in the same area of meaning, e.g., 'grass' and 'cacti'. | A2 | 31 |
| 4 | Writing | Format and rewrite the paragraph. | <ul style="list-style-type: none"> •Can format any piece of writing correctly and use capital letters and punctuations correctly in their own writing. | A2 | 33 |
| Chapter 28- Types of Food | | | | | |
| 1 | Listening | -Enhance listening skills by listening to a passage on types of food and answering questions. " | <ul style="list-style-type: none"> •Can understand simple expressions about likes and dislikes in short simple stories or dialogues if spoken slowly and clearly. •Can understand simple comparisons between objects or people if spoken slowly and clearly. | A2 | 30 |
| 2 | Speaking | Improve speaking skills by speaking on "Junk Food". | <ul style="list-style-type: none"> •Can speak on very familiar topics with simple expressions. | A2 | 30 |
| 3 | Reading | Read and learn formatting. | <ul style="list-style-type: none"> •Can understand and use correct punctuation and capital letters along with correct formatting in their own writings. | A2 | 32 |
| Chapter 29- A letter from the father to his daughter | | | | | |
| 1 | Listening | Enhance your listening skills by listening to the story and listing the events in the correct sequence. | <ul style="list-style-type: none"> •Can identify simple information in a short video provided that the visual supports this information and the delivery is slow and clear. •Can understand how people are feeling if they use simple language and speak slowly and clearly. | A2 | 30 |
| 2 | Speaking | Practice conversation about a postcard. | <ul style="list-style-type: none"> •Can ask basic questions to find out who things belong to. •Can give basic compliments using simple fixed expressions. | A2 | 30 |
| 3 | Reading | Read the passage and identify the expressions used in it. | <ul style="list-style-type: none"> •Can understand the main ideas in simple informational texts if supported by pictures. •Can understand basic factual statements relating to pictures or simple texts. | A2 | 30 |
| 4 | Writing | Write a letter to your father expressing your gratitude. | <ul style="list-style-type: none"> •Can write a short simple message (e.g., 'a text message') to a friend to ask or tell them something. | A2 | 35 |
| Chapter 30- Mother Writes a Letter | | | | | |
| 1 | Listening | "Enhance listening skills by listening to a passage on 'Mother writes a letter' and answering questions. | <ul style="list-style-type: none"> •Can identify simple information in a short video provided that the | A2 | 30 |

| | | | | | |
|---|----------|---|--|----|----|
| | | | visual supports this information and the delivery is slow and clear. | | |
| 2 | Speaking | Improve speaking skills by speaking on 'Mobile Phones'. | • Can speak on topics of everyday use. | A2 | 30 |
| 3 | Writing | Write and practise informal letter-writing | • Can write a short simple message (e.g., 'a text message') to a friend to ask or tell them something. | A2 | 35 |

| Grade 6 | | | | | |
|--|-------------|--|---|-------------|------------|
| Chapter 1 - Tanjera Big, Tanjera Small | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Levels | GSE |
| 1 | Listening | Listening to the story about the different sizes of Tanjera and their uses. | <ul style="list-style-type: none"> • Can understand people's preferences in informal conversations if the speakers talk slowly and clearly. • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics. | A2+ | 38, 36, 42 |
| 2 | Speaking | Speak about a visit to a fete. | <ul style="list-style-type: none"> • Can give basic information about an event (e.g. 'fete' or 'school event') using simple language. • Can ask for basic information about an event (e.g. 'a concert' or 'fete'), using simple language | A2+ | 36, 38 |
| 3 | Reading | Read the passage with expressions and identify the independent clauses in the given sentences. | • Can identify independent and dependent clauses in a given text and use them appropriately. | A2+ | 42 |
| 4 | Writing | Make a poster about a fete being organized in your town. | <ul style="list-style-type: none"> • Can write a simple text (e.g., 'an invitation to a birthday party, a poster about a fete') containing key information, given a model. • Can write simple sentences about a future trip or event (fete). | A2+ | 36, 41 |
| Chapter 2 - The Story of the Tanjera | | | | | |
| 1 | Listening | Listening to a story and answering multiple choice questions | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues in which speakers make arrangements to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics | A2+ | 38, 36 |

| | | | | | |
|---|-----------|--|---|-----|----------|
| 2 | Speaking | Role Play: Two girls discussing their plans for Sunday. | <ul style="list-style-type: none"> • Can initiate and respond to simple statements on very familiar topics. • Can ask for basic information about an event, using simple language. | A2+ | 30, 38 |
| 3 | Reading | A Palestinian story featuring wit and humour. | <ul style="list-style-type: none"> • Can read stories with appropriate expressions and intonations. | A2+ | 42 |
| 4 | Writing | Identifying expressions and selecting correctly | <ul style="list-style-type: none"> • Can write short, basic descriptions of everyday activities, given a model. | A2+ | 33 |
| Chapter 3 - Natalie and the Ballet | | | | | |
| 1 | Listening | Listening to the story "Natalie and the Ballet" and answering questions based on the story. | <ul style="list-style-type: none"> • Can follow the sequence of events in a simple story or narrative if told slowly and clearly. • Can understand people's likes in informal conversations if the speakers talk slowly and clearly | A2+ | 36 |
| 2 | Speaking | Describe a visit to the museum using picture clues. | <ul style="list-style-type: none"> • Can describe pictures, graphs, etc. on familiar topics using simple language. • Can give a short description with logically connected facts (eg., about a museum), given a model. | B1 | 45 47 |
| 3 | Reading | Read the passage and form affirmative and negative sentences. | <ul style="list-style-type: none"> • Can form affirmative and negative sentences from a given text with clarity and confidence and form question tags from a given set of statements. | A2+ | 36 37 |
| 4 | Writing | Write about a dream you once had. | <ul style="list-style-type: none"> • Can write a very simple story given prompts or a model. • Can write short, simple texts about topics of personal relevance (eg., dreams), given prompts or a model | A2+ | 38 |
| Chapter 4 - Diary of a Russian Girl called Natalie | | | | | |
| 1 | Listening | Listening to a story and answering multiple choice questions | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues in which speakers plan to do something if spoken slowly and clearly. • Can answer questions related to the given text. | A2+ | 38, 36 |
| 2 | Speaking | 1. Describing the theme of your favourite book 2. Role Play: A girl describes to her friend a dream she had. | <ul style="list-style-type: none"> • Can describe pictures, graphs, etc. on familiar topics using simple language. • Can give a short description with logically connected facts (e.g., about a museum), given a model. | B1 | 45 47 |
| 3 | Reading | Read the given paragraph to understand about subject and predicate in a sentence. Then, answer the questions in the exercise below | <ul style="list-style-type: none"> • Can distinguish clearly between subject and predicate in a given text. • Can read story books of their interest. | A2+ | 39 |

| | | | | | |
|-------------------------------------|-----------|--|--|-----|------------|
| 4 | Writing | Writing about feelings and emotions. | <ul style="list-style-type: none"> • Can write About their feelings and emotions in a diary to inculcate the habit of writing, will also help in expressing themselves. | A2+ | 39 |
| Chapter 5- Fuel from Fossils | | | | | |
| 1 | Listening | Listen to the story about fossil fuels and mark true or false. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | To speak confidently as a News anchor on a Talk Show about conserving the environment. | <ul style="list-style-type: none"> • Can describe weather conditions in their country using simple language. • Can make suggestions about doing common everyday activities (3R's), using a basic fixed expression. • Can express their opinions on familiar topics, using simple language. | A2+ | 36, 38, 41 |
| 3 | Reading | Read the passage and identify complex sentences in it. | <ul style="list-style-type: none"> • Can understand simple, compound and complex sentences on the basis of their construction. | A2+ | 39 |
| 4 | Writing | Write a summary of the chapter. | <ul style="list-style-type: none"> • Can write a short simple descriptive text on familiar topics if provided with key words and supported by pictures. | A2+ | 39 |
| Chapter 6 - Fuel Fossils | | | | | |
| 1 | Listening | Listening to a passage and saying whether information is true or false. | <ul style="list-style-type: none"> • Can identify the main points in short talks on familiar topics if delivered slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Talking about global warming Role Play: Mother and child talking about ways to save the environment. | <ul style="list-style-type: none"> • Can use simple linking words (e.g., 'and', 'so', or 'but') to connect ideas in a short phrase or sentence. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 36, 41 |
| 3 | Reading | Read a paragraph to understand how to identify the main verb. Then, read the given sentences and identify the main verbs in them. | <ul style="list-style-type: none"> • Can understand and point out the main verb in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Underlining and fill in the blanks exercise. | <ul style="list-style-type: none"> • Can Understand the difference in meanings of homophones and use them correctly in sentences. | A2+ | 39 |
| Chapter 7- Different Birds | | | | | |
| 1 | Listening | Listen to the passage and list all the birds mentioned. | <ul style="list-style-type: none"> • Can identify the main points in short talks on familiar topics (Birds) if delivered slowly and clearly. | A2+ | 36 |

| | | | | | |
|--|-----------|--|--|-----|------------|
| 2 | Speaking | A conversation between a young boy and an aviary guide. | <ul style="list-style-type: none"> • Can use simple linking words (e.g., 'and', 'so', or 'but') to connect ideas in a short phrase or sentence. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 36, 38, 41 |
| 3 | Reading | Read the passage and identify the degrees of comparison. | <ul style="list-style-type: none"> • Can recognise familiar words in unfamiliar contexts in descriptive texts and stories. • Can understand simple details in short identify various degrees of comparison and use them correctly in sentences. | A2+ | 38 |
| 4 | Writing | Write about how you can take care of birds. | <ul style="list-style-type: none"> • Can write a short simple personal message giving information of immediate relevance (taking care of birds) given prompts or a model | A2+ | 38 |
| Chapter 8-Birds of Different Feathers | | | | | |
| 1 | Listening | Listen to the story about fossil fuels and mark true or false. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Describing a bird you like and how we can take care of birds around us. Role Play: A conversation between a mother and child as they plan a visit to the Bharatpur sanctuary. | <ul style="list-style-type: none"> • Can describe things using simple language. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 36, 41 |
| 3 | Reading | In this activity, read the given sentences and identify the appropriate words given in the brackets. | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Use given information and do a fill in the blanks exercises based on phrases. | <ul style="list-style-type: none"> • Can understand various ways to express sympathy and use it correctly in sentences. | A2+ | 39 |
| Chapter 9 - Rikki Tikki Tavi | | | | | |
| 1 | Listening | Listen to the story, Rikki Tikki Tavi, and answer the questions. | <ul style="list-style-type: none"> • Can identify the main points in short stories if delivered slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Talk about the importance of first aid. | <ul style="list-style-type: none"> • Can talk about first aid of various kinds using simple language. • Can contribute to simple discussions when asked a question by the teacher (doctor in this context). • Can role-play being a teacher, doctor etc. using simple language related to jobs. | A2+ | 36, 39, 40 |

| | | | | | |
|---|-----------|---|---|-----|------------|
| 3 | Reading | Read the sentences from the story and change them into the present perfect continuous tense. | <ul style="list-style-type: none"> • Can fuse present perfect tense correctly and transform sentences into it. | A2+ | 38, 40 |
| 4 | Writing | Write a passage about what can be done to take care of stray animals. | <ul style="list-style-type: none"> • Can write a short, simple text on a familiar topic, if guided by questions | A2+ | 39 |
| Chapter 10-Tom Finds Rikki Tikki Tavi | | | | | |
| 1 | Listening | Listen to a passage and answer MCQs | <ul style="list-style-type: none"> • Can extract factual information from short, simple stories about past events if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Discussing what can be done to take care of stray animals Role Play: Mother and daughter Talking about their pet dog | <ul style="list-style-type: none"> • Can express their opinions on familiar topics, using simple language. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 38, 41 |
| 3 | Reading | Reading a paragraph to understand how to use the past perfect tense. | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Fill in the blanks and multiple-choice questions exercises | <ul style="list-style-type: none"> • Can write basic instructions with a simple list of points. | A2+ | 39 |
| Chapter 11- The Nomads | | | | | |
| 1 | Listening | Listen to the passage and list important facts. | <ul style="list-style-type: none"> • Can identify key information in a short passage or description if supported by prompts or questions. • Can identify specific information in short, simple dialogues- if spoken slowly and clearly | A2+ | 38, 36 |
| 2 | Speaking | Group discussion about tourism in India. | <ul style="list-style-type: none"> • Can talk about their country in a simple way. • Can give simple directions using a map. • Can express their opinions on familiar topics, using simple language. | A2+ | 37, 39, 41 |
| 3 | Reading | Read the sentences from the passage and change them into future perfect continuous tense. | <ul style="list-style-type: none"> • Can use future perfect continuous tenses correctly and transform sentences into them. | A2+ | 38 |
| 4 | Writing | Write about the benefits of bamboos. | <ul style="list-style-type: none"> • Can write short, simple texts on familiar topics in linked sentences. | A2+ | 40, 41 |
| Chapter 12 - Nomadic People of the World | | | | | |
| 1 | Listening | Listen to a passage and - fill in the blanks. | <ul style="list-style-type: none"> • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Discussing ways to ensure foreign tourists visiting India have a good experience - | <ul style="list-style-type: none"> • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 34,41 |

| | | | | | |
|--|-----------|---|--|-----|--------|
| 3 | Reading | Reading a paragraph to understand how to use the past perfect tense. Then read the given sentences and fill in the blanks | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Identify the word which means the same as the given description. | <ul style="list-style-type: none"> • Can write a short simple descriptive text on familiar topics if provided with key words and supported by pictures. | A2+ | 39 |
| Chapter 13 - Johnny's Fall | | | | | |
| 1 | Listening | Listen to the poem and do the related activity. | <ul style="list-style-type: none"> • Can identify the main points in short talks on familiar topics if delivered slowly and clearly. • Can follow the sequence of events in a simple story/poem or narrative if told slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Group discussion on climate phenomena – seasons, describing seasonal changes. | <ul style="list-style-type: none"> • Can describe weather conditions in their country using simple language. | A2+ | 36 |
| 3 | Reading | Read the sentences and identify the modal verbs. | <ul style="list-style-type: none"> • Can identify and use modal verbs correctly in sentences. | A2+ | 36 |
| 4 | Writing | Write a funny tale about the weather. | <ul style="list-style-type: none"> • Can describe the four seasons using simple language | A2+ | 39 |
| Chapter 14- The Story of Johnny Head-in-the-Air | | | | | |
| 1 | Listening | Listen to a poem and answer MCQs | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Role Play: Two children discuss a cyclone. | <ul style="list-style-type: none"> • Can describe weather conditions in their country using simple language. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 36, 41 |
| 3 | Reading | Read a funny sonnet by Heinrich Hoffmann with lexical repetitions and imagery. | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Activity on some common expressions with 'head' and their meanings. | <ul style="list-style-type: none"> • Can understand and use common expressions in sentences. | A2+ | 39 |
| Chapter 15 - Manjhi | | | | | |
| 1 | Listening | Listen to the story and complete the sentences. | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Weave a story about an inspirational incident. | <ul style="list-style-type: none"> • Can describe someone's personality in a basic way if guided by prompts. | A2+ | 39 |

| | | | | | |
|--|-----------|--|---|-----|------------|
| 3 | Reading | Read the story and complete the sentences with appropriate adverbs. | <ul style="list-style-type: none"> • Can identify adverbs and its types in sentences and also use them appropriately as per instructions given. | A2+ | 37 |
| 4 | Writing | Write about your role model and why they inspire you. | <ul style="list-style-type: none"> • Can write simple sentences on the qualities in people that impress them and why they aspire to be like them in future. | A2+ | 36, 39 |
| Chapter 16 - The Mountain Man | | | | | |
| 1 | Listening | Listen to a story and fill in the blanks | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Making a comparison between mountains and seas as holiday destination Role Play: Two girls Talking about their role model | <ul style="list-style-type: none"> • Can talk about familiar topics using a few basic words and phrases. Can express their likes and dislikes in relation to familiar topics using simple language. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 30, 31, 41 |
| 3 | Reading | Read –a paragraph to understand how to use reported speech. Read given sentences and rewrite them in indirect speech. | <ul style="list-style-type: none"> • Can understand direct and indirect speech and rules for their conversion. | A2+ | 39 |
| 4 | Writing | Choose words that mean the same- multiple choice questions - | <ul style="list-style-type: none"> • Can infer meanings of words given in text from choices given. | A2+ | 30 |
| Chapter 17 - Viola Desmond | | | | | |
| 1 | Listening | Listen to the story and mark true or false. | <ul style="list-style-type: none"> • Can identify key information in a short passage or description if supported by prompts or questions. • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts | A2+ | 38, 39 |
| 2 | Speaking | Discussion about the importance of equality. | <ul style="list-style-type: none"> • Can talk about something they –think is right or wrong and give reasons, if guided by questions. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 39, 41 |
| 3 | Reading | Read the story and make sentences with the prepositions in it. | <ul style="list-style-type: none"> • Can identify prepositions in - simple texts about other people | A2+ | 37 |
| 4 | Writing | Write about why it is important to treat everyone equally. | <ul style="list-style-type: none"> • Can write short, simple texts about topics of personal relevance, given prompts or a model. | A2+ | 38 |
| Chapter 18 - The Story of Viola Desmond | | | | | |

| | | | | | |
|---|-----------|--|--|-----|--------|
| 1 | Listening | Listen to a story and fill in the blanks | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events or a person's life, if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Role Play: Discussion between teacher and student on Nelson Mandela and racial discrimination. Discussion about their role model. | <ul style="list-style-type: none"> • Can talk about something they think is right or wrong and give reasons, if guided by questions. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 36, 41 |
| 3 | Reading | Read a paragraph to understand how to compare adjectives. Then, read the given sentences and complete them using the words given in the brackets | <ul style="list-style-type: none"> • Can understand the use of adjectives in simple descriptive texts - | A2+ | 39 |
| 4 | Writing | Write the opposites of the words given below. | <ul style="list-style-type: none"> • Can write opposites of the given words. | A2+ | 39 |
| Chapter 19- The Blue Umbrella | | | | | |
| 1 | Listening | Enhance the listening skills by listening to the story and choosing the correct answer. | <ul style="list-style-type: none"> • Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. | A2+ | 36 |
| 2 | Speaking | The children will pick a movie of their choice and enact the dialogues. | <ul style="list-style-type: none"> • Can act out a short dialogue or role play with given prompts. | A2+ | 38 |
| 3 | Reading | Read with passage, identify new words and find their meanings. | <ul style="list-style-type: none"> • Can understand the main themes of a simplified story. • Can guess the meaning of unfamiliar words in short simple stories. | A2+ | 36, 37 |
| 4 | Writing | Write a movie review. | <ul style="list-style-type: none"> • Can write short simple descriptive texts on familiar topics if provided with keywords and supported by pictures. | A2+ | 39 |
| Chapter 20 -Film Review: The Blue Umbrella | | | | | |
| 1 | Listening | Listen to a Film Review and answer multiple choice questions. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Talking about your favourite movie Role Play: Two children discuss the movie Sound of Music. | <ul style="list-style-type: none"> • Can express belief, opinion, agreement and disagreement politely. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 45, 41 |

| | | | | | |
|--|-----------|--|--|-----|--------|
| 3 | Reading | Read -to understand superlative adjectives. Then, read the given sentences and identify the superlative adjectives in them. | <ul style="list-style-type: none"> • Can pick out the superlative form of adjective from simple descriptive texts. | A2+ | 39 |
| 4 | Writing | Underlining and fill in the blanks -with phrasal verbs. | <ul style="list-style-type: none"> • Can write basic Phrasal verbs to complete sentences with given prompts. | A2+ | 39 |
| Chapter 21 - Caterpillar in a Hurry | | | | | |
| 1 | Listening | Listen to the poem, "Caterpillar in a Hurry" and label the life cycle of a butterfly. | <ul style="list-style-type: none"> • Can follow the sequence of events in a simple story or narrative (poem in this context), if told slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Roleplay with your partner and discuss insects. | <ul style="list-style-type: none"> • Can act out a simple role-play or dialogue with correct intonation | A2+ | 41 |
| 3 | Reading | Read the poem and do the related activity. | <ul style="list-style-type: none"> • Can identify specific information related to a familiar topic in a short simple text. • Can follow a simple series of written instructions to carry out a task. | A2+ | 37, 36 |
| 4 | Writing | Write questions based on the lifecycle of a butterfly after reading the given sentences. | <ul style="list-style-type: none"> • Can write simple factual descriptions of animals (e.g. 'habitat', 'abilities'), given prompts or a model. | A2+ | 38 |
| Chapter 22 - Caterpillar | | | | | |
| 1 | Listening | Listen to a poem and answer multiple choice questions. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories -if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Describe the life cycle of a butterfly in your own words. | <ul style="list-style-type: none"> • Can express belief, opinion, agreement and disagreement politely. • Can act out a simple role-play or dialogue with correct intonation. | A2+ | 41 |
| 3 | Reading | Read a paragraph to understand the present continuous tense. Then, read the given sentences and write the correct answers on the blanks. | <ul style="list-style-type: none"> • Can understand the- use of present continuous tense and use it in sentences. and use it in sentences. | A2+ | 39 |
| 4 | Writing | Read the given sentences. Then, fill in the blanks using appropriate phrasal verbs. | <ul style="list-style-type: none"> • Can form simple and basic phrasal verbs and use them in sentences. | A2+ | 39 |
| Chapter 23 - A Special Friendship | | | | | |
| 1 | Listening | Listen to the story and put the sentences in the correct order. | <ul style="list-style-type: none"> • Can follow the sequence of events in a simple story or narrative if told slowly and clearly. • Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly. | A2+ | 36 |

| | | | | | |
|---|-----------|---|--|-----|--------|
| 2 | Speaking | Talk to your partner about how friendship is important. | <ul style="list-style-type: none"> • Can talk about basic personal experiences, using simple linking words. • Can express a range of feelings using fixed expressions. | A2+ | 37, 40 |
| 3 | Reading | Read the passage, identify the new words and break them down into syllables. | <ul style="list-style-type: none"> • Can identify new words in texts and point them. • Can understand their meanings by deriving it from text. | A2+ | 37 |
| 4 | Writing | Practice syllables and use the spellings well. | <ul style="list-style-type: none"> • Can spell some common words in which the same sounds can be written as different letters. | A2+ | 36 |
| Chapter 24 - A Lifelong Friendship | | | | | |
| 1 | Listening | Listen to the passage to know how Jessie Owens and Lutz Long became friends for life. Then, answer the questions given below. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Speak in the class about the importance of friends in your life. | <ul style="list-style-type: none"> • Can express their opinions on familiar topics, using simple language. | A2+ | 41 |
| 3 | Reading | Read the paragraph below to understand - about Infinitives. Then, choose the correct answer from the brackets to complete the given sentences. | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Read the given sentences to learn some expressions using 'for'. Then, fill in the blanks using the words given in the brackets to complete the sentences. | <ul style="list-style-type: none"> • Can write a short simple descriptive text on familiar topics if provided with key words and supported by pictures. | A2+ | 39 |
| Chapter 25 - Tom's Escape | | | | | |
| 1 | Listening | Listen to the story and complete the sentences. | <ul style="list-style-type: none"> • Can identify the main points in short talks on familiar topics if delivered slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Discuss with your partner what you want to be when you grow up. | <ul style="list-style-type: none"> • Can talk about common jobs using simple language. • Can talk about plans for the near future in a simple way | A2+ | 36, 38 |
| 3 | Reading | Read the passage, identify the new words and do the activity. | <ul style="list-style-type: none"> • Can guess the meaning of unfamiliar words in short simple stories if supported by pictures. | A2+ | 37 |
| 4 | Writing | Write a character sketch. | <ul style="list-style-type: none"> • Can write short, simple descriptive texts on people if provided with keywords and supported by pictures. | A2+ | 39 |
| Chapter 26 - Tom Runs Away | | | | | |

| | | | | | |
|---|-----------|--|--|-----|------------|
| 1 | Listening | Listen to the passage from The Adventures of Tom Sawyer. Then, answer the questions that follow. | <ul style="list-style-type: none"> • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |
| 2 | Speaking | Speak about the importance of grandparents in our lives and how we can care for them. | <ul style="list-style-type: none"> • Can express their opinions on familiar topics, using simple language. | A2+ | 41 |
| 3 | Reading | Read the given paragraph to understand how to form sentences in passive voice. Then, read the given sentences and complete them using the words given in the brackets. | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Using Prefix and creating a new word opposite in meaning to the given word. | <ul style="list-style-type: none"> • Can write new words using prefixes and use them in sentences. | A2+ | 39 |
| Chapter 27 - Instagram | | | | | |
| 1 | Listening | Listen to the passage on Instagram and do the related activity. | <ul style="list-style-type: none"> • Can follow multi-step instructions if given slowly and clearly. • Can identify key details (e.g. 'name', 'number') in factual talks on familiar topics, if spoken slowly and clearly. • Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. | A2+ | 37, 38, 41 |
| 2 | Speaking | Debate on advantages and disadvantages of social media and its effects. | <ul style="list-style-type: none"> • Can express their opinions on familiar topics using simple language. • Can talk about something they like or dislike and give reasons, if guided by questions. | A2+ | 41, 39 |
| 3 | Reading | Read the passage and identify the new words. | <ul style="list-style-type: none"> • Can identify specific information related to a familiar topic in a short simple text. • Can identify new words related to familiar topics, expressed in simple language. | A2+ | 37, 41 |
| 4 | Writing | Write about the boons and banes of technology. | <ul style="list-style-type: none"> • Can write short simple descriptive texts on familiar topics if provided with keywords and supported by pictures. | A2+ | 39 |
| Chapter 28 - Popularity of Instagram | | | | | |
| 1 | Listening | Listen to the passage to know about the wonderful image- and video-sharing app Instagram. Then, answer the questions given below. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. • Can understand the meaning of short conversations or passages using information they already know. | A2+ | 39 |

| | | | | | |
|---|-----------|--|---|-----|------------|
| 2 | Speaking | Read the conversation between Amy and Poonam. Now, along with your partner perform a role play, explaining how to use your favourite app. | <ul style="list-style-type: none"> • Can express their opinions on familiar topics, using simple language. | A2+ | 41 |
| 3 | Reading | Read the passage on Instagram. | <ul style="list-style-type: none"> • Can understand the main points in simple descriptive texts on familiar topics. | A2+ | 39 |
| 4 | Writing | Identify the correct opposites of words from the options given below. Write the answers in your workbook. | <ul style="list-style-type: none"> • Can write opposites of words given in short simple descriptive text on familiar topics. | A2+ | 39 |
| Chapter 29 - A North Pole Adventure | | | | | |
| 1 | Listening | Listen to the story and put sentences in the correct order. | <ul style="list-style-type: none"> • Can follow the sequence of events in a simple story or narrative if told slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Give directions to your partner to reach from one place to another, using the map. | <ul style="list-style-type: none"> • Can give simple directions using a map. • Can give the order of things using simple language (e.g. 'first' 'second' 'third'). | A2+ | 37 |
| 3 | Reading | Read the passage and answer the questions. | <ul style="list-style-type: none"> • Can make basic inferences about a character's feelings in a familiar story if supported by questions or prompts. | A2+ | 40 |
| 4 | Writing | Prepare an itinerary. | <ul style="list-style-type: none"> • Can write a sequence of simple instructions if supported by pictures. | A2+ | 39 |
| Chapter 30 - Adventure to the North Pole | | | | | |
| 1 | Listening | Listen to the story of Helen Thayer as she goes to the North Pole. Then, answer the questions that follow. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Speak about an adventurous trip or one you want to go on. Describe what you would like on an adventure: speed, travel, discovery, prizes. | <ul style="list-style-type: none"> • Can make suggestions about doing common everyday activities, using a basic fixed expression. • Can express their opinions on familiar topics, using simple language. | A2+ | 36, 38, 41 |
| 3 | Reading | Read a paragraph to understand what conditional sentences are. Then, fill in the blanks with the correct answers to form a conditional sentence. | <ul style="list-style-type: none"> • Can understand the use of conditional sentences and identify them in texts. | A2+ | 39 |
| 4 | Writing | Look at the descriptions given below. Then write the word which means the same as the given descriptions. | <ul style="list-style-type: none"> • Can write a short simple descriptive text on familiar topics if provided with key words and supported by pictures. • Can infer meanings of words in the text. | A2+ | 39 |

| Grade 7 | | | | | |
|----------------------------------|-------------|--|--|-------------|--------|
| Chapter 1 - The Amazon River | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Levels | GSE |
| 1 | Listening | Listen to the story "The Amazon River" and answer MCQs. | • Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Talk about world's largest river – The Amazon. | • Can give a short simple prepared talk on the given topic. | B1 | 44 |
| 3 | Reading | Read the passage and make interrogative sentences. | • Can draw simple conclusions about the information given in a factual text on a familiar topic. | B1 | 45 |
| 4 | Writing | Write a news report about a forest fire in Uttarakhand. | • Can write a simple report describing the main events if supported by pictures. | B1 | 43 |
| Chapter 2 - The River Amazon | | | | | |
| 1 | Listening | Listening to a passage and answering MCQs providing information | • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics | A2+ | 38, 36 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | • Can give basic information about an event (e.g. by looking at a picture) using simple language. • Can ask for basic information about an event, using simple language | A2+ | 36, 38 |
| 3 | Reading | read the given example. Then, arrange the words on a scale ranging from low degree to high degree. | • Can follow the sequence of events in simple narrative texts by recognizing common linking words/phrases. | A2+ | 42 |
| 4 | Writing | Arranging words and making sentence exercise | • Can write short, basic descriptions of everyday activities, given a model. | A2+ | 33 |
| Chapter 3 - The Crane's Presents | | | | | |
| 1 | Listening | Listen to the story "The Crane's Presents" and answer questions. | • Can understand the reasons for someone's actions or choices | B1 | 44 |
| 2 | Speaking | Tell a traditional tale from your culture. | • Can re-tell a simple or familiar story using their own words. | B1 | 44 |
| 3 | Reading | Read the given story and answer comprehension questions. | • Can understand some details in longer texts on everyday topics if guided by questions or prompts. | B1 | 43 |
| 4 | Writing | Form a story from the given sentences. | • Can write a simple narrative with a beginning, middle, and end. | B1 | 45 |
| Chapter 4 - The Pea Patch | | | | | |

| | | | | | |
|---|-----------|---|--|-----|----------|
| 1 | Listening | Listening to a story and answering MCQs | <ul style="list-style-type: none"> • Can follow the sequence of events in a simple story or narrative if told slowly and clearly. • Can understand people's likes in informal conversations if the speakers talk slowly and clearly. | A2+ | 36 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can describe pictures, graphs, etc, on familiar topics using simple language. • Can give a short description with logically connected facts (eg., about a museum), given a model. | A2+ | 45 47 |
| 3 | Reading | Read the given paragraph to understand about different forms of sentences. Then, re-write these sentences to express happiness, ask a question and to express appreciation. | <ul style="list-style-type: none"> • Can understand the main themes of a simplified story. | A2+ | 36 37 |
| 4 | Writing | Make verb-noun collocations | <ul style="list-style-type: none"> • Can match words to make meaningful phrases. | A2+ | 36 |
| Chapter 5- Prince Florian's Learning | | | | | |
| 1 | Listening | Listen to the story, Prince Florian's Learning, and put the sentences in the correct order. | <ul style="list-style-type: none"> • Can summarise key information from a short conversation or passage. | B1 | 45 |
| 2 | Speaking | Give a 1min extempore about the importance of discipline in your life. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest . | B1 | 44 |
| 3 | Reading | Read the passage and use the given words to make compound nouns. | <ul style="list-style-type: none"> • Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. | B1 | 43 |
| 4 | Writing | Writing an informal letter teaching the importance of discipline and kindness. | <ul style="list-style-type: none"> • Can write simple letters with appropriate paragraph breaks, given a model. | B1 | 45 |
| Chapter 6- Lesson for the Prince | | | | | |
| 1 | Listening | Listening to a story and answering MCQs . | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues . | <ul style="list-style-type: none"> • Can express their opinions on familiar topics, using simple language. | A2+ | 41 |

| | | | | | |
|--|-----------|--|---|-----|--------|
| 3 | Reading | Read a paragraph to understand the use of connectors for making compound sentences. Then, read the given sentences and use the words given in the brackets to form compound sentences. | <ul style="list-style-type: none"> • Can use connectors correctly and form compound sentences. | B1 | 43 |
| 4 | Writing | p) Use single words to replace a group of words. | <ul style="list-style-type: none"> • Can use a single word in place of a group of words and use them correctly in sentences. | A2+ | 36 |
| Chapter 7 - Turtle's View | | | | | |
| 1 | Listening | Listen to the story and answer the questions. | <ul style="list-style-type: none"> • Can make simple inferences based on stated and unstated information in a short conversation or passage. | B1 | 44 |
| 2 | Speaking | Do a flip-over activity with your partner on the topic 'Malls in your city' in your class. | <ul style="list-style-type: none"> • Can give simple examples to support their point in a short talk on a familiar topic. • Can give brief reasons for their opinions on familiar topics. | B1 | 44, 48 |
| 3 | Reading | Read the story and find new words. | <ul style="list-style-type: none"> • Can find new words in a given text and also infer their meanings. | B1 | 44 |
| 4 | Writing | Compare and contrast yourself and your partner. | <ul style="list-style-type: none"> • Can describe differences between two people (e.g. 'appearance', 'personality', 'interests') in simple connected text, given prompts or a model. | B1 | 43 |
| Chapter 8- Eyes at the Back! | | | | | |
| 1 | Listening | Listening to a story and answering MCQs. | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> • Can talk about a topic of personal interest using prompts and cues. • Can also describe someone or something with the help of picture cues. | B1 | 44 |
| 3 | Reading | Learn how to correctly pronounce the words with consonant clusters. The highlighted words are the consonant clusters. Then, read the given sentences aloud in the class to practise the sound. | <ul style="list-style-type: none"> • Can give examples and find words with consonant clusters. | A2+ | 39 |
| 4 | Writing | Replace groups of words with a single word. | <ul style="list-style-type: none"> • Can replace groups of words with a single word and also infer their meanings. Can also use them in sentences. | A2+ | 39 |
| Chapter 9 - The Pencil and the Writer | | | | | |

| | | | | | |
|---|-----------|--|--|-----|--------|
| 1 | Listening | Listen to the story and fill in the blanks. | • Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 43 |
| 2 | Speaking | Talk for a minute on the topic "An odyssey of a pencil". | • Can give a short simple prepared talk on a topic of personal interest. | B1 | 44 |
| 3 | Reading | Read the story and complete the summary. | • Can summarise the main information from short simple texts. | B1 | 44 |
| 4 | Writing | Descriptive and Narrative writing | • Can write a short description of a trip or event. Can write a simple narrative with a beginning, middle and end. | B1 | 43, 45 |
| Chapter 10 - The Writer's Pencil | | | | | |
| 1 | Listening | Listening to a passage and answering MCQs providing information | • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics | A2+ | 38, 36 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | • Can give basic information about an event (e.g. by looking at a picture) using simple language. • Can ask for basic information about an event, using simple language | A2+ | 36, 38 |
| 3 | Reading | Read a paragraph to understand how to use the future tense. Then, read the given sentences and identify the verbs which are in the form of future tense. . | • Can follow the sequence of events in simple narrative texts by recognizing common linking words/phrases. | A2+ | 42 |
| 4 | Writing | Read the given sentences to identify the unnecessary words. | • Can underline words that are not needed in a sentence. | A2+ | 39 |
| Chapter 11 - The Sea called the Dead Sea | | | | | |
| 1 | Listening | Listen to the passage, and list out a few amazing facts about The Dead Sea. | • Can identify the main points of short, clear factual talks or presentations on familiar topics. | B1 | 49 |
| 2 | Speaking | Describe a unique geographical feature. | • Can give a short description with logically connected facts, given a model. | B1 | 47 |
| 3 | Reading | Read the given text and classify the given verbs as transitive or intransitive. | • Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. | B1 | 43 |
| 4 | Writing | Write about a famous Indian city and going on a holiday there. | • Can write a short description of a trip or event. | B1 | 43 |
| Chapter 12 - The Dead Sea | | | | | |

| | | | | | |
|---|-----------|---|---|-----|--------|
| 1 | Listening | Listening to a passage and answering MCQs providing information | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics. | A2+ | 38, 36 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can give basic information about an event or something (e.g. by looking at a picture) using simple language. • Can ask for basic information about an event, using simple language | A2+ | 36, 38 |
| 3 | Reading | Read a paragraph to understand the use of the words 'would' and 'used to'. Then, read the given sentences and fill in the blanks with correct words. | <ul style="list-style-type: none"> • Can follow the sequence of events in simple narrative texts by recognizing common linking words/phrases. | A2+ | 42 |
| 4 | Writing | Fill in the blanks with more suitable form of the highlighted words | <ul style="list-style-type: none"> • Can convert the highlighted words into a more suitable form to make meaningful sentences. | A2+ | 39 |
| Chapter 13 - The Birds of Nainital | | | | | |
| 1 | Listening | Listen to the story, The Bird of Nainital and complete the sentences. | <ul style="list-style-type: none"> • Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 44 |
| 2 | Speaking | Enact the given roleplay about a birdwatching trip. | <ul style="list-style-type: none"> • Can give simple examples to support their point in a short talk on a familiar topic. | B1 | 44 |
| 3 | Reading | Reading and identifying subject-verb agreement. | <ul style="list-style-type: none"> • Can identify the connections between short phrases by recognising common linking words | B1 | 43 |
| 4 | Writing | Plan a bird-watching trip and prepare an itinerary for the same. | <ul style="list-style-type: none"> • Can write a simple plan for an activity. Can write a short description of a trip or event. | B1 | 43 |
| Chapter 14 - The Bird Watcher | | | | | |
| 1 | Listening | Listen to the story and fill in the blanks. | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics | A2+ | 38, 36 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can give basic information about an event (e.g. by looking at a picture) using simple language. • Can ask for basic information about an event, using simple language | A2+ | 36, 38 |
| 3 | Reading | Listen to the given sentences to learn how to correctly pronounce the words with silent /l correctly. Then read aloud in the class to practise the sound. | <ul style="list-style-type: none"> • Can follow the sequence of events in simple narrative texts by recognizing common linking words/phrases. | A2+ | 42 |

| | | | | | |
|---|-----------|--|--|-----|--------|
| 4 | Writing | Fill in the blanks | <ul style="list-style-type: none"> • Can appropriately fill infinitives and gerunds to make meaningful sentences. | A2+ | 39 |
| Chapter 15 - Hercules and his adventures | | | | | |
| 1 | Listening | Listen to the story and complete the multiple-choice question answers. | <ul style="list-style-type: none"> • Can understand the humour in a simple story. • Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 43, 44 |
| 2 | Speaking | Roleplay with your partner enacting as a teacher and student talking about exams. | <ul style="list-style-type: none"> • Can introduce a new topic into a simple conversation or discussion. • Can give an opinion in a structured discussion, if guided by questions. | B1 | 43, 46 |
| 3 | Reading | Read the story and fill in the blanks. | <ul style="list-style-type: none"> • Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Write about how intelligence is a virtue. | <ul style="list-style-type: none"> • Can write short simple structured paragraphs on familiar topics given prompts or a model. | B1 | 43 |
| Chapter 16-Golden Apples | | | | | |
| 1 | Listening | Listen to a story then answer whether statements are True or False | <ul style="list-style-type: none"> • Can identify specific information in short simple dialogues in which speakers decide to do something if spoken slowly and clearly. • Can guess the meaning of simple, unknown words in short dialogues on familiar topics | A2+ | 38, 36 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can give basic information about an event (e.g. by looking at a picture) using simple language. • Can ask for basic information about an event, using simple language | A2+ | 36, 38 |
| 3 | Reading | Read the given paragraph to understand how to use the first conditional sentences. Then, read the given sentences and join the sentence pairs. | <ul style="list-style-type: none"> • Can follow the sequence of events in simple narrative texts by recognizing common linking words/phrases. | A2+ | 42 |
| 4 | Writing | Rewrite sentences and match the following exercise | <ul style="list-style-type: none"> • Can make simple comparisons between people, places or things. | A2+ | 36 |
| Chapter 17 - The Patient who was Special | | | | | |
| 1 | Listening | Listening to the story "The Patient Who Was Special" and completing the sentences. | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else | B1 | 43 |
| 2 | Speaking | Weave a story about a strong friendship with your partner and share it in the class. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. Can brainstorm ideas for a short talk. | B1 | 44, 46 |
| 3 | Reading | Read the story with comprehension. | <ul style="list-style-type: none"> • Can identify connected ideas in a short paragraph. | B1 | 43 |

| | | | | | |
|--|-----------|--|--|-----|--------|
| 4 | Writing | Complete the formal letter by filling in the gaps. | • Can write simple letters with appropriate paragraph breaks, given a model. | B1 | 45 |
| Chapter 18-The Special Patient | | | | | |
| 1 | Listening | Listening to a story and completing the sentences. | • Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | • Can give a short simple prepared talk on a topic of personal interest. • Can brainstorm ideas for a short talk. | B1 | 44, 46 |
| 3 | Reading | read the given paragraph to understand about second conditional sentences. Read the given sentences and choose the correct option from the brackets. | • Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Match the following exercise | • Can make simple comparisons between people, places or things. | B1 | 45 |
| Chapter 19 - Sahadeva | | | | | |
| 1 | Listening | Listen to the story and fill in the blanks. | • Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 44 |
| 2 | Speaking | Talk about a traditional tale from your culture. | • Can re-tell a simple or familiar story using their own words. | B1 | 44 |
| 3 | Reading | Read the passage and make sentences from the given preposition phrases. | • Can identify the connections between short phrases by recognising common linking words. | B1 | 43 |
| 4 | Writing | Read the passage and make notes. | • Can write short simple structured paragraphs on familiar topics given prompts or a model. | B1 | 43 |
| Chapter 20 - The Untold Stories | | | | | |
| 1 | Listening | Listening to a story and answering MCQs providing information | • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | • Can give a short simple prepared talk on a topic of personal interest. • Can brainstorm ideas for a short talk. | F | 44, 46 |
| 3 | Reading | Read the given paragraph to understand complex prepositions. Then, read the given sentences and identify the correct prepositions. | • Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Fill in the blanks exercise | • Can write basic instructions with a simple list of points. | A2+ | 39 |

| Chapter 21 - Three Punishments | | | | | |
|-------------------------------------|-----------|--|--|-----|--------|
| 1 | Listening | Listen to the story and correct the incorrect sentences. | <ul style="list-style-type: none"> • Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 44 |
| 2 | Speaking | Flip over speaking on "Spare the rod and spoil the child" using the picture clues. | <ul style="list-style-type: none"> • Can give a short talk and include some details. • Can talk about risks or dangers using simple language. | B1 | 47 |
| 3 | Reading | Read with story and change the sentences from active to passive voice. | <ul style="list-style-type: none"> • Can identify the connections between short phrases by recognising common linking words. | B1 | 43 |
| 4 | Writing | Write a paragraph on 'The Importance of Fairness.' | <ul style="list-style-type: none"> • Can write short simple structured paragraphs on familiar topics given prompts or a model. | B1 | 43 |
| Chapter 22 - The Wise Magistrate | | | | | |
| 1 | Listening | Listening to a story and answering MCQs providing information | <ul style="list-style-type: none"> • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. • Can brainstorm ideas for a short talk. | F | 44, 46 |
| 3 | Reading | read the given paragraph to understand about what future tense is. | <ul style="list-style-type: none"> • Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Fill in the blanks exercise | <ul style="list-style-type: none"> • Can write basic instructions with a simple list of points. | A2+ | 39 |
| Chapter 23 - The Thief | | | | | |
| 1 | Listening | Listen to the story and complete the given sentences. | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Have fun with your friends by speaking tongue twisters. | <ul style="list-style-type: none"> • Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. • Can retell a joke using simple language. | B1 | 45 |
| 3 | Reading | Read the passage with comprehension. | <ul style="list-style-type: none"> • Can identify the connections between short phrases by recognising common linking words. | B1 | 43 |
| 4 | Writing | Write about the importance of wisdom. | <ul style="list-style-type: none"> • Can write short simple structured paragraphs on familiar topics given prompts or a model. | B1 | 43 |
| Chapter 24 - The Clever Moneylender | | | | | |
| 1 | Listening | Listen to the story and answer MCQs. | <ul style="list-style-type: none"> • Can extract factual information from short, simple stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |

| | | | | | |
|---|-----------|--|--|-----|--------|
| 2 | Speaking | Describe someone or something taking help of the given cues.. | <ul style="list-style-type: none"> •Can give a short simple prepared talk on a topic of personal interest. •Can brainstorm ideas for a short talk. | F | 44, 46 |
| 3 | Reading | Read the given paragraph to understand how to use mixed verb forms. Then, read the given sentences and fill in the appropriate verb form. | <ul style="list-style-type: none"> •Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Fill in the blanks and match the following exercise | <ul style="list-style-type: none"> •Can make simple comparisons between people, places or things. | B1 | 45 |
| Chapter 25 - The Spider and King Bruce | | | | | |
| 1 | Listening | Listen to the story and mark the sentences as true or false. | <ul style="list-style-type: none"> •Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 44 |
| 2 | Speaking | Talk about perseverance and determination - Tell a personal experience when you did not give up. | <ul style="list-style-type: none"> •Can describe past events or experiences, using simple descriptive language to add interest. | B1 | 47 |
| 3 | Reading | Read the passage with comprehension | <ul style="list-style-type: none"> •Can identify the connections between short phrases by recognising common linking words. | B1 | 43 |
| 4 | Writing | write a report for your school magazine about a competition which was held in your school. | <ul style="list-style-type: none"> •Can write a short text to report something. | B1 | 49 |
| Chapter 26 - King Bruce and the Spider | | | | | |
| 1 | Listening | Listen to the story and answer MCQs. | <ul style="list-style-type: none"> •Can extract factual information from short, simple stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Have fun with your friends by speaking tongue twisters. | <ul style="list-style-type: none"> •Can give a short simple prepared talk on a topic of personal interest. •Can brainstorm ideas for a short talk. | F | 44, 46 |
| 3 | Reading | Read the given paragraph to understand about what connectors are. Then, read the given sentences and identify the correct connectors. | <ul style="list-style-type: none"> •Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Match phrases with their meanings | <ul style="list-style-type: none"> •Can infer meanings of phrases | B1 | 45 |
| Chapter 27- Zebra - A Social Animal | | | | | |
| 1 | Listening | Listen to the story, and answer the given questions. | <ul style="list-style-type: none"> •Can get the gist of authentic recorded texts on topics of personal interest if delivered in clear standard speech. | B1 | 43 |

| | | | | | |
|---|-----------|---|---|-----|--------|
| 2 | Speaking | Talk about a unique animal with your partner. | • Can give simple examples to support their point in a short talk on a familiar topic. | B1 | 44 |
| 3 | Reading | Read with expression and find new words | • Can follow extended stories and texts written in simple familiar language if supported by pictures. | B1 | 44 |
| 4 | Writing | Write about a visit to the zoo. | • Can write a short story describing the main events if supported by pictures. | B1 | 43 |
| Chapter 28 - Zebra-A Social Animal | | | | | |
| 1 | Listening | Listen to a passage and answer MCQs. | • Can extract factual information from short, simple stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Speak on a topic using verbal cues | • Can give a short simple prepared talk on a topic of personal interest. • Can brainstorm ideas for a short talk. | F | 44, 46 |
| 3 | Reading | read the given paragraph to understand about what third conditional is. Then, read the given sentences and complete the sentences using the correct third conditional | • Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Fill in the blanks and match the following exercise | • Can make simple comparisons between people, places or things. | B1 | 45 |
| Chapter 29 - Shekhar's Wish | | | | | |
| 1 | Listening | Listening to the story and answering the questions. | • Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Write a poem on 'Dreams' using the taught literary devices and recite it confidently in the class. | • Can re-tell a simple or familiar story/poem using their own words. | B1 | 44 |
| 3 | Reading | Reading the passage and guessing the meanings of new words, then discussing them. | • Can make some basic inferences about the context or purpose of a text from the information that is given. | B1 | 45 |
| 4 | Writing | Writing a formal letter to the President about the education system in India and suggesting areas of improvement. | • Can write simple letters with appropriate paragraph breaks, given a model. | B1 | 45 |
| Chapter 30 - I Wish to Study! | | | | | |
| 1 | Listening | Listen to the story and answer MCQs. | • Can extract factual information from short, simple stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Have fun with your friends by speaking tongue twisters. | • Can give a short simple prepared talk on a topic of personal interest. • Can brainstorm ideas for a short talk. | A2+ | 44, 46 |

| | | | | | |
|---|---------|---|---|----|----|
| 3 | Reading | Read a paragraph to understand connectors. Then, fill in the blanks with the correct answers. | • Can identify connected ideas in a short paragraph. | B1 | 43 |
| 4 | Writing | Fill in the blanks and match the following exercise | • Can make simple comparisons between people, places or things. | B1 | 45 |

| Grade 8 | | | | | |
|---|-------------|---|---|-------------|------------|
| Chapter 1 - Abraham Lincoln | | | | | |
| Activity | LSRW Skills | Objective | Mapped 'Can Do' Statements | CEFR Levels | GSE |
| 1 | Listening | Listen to the story and answer the questions. | <ul style="list-style-type: none"> • Can get the gist of authentic recorded texts on topics of personal interest if delivered in clear standard speech and supported by pictures. • Can understand the main points of a short informal interview on a familiar topic. | B1 | 43 |
| 2 | Speaking | Deliver an impromptu speech on freedom fighters. | • Can give a short simple prepared talk on a topic of personal interest. | B1 | 44 |
| 3 | Reading | Read the passage and find synonyms. | <ul style="list-style-type: none"> • Can identify the connections between short phrases by recognizing common linking words. • Can find a word in a sentence that has the same meaning as another given word or phrase. • Can make simple inferences about a character's motives and feelings in short narratives. | B1 | 43, 44, 47 |
| 4 | Writing | Write an essay about determination and perseverance. | • Can write short, simple structured paragraphs on familiar topics, given prompts or a model. | B1 | 43 |
| Chapter 2 - Never Quit | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions | • Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. | A2+ | 39 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | • Can give a short simple prepared talk on a topic of personal interest. | B1 | 44 |
| 3 | Reading | Read the given paragraph to understand about modals. Then, fill in the blanks with the correct answers. | • Can understand and use modals correctly in sentences /text given. | A2+ | 39 |
| 4 | Writing | Fill in the blanks and match the meanings following exercises. | • Can match words to their synonyms with general understanding. | A2+ | 36 |
| Chapter 3 - Oliver Twist - A Classic Tale | | | | | |
| 1 | Listening | Listen to the story and choose the correct answer. | • Can summarise key information from a short conversation or passage. | B1 | 45 |

| | | | | | |
|--------------------------------|-----------|--|--|-----|--------|
| 2 | Speaking | Learning to converse confidently and clearly on the phone; talk about your dream job. | <ul style="list-style-type: none"> •Can introduce a new topic into a simple conversation or discussion. •Can give simple reasons for a personal opinion about an event or character. | B1 | 44 |
| 3 | Reading | Read with expression and underline appositive clauses. | <ul style="list-style-type: none"> •Can identify appositives and use them in sentences, when needed. | B1 | 43 |
| 4 | Writing | Write about your dream job using word clues. | <ul style="list-style-type: none"> •Can write a short text to explain something. •Can write a simple structured paragraph giving their opinion on a familiar topic given a model. | B1 | 44, 43 |
| Chapter 4- Oliver Twist | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions | <ul style="list-style-type: none"> •Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> •Can give a short simple prepared talk on a topic of personal interest | B1 | 44 |
| 3 | Reading | Read a paragraph to understand present progressive tense. Then, fill in the blanks with the correct answers. | <ul style="list-style-type: none"> •Can use present progressive tense and verbs correctly. | B1 | 45 |
| 4 | Writing | Complete the words in column A with suitable endings from column B. | <ul style="list-style-type: none"> •Can make new words by adding suitable endings. | B 1 | 45 |
| Chapter 5- Rahul Dravid | | | | | |
| 1 | Listening | Listen to the story and put the sentences in the correct sequence. | <ul style="list-style-type: none"> •Can understand key information well enough to be able to pass it on to someone else in the correct sequence. | B1 | 43 |
| 2 | Speaking | Talk about your favourite sports person. | <ul style="list-style-type: none"> •Can give a short simple prepared talk on a topic of personal interest with confidence. | B1 | 44 |
| 3 | Reading | Read the passage and guess the meaning of new words. | <ul style="list-style-type: none"> •Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. | B1 | 43 |
| 4 | Writing | Write a biography of a luminary using word clues. | <ul style="list-style-type: none"> •Can write a short simple biography of a famous person with basic paragraph structure given prompts or a model. | B1 | 45 |
| Chapter 6 - The Wall | | | | | |
| 1 | Listening | Listen to the story about Rahul Dravid who is called as "The Wall". Find out what happens in the story. Then, answer the questions based on the story. | <ul style="list-style-type: none"> •Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |

| | | | | | |
|---------------------------------------|-----------|--|---|-----|--------|
| 2 | Speaking | Talking about a topic of your choice using picture and word cue | <ul style="list-style-type: none"> Can give a short simple prepared talk on a topic of personal interest. | B1 | 44 |
| 3 | Reading | Read the given paragraph to understand about adverb phrases. Then, answer the questions. | <ul style="list-style-type: none"> Can understand adverb phrases in sentences and also fill in the blanks with them. | B1 | 45 |
| 4 | Writing | Look at the words given in the two columns. Match the words in column A with their relevant in column B. | <ul style="list-style-type: none"> Can make simple comparisons between people, places or things and give advice for and against something. | A2+ | 36 |
| Chapter 7 - Samantha | | | | | |
| 1 | Listening | Listen to the story and unjumble the jumbled words into meaningful sentences. | <ul style="list-style-type: none"> Can recognize a range of common linking words/phrases signaling the sequence of events in short simple narratives. | B1 | 44 |
| 2 | Speaking | Roleplay as a counsellor and a student. | <ul style="list-style-type: none"> Can give simple reasons for a personal opinion about an event or character. Can re-tell a simple story following the original sequence of events. | B1 | 44 |
| 3 | Reading | Read the passage and fill in pronouns as per the given antecedents in the sentences. | <ul style="list-style-type: none"> Can guess the meaning of unknown words by linking them to words they already know. Can identify the connections between short phrases by recognizing common linking words. | B1 | 44, 43 |
| 4 | Writing | Write about the importance of counselling in a student's life. | <ul style="list-style-type: none"> Can write short simple structured paragraphs on familiar topics given prompts or a model. Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. | B1 | 43, 46 |
| Chapter 8 - The Stranger | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions. | <ul style="list-style-type: none"> Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> Can give a short simple prepared talk on a topic of personal interest. | B1 | 44 |
| 3 | Reading | Read the given words and practice reading them aloud correctly. Notice the use of /ow /and /o/ sounds in them. Try to make more words with these sounds. | <ul style="list-style-type: none"> Can understand the sounds of /ow / and /o/ in words and suggest words with those sounds., | B1 | 45 |
| 4 | Writing | Solve the Crossword puzzle in the space provided in your workbook. | <ul style="list-style-type: none"> Can curate words from hints given and arrange them in a crossword. | B1 | 43 |
| Chapter 9 - Narcissus and Echo | | | | | |

| | | | | | |
|---|-----------|--|---|------|--------|
| 1 | Listening | Listen to the story and complete the comprehension questions. | <ul style="list-style-type: none"> • Can understand the main points of a short story and answer related questions. | B1 | 43 |
| 2 | Speaking | Speak and enact a mythological tale. | <ul style="list-style-type: none"> • Can re-tell a simple or familiar story using their own words. | B1 | 44 |
| 3 | Reading | Read the passage and fill in the blanks with appropriate pronouns. | <ul style="list-style-type: none"> • Can understand the main points of a given text and use interrogative pronouns as asked. | B1 | 46 |
| 4 | Writing | Descriptive writing | <ul style="list-style-type: none"> • Can add more detail to a description of a person or place, following feedback. | B1 | 46 |
| Chapter 10 - Narcissus | | | | | |
| 1 | Listening | Listen to a passage and answer multiple choice questions. | <ul style="list-style-type: none"> • Can understand key information well enough to be able to answer questions based on it. | B1 | 43 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest, with picture prompts or cues given. | B1 | 44 |
| 3 | Reading | Read the given paragraph to understand second conditional sentences. | <ul style="list-style-type: none"> • Can understand second conditional sentences and trace them in given sentences as well as fill them in blanks in sentences. | B1 | 45 |
| 4 | Writing | Look at the words given in the two columns. Match the words in column A with their relevant in column B. | <ul style="list-style-type: none"> • Can add suffixes to make new words. | A 2+ | 36 |
| Chapter 11 - The Teacher | | | | | |
| 1 | Listening | Listen to the story and fill in the blanks. | <ul style="list-style-type: none"> • Can summarise key information from a short conversation or passage. | B1 | 43 |
| 2 | Speaking | Choose a topic of your choice and teach it to the class. | <ul style="list-style-type: none"> • Can organise ideas for a short talk using simple strategies such as listing or categorising. | B1 | 50 |
| 3 | Reading | Read the passage and guess the meaning of new words. | <ul style="list-style-type: none"> • Can guess the meaning of unknown words by linking them to words they already know. | B1 | 44 |
| 4 | Writing | Write about the importance of teachers. | <ul style="list-style-type: none"> • Can write short simple structured paragraphs on familiar topics given prompts or a model. • Can use common connectors to tell a story or describe an event in writing. | B1 | 43, 45 |
| Chapter 12 - The English Teacher | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions. | <ul style="list-style-type: none"> • Can understand key information well enough to answer questions based on it. | B1 | 43 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues . | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest | B1 | 44 |
| 3 | Reading | Read the given sentences aloud with correct intonation. | <ul style="list-style-type: none"> • Can read and speak sentences/ passage with correct intonation and expressions. | B1 | 45 |

| | | | | | |
|--|-----------|--|--|------|------------|
| 4 | Writing | Look at the words given in the two columns. Match the words in column A with their opposites in column B. | <ul style="list-style-type: none"> Can identify/ fill in the correct adjective clauses in sentences given. | A 2+ | 36 |
| Chapter 13 - The Theory of Big Bang | | | | | |
| 1 | Listening | Listen to the story and choose the correct answer. | <ul style="list-style-type: none"> Can summarise key information from a short conversation or passage and answer questions related to it. | B1 | 45 |
| 2 | Speaking | Present a news report on a recent scientific discovery. | <ul style="list-style-type: none"> Can give a short simple prepared talk on a topic of personal interest. Can describe the key themes and characters in short narratives on familiar everyday topics written in standard language. | B1 | 44, 48 |
| 3 | Reading | Read the passage and answer the questions. | <ul style="list-style-type: none"> Can read a text and answer questions asked in various formats. Can distinguish between fact and opinion in a simple text. | B1 | 44, 43, 49 |
| 4 | Writing | Write about a scientific phenomenon. | <ul style="list-style-type: none"> Can write short simple explanations given a model. Can write a simple report of a real or fictional event if supported by pictures. | B1 | 43, 45 |
| Chapter 14 - The Big Bang Theory | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions | <ul style="list-style-type: none"> Can understand key information well enough to be able to answer questions related to it. | B1 | 45 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> Can give a short simple prepared talk on a topic of personal interest | B1 | 44 |
| 3 | Reading | Read the given paragraph to understand conditional sentences. Then, read the given sentences and identify the three conditionals in them | <ul style="list-style-type: none"> Can differentiate among the three conditionals in sentences- | B1 | 45 |
| 4 | Writing | Read a paragraph to understand adverb phrases. Then, read the given sentences and identify the adverb phrases in them | <ul style="list-style-type: none"> Can identify adverb phrases in sentences and also complete sentences with adverb phrases. | A 2+ | 36 |
| Chapter 15 - The Shark | | | | | |
| 1 | Listening | Listen to the story and answer the questions. | <ul style="list-style-type: none"> Can get the gist of authentic recorded texts on any topic- if delivered in clear standard speech and supported by pictures. | B1 | 43 |

| | | | | | |
|---|-----------|---|--|----|--------|
| 2 | Speaking | Group discussion on marine conservation. | <ul style="list-style-type: none"> • Can invite others to give their opinions in a discussion using a range of fixed expressions. • Can describe the key themes and characters in short narratives on familiar everyday topics written in standard language. | B1 | 49, 48 |
| 3 | Reading | Read the passage and pick out the words/phrases with interesting descriptions. | <ul style="list-style-type: none"> • Can guess the meaning of unknown words by linking them to words they already know. | B1 | 44 |
| 4 | Writing | Write about why it is important to conserve marine life. | <ul style="list-style-type: none"> • Can write short simple explanations given a model. | B1 | 43 |
| Chapter 16 - The Great White Shark | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions | <ul style="list-style-type: none"> • Can understand key information well enough to be able to answer questions based on it. | B1 | 45 |
| 2 | Speaking | Tell your peers in the class if you've ever seen or encountered a dangerous animal even if it's in a cage. Describe how did you feel. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest | B1 | 44 |
| 3 | Reading | Read the given paragraph to understand how to use compound adjectives. | <ul style="list-style-type: none"> • Can make compound adjectives and use them appropriately in sentences. | B1 | 45 |
| 4 | Writing | Look at the list of some words given below. Write down the suffixes '-able' or '-ible' to complete the following words-. | <ul style="list-style-type: none"> • Can spell out words after adding appropriate suffixes and use them correctly. | B1 | 43 |
| Chapter 17 - Sun's Anger | | | | | |
| 1 | Listening | Listen to the story and mark true or false. | <ul style="list-style-type: none"> • Can summarise key information from a short conversation or passage. | B1 | 45 |
| 2 | Speaking | Discuss and review a book with your friends. | <ul style="list-style-type: none"> • Can talk about a book or text using words relating to its structure e.g. 'title', 'line', 'page.' • Can explain why some events in a story or text are important. | B1 | 46 |
| 3 | Reading | Read the passage with expressions and summarize the story in your own words. | <ul style="list-style-type: none"> • Can summarise the main information from short simple texts. | B1 | 44 |
| 4 | Writing | Write a poem describing the beauty of sky. | <ul style="list-style-type: none"> • Can write short, simple explanations, given a model. | B1 | 43 |
| Chapter 18 - The Ruby | | | | | |
| 1 | Listening | Can listen to a passage and answer multiple choice questions | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else. | B1 | 45 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest | B1 | 46 |

| | | | | | |
|---|-----------|---|--|-----|--------|
| 3 | Reading | Read aloud and correctly pronounce compound nouns correctly. Try to put more stress on the first word. | <ul style="list-style-type: none"> • Can read compound nouns correctly. | B1 | 45 |
| 4 | Writing | Identify the right word given in the brackets and fill in the blanks | <ul style="list-style-type: none"> • Can Choose the right words to fit in given sentences. | B1 | 43 |
| Chapter 19 - The Grand Canyon-A Natural Marvel | | | | | |
| 1 | Listening | Listen to the story and fill in the blanks. | <ul style="list-style-type: none"> • Can identify the main points of short, clear factual talks or presentations on familiar topics. | B1 | 49 |
| 2 | Speaking | A telephonic conversation with your uncle about your visit to a historical site. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. • Can describe the key themes and characters in short narratives on familiar everyday topics written in standard language. | B1 | 44, 48 |
| 3 | Reading | Read with expression and find new words. | <ul style="list-style-type: none"> • Can guess the meaning of unknown words by linking them to words they already know. • Can identify the connections between short phrases by recognising common linking words. | B1 | 44, 43 |
| 4 | Writing | Write a speech on Indian heritage and its upkeep in the present times. | <ul style="list-style-type: none"> • Can write a short text to explain something. • Can write a simple report of a real or fictional event if supported by pictures. | B1 | 44, 45 |
| Chapter 20 - The Grand Canyon | | | | | |
| 1 | Listening | Listen to a passage and answer multiple choice questions. | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else. | B1` | 49 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. | B1 | 46 |
| 3 | Reading | Read the given paragraph to understand how to use the phrasal verbs. Then, read the given sentences and identify the correct phrasal verbs to fill in the blanks. | <ul style="list-style-type: none"> • Can read sentences with phrasal verbs. | B1 | 45 |
| 4 | Writing | Identify the right word given in the brackets and fill in the blanks | <ul style="list-style-type: none"> • Can complete sentences with correct forms of words. | B1 | 43 |
| Chapter 21 - The Coach | | | | | |
| 1 | Listening | Listen to the story and answer the questions. | <ul style="list-style-type: none"> • Can summarise key information from a short conversation or passage. | B1 | 43, 45 |
| 2 | Speaking | Roleplay as a coach and player. | <ul style="list-style-type: none"> • Can describe the performance of a classmate in a task or activity given a model. | B1 | 44 |

| | | | | | |
|--|-----------|--|---|----|--------|
| 3 | Reading | Read the passage with expressions and identify the direct and indirect speech. | <ul style="list-style-type: none"> • Can identify Direct and indirect speech and transform sentences. | B1 | 43, 44 |
| 4 | Writing | Draft an invitation to a wedding. | <ul style="list-style-type: none"> • Can write short, simple notices giving information about events or activities (e.g. 'place', 'time', 'day') using appropriate layout, given a model. | B1 | 44 |
| Chapter 22 - Basketball Coach | | | | | |
| 1 | Listening | Listen to a passage and answer multiple choice questions. | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else. | B1 | 43 |
| 2 | Speaking | Tell your peers in class about your favourite game. Describe which game or sport you enjoy. Also, why do you like that particular game or sport. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. | B1 | 44 |
| 3 | Reading | Read the given paragraph to understand how to use the adverb clauses. Then, read the given sentences and identify the adverb clauses in them. | <ul style="list-style-type: none"> • Can -identify adverb clauses from a given text. | B1 | 45 |
| 4 | Writing | Match the words in Column A with the most suitable meaning from column B. | <ul style="list-style-type: none"> • Can infer meanings of given words. | B1 | 43 |
| Chapter 23 - The Foolish Disciple | | | | | |
| 1 | Listening | Listen to the story and choose the correct option. | <ul style="list-style-type: none"> • Can get the gist of authentic recorded texts on topics - if delivered in clear standard speech and supported by pictures. • Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. | B1 | 43, 44 |
| 2 | Speaking | Narrate a real-life story about wisdom. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. • Can describe the key themes and characters in short narratives on familiar everyday topics written in standard language. | B1 | 44, 48 |
| 3 | Reading | Read the passage with expression and complete the exercise. | <ul style="list-style-type: none"> • Can identify the connections between short phrases by recognising common linking words. | B1 | 44, 43 |
| 4 | Writing | Use the sentence given below to make a story.. | Can write short, simple stories, given a prompt. | B1 | 43 |
| Chapter 24 - The Vain Disciple | | | | | |

| | | | | | |
|--|-----------|--|--|----|--------|
| 1 | Listening | Listen to a passage and answer multiple choice questions | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else. | B1 | 49 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest | B1 | 46 |
| 3 | Reading | Listen to the given sentences to learn words with consonant clusters. | <ul style="list-style-type: none"> • Can read words with consonant clusters and pronounce them correctly. | B1 | 45 |
| 4 | Writing | Use the given clue to provide a suitable word for the description. | <ul style="list-style-type: none"> • Can write suitable words for given explanations or meanings. | B1 | 43 |
| Chapter 25 - The Fight | | | | | |
| 1 | Listening | Listen to the story and mark true or false. | <ul style="list-style-type: none"> • Can make simple inferences based on stated and unstated information in a short conversation or passage. • Can summarise key information from a short conversation or passage. | B1 | 44, 45 |
| 2 | Speaking | Give an extempore on "Discrimination in society". | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. • Can give simple reasons for a personal opinion about an event or character. | B1 | 44 |
| 3 | Reading | Read with expression and find synonyms of given words. | <ul style="list-style-type: none"> • Can guess the meaning of unknown words by linking them to words they already know. • Can identify the connections between short phrases by recognising common linking words. | B1 | 44, 43 |
| 4 | Writing | Write about the importance of diversity in nature. | <ul style="list-style-type: none"> • Can write a short text to explain something. • Can write a simple structured paragraph giving their opinion on a familiar topic given a model. | B1 | 44, 46 |
| Chapter 26 - Fighting for Dignity | | | | | |
| 1 | Listening | Listen to the story . Then, answer the questions given below. | <ul style="list-style-type: none"> • Can make simple inferences based on stated and unstated information in a short conversation or passage. • Can summarise key information from a short conversation or passage. | B1 | 44, 45 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest | B1 | 46 |
| 3 | Reading | <ul style="list-style-type: none"> • Read a paragraph to understand First Conditionals. Then, rewrite the given sentence as first conditionals. | <ul style="list-style-type: none"> • Can rewrite sentences using first conditionals. | B1 | 45 |
| 4 | Writing | Complete the sentences with the correct homophone from the brackets. | <ul style="list-style-type: none"> • Can choose the correct homophone to complete the sentence. | B1 | 43 |

| Chapter 27 - Cooper | | | | | |
|---|-----------|--|--|----|--------|
| 1 | Listening | Listen to the story and fill in the blanks. | <ul style="list-style-type: none"> • Can understand key information well enough to be able to pass it on to someone else. • Can summarise key information from a short conversation or passage. | B1 | 43, 45 |
| 2 | Speaking | Roleplay on Sharing is Caring'. | <ul style="list-style-type: none"> • Can re-tell a simple or familiar story using their own words. • Can give simple examples to support their point in a short talk on a familiar topic. | B1 | 44 |
| 3 | Reading | - Read the given text and underline new words. Then complete the given exercise. | <ul style="list-style-type: none"> • Can identify the words/ phrases/ sentences that display personification. • Can summarise the main information from short simple texts. | B1 | 43, 44 |
| 4 | Writing | Write a conversation (dialogues) between a shopkeeper and a customer. | <ul style="list-style-type: none"> • Can write a simple dialogue between characters. | B1 | 43 |
| Chapter 28 - Cooper, the Brave | | | | | |
| 1 | Listening | Listen to the story and answer questions based on it. | <ul style="list-style-type: none"> • Can make simple inferences based on stated and unstated information in a short conversation or passage. • Can summarise key information from a short conversation or passage. | B1 | 44, 45 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest. | B1 | 46 |
| 3 | Reading | Read a paragraph to understand how imperative form of verb is used. Then, read the given sentences and find out the correct answer | <ul style="list-style-type: none"> • Can draw simple conclusions about the information given in a factual text on a familiar topic | B1 | 45 |
| 4 | Writing | Look at the words given in the two columns. Match the words in column A with their opposites in column B. | <ul style="list-style-type: none"> • Can write short, simple explanations, given a model. | B1 | 43 |
| Chapter 29 - The Geography of the Earth | | | | | |
| 1 | Listening | Listen to the passage and answer the questions. | <ul style="list-style-type: none"> • Can understand the main points of a short informal interview on a familiar topic. • Can summarise key information from a short conversation or passage. | B1 | 43, 45 |
| 2 | Speaking | Discuss the importance of using indigenous (local) food in your region. | <ul style="list-style-type: none"> • Can give a short description with logically connected facts, given a model. • Can give a short talk and include some details. | B1 | 47 |

| | | | | | |
|---|-----------|--|---|----|--------|
| 3 | Reading | Read the passage, highlight the new words, and create your own questions. | <ul style="list-style-type: none"> • Can draw simple conclusions about the information given in a factual text on a familiar topic. • Can make some basic inferences about the context or purpose of a text from the information that is given. | B1 | 45 |
| 4 | Writing | Write about the geographical features of your native place. | <ul style="list-style-type: none"> • Can write a short text to explain something. • Can write a simple structured paragraph giving their opinion on a familiar topic given a model. | B1 | 44, 46 |
| Chapter 30 - The Earth's Geography | | | | | |
| 1 | Listening | Listen to the story and choose the correct answers. | <ul style="list-style-type: none"> • Can make simple inferences based on stated and unstated information in a short conversation or passage. • Can summarise key information from a short conversation or passage. | B1 | 44, 45 |
| 2 | Speaking | Talking about a topic of your choice using picture and word cues. | <ul style="list-style-type: none"> • Can give a short simple prepared talk on a topic of personal interest | B1 | 46 |
| 3 | Reading | Read a paragraph to understand about Subject-Verb Concords in a sentence. Then, read the given sentences and fill in the blanks using the correct form of the verbs. | <ul style="list-style-type: none"> • Can rearrange the group of words in right order. | B1 | 45 |
| 4 | Writing | Fill in the blanks in the sentences with the given phrasal verbs | <ul style="list-style-type: none"> • Can use phrasal verbs in sentences. | B1 | 43 |

| Grade 9 | | | | | |
|--|-------------|--|---|-------------|------------|
| Chapter 1 - Travel Itinerary Writing and Pronunciation of Consonant Sounds | | | | | |
| Activity | LSRW Skills | Objectives | Mapped 'Can-Do' Statements | CEFR levels | GSE Scales |
| 1 | Listening | Listen to the story, 'A Trip to ARIES in Nainital' and answer questions. | <ul style="list-style-type: none"> • Can understand key information in authentic recorded material on topics of personal interest if delivered in clear, standard speech. • Can recognise the relationship between a main point and supporting examples in extended informational talks on familiar topics if signaled by common linking words. | B1+ | 51, 54 |
| 2 | Speaking | Debate on Online Games. | <ul style="list-style-type: none"> • Can explain the main points of an idea or problem. • Can ask someone to explain their opinions as part of a group discussion. | B1+ | 52, 54 |

| | | | | | |
|---|-----------|---|--|-----|--------|
| 3 | Reading | Read the text and answer questions. | <ul style="list-style-type: none"> • Can identify the main idea of each paragraph in extended structured texts on familiar topics. • Can distinguish between semi-formal and informal style in simple letters. | B1+ | 51, 54 |
| 4 | Writing | Write a Travel Itinerary. | <ul style="list-style-type: none"> • Can organise ideas into a logical sequence in a piece of writing. • Can write a short text in a style appropriate to the intended audience | B1+ | 53, 54 |
| Chapter 2 - As You Like It! | | | | | |
| 1 | Listening | Listen to a dialogue from the play and answer questions. | <ul style="list-style-type: none"> • Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. | B1+ | 53 |
| 2 | Speaking | Describe someone or something | <ul style="list-style-type: none"> • Can explain a new idea by giving examples that relate it to something familiar. | B1+ | 53 |
| 3 | Reading | Read about Voiced and Unvoiced Consonants and practising them | <ul style="list-style-type: none"> • Can compare information or viewpoints in different texts on the same topic, if guided by questions. | B1+ | 52 |
| 4 | Writing | Write the correct synonyms of the given words. | <ul style="list-style-type: none"> • Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 3 - Diary Writing & Stressed/Unstressed Syllables | | | | | |
| 1 | Listening | Listen to 'A Diary Entry on a Trip to a Science Museum,' and answer questions. | <ul style="list-style-type: none"> • Can understand the main points in extended factual talks on topics of general interest if delivered in clear standard speech. | B1+ | 53 |
| 2 | Speaking | A Conversation on Abrogation of Article 370 | <ul style="list-style-type: none"> • Can take part in a discussion on a topic of general interest given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the text and answer questions. | <ul style="list-style-type: none"> • Can infer unstated information in simple stories or descriptive texts if guided by questions. | B1+ | 53 |
| 4 | Writing | Write a Diary Entry. | <ul style="list-style-type: none"> • Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 4 - Language Learning | | | | | |
| 1 | Listening | Listen to the story on language learning and answer questions. | <ul style="list-style-type: none"> • Can extract key details from extended informational monologues, if delivered in clear, standard speech. | B1+ | 52 |
| 2 | Speaking | Speak on any one of the topics related to language learning. | <ul style="list-style-type: none"> • Can explain the main points of an idea or problem | B1+ | 52 |
| 3 | Reading | Read about Adverbs of Manner and doing the related activity | <ul style="list-style-type: none"> • Can identify the writer's overall purpose in straightforward texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the correct antonyms of the words. | <ul style="list-style-type: none"> • Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 5 - Taking Notes & Pronouncing Diphthongs and Digraphs | | | | | |
| 1 | Listening | Listen to the podcast, 'How Taking Notes Helped Me Grow in My Career,' and do the activity. | <ul style="list-style-type: none"> • Can extract the key details from extended informational monologues if delivered in clear standard speech. | B1+ | 52 |

| | | | | | |
|--|-----------|--|---|-----|--------|
| 2 | Speaking | Telephonic Conversation on Exam Pressure. | <ul style="list-style-type: none"> Can explain a new idea by giving examples that relate it to something familiar. | B1+ | 53 |
| 3 | Reading | Read the text and answer questions. | <ul style="list-style-type: none"> Can distinguish between semi-formal and informal style in simple letters. | B1+ | 54 |
| 4 | Writing | Watch a Video and Take Notes. | <ul style="list-style-type: none"> Can take notes on the information contained in fiction and non-fiction texts. | B1+ | 56 |
| Chapter 6 - Global Warming | | | | | |
| 1 | Listening | Listen to a discussion about global warming and its impact. | <ul style="list-style-type: none"> Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. | B1+ | 53 |
| 2 | Speaking | Speak on any one of the topics related to global warming. | <ul style="list-style-type: none"> Can explain the main points of an idea or problem | B1+ | 52 |
| 3 | Reading | Read the paragraph to understand syllables and do the related activity | <ul style="list-style-type: none"> Can identify the writer's overall purpose in straightforward texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Solve a crossword puzzle by identifying the words associated with global warming | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 7 - Essay Writing & Double Consonant Sounds | | | | | |
| 1 | Listening | Listen to A Radio Program on an Essay by George Orwell and complete the given sentences. | <ul style="list-style-type: none"> Can understand key information in authentic recorded material on topics of personal interest if delivered in clear standard speech. Can make inferences based on stated and unstated information in a conversation or passage. | B1+ | 51, 54 |
| 2 | Speaking | Talk with your partner on Investigative Journalism. | <ul style="list-style-type: none"> Can explain the main points of an idea or problem. Can ask someone to explain their opinions as part of a group discussion. | B1+ | 52, 54 |
| 3 | Reading | Read the text and answer the questions. | <ul style="list-style-type: none"> Can understand key details in fiction and non-fiction texts. Can infer unstated information in simple descriptive texts if guided by questions and prompts. | B1+ | 53 |
| 4 | Writing | Write an essay on Right to Vote. | <ul style="list-style-type: none"> Can contrast two ideas in simple connected text using a range of common linking words and phrases. Can write a short text in a style appropriate to the intended audience. | B1+ | 53, 54 |
| Chapter 8 - Food Adulteration | | | | | |
| 1 | Listening | Listen to a report on food adulteration and its effects | <ul style="list-style-type: none"> Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. | B1+ | 53 |
| 2 | Speaking | Speak on any one of the topics related to food adulteration. | <ul style="list-style-type: none"> Can explain the main points of an idea or problem | B1+ | 52 |
| 3 | Reading | Read the given paragraph to understand syllable stress and do the related activity. | <ul style="list-style-type: none"> Can identify the writer's overall purpose in straightforward texts on familiar topics. | B1+ | 51 |

| | | | | | |
|---|-----------|---|---|-----|--------|
| 4 | Writing | Solve a crossword puzzle by identifying the words associated with food adulteration. | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 9 - Email Writing & Different Prefixes | | | | | |
| 1 | Listening | Listen to this podcast on the Past, Present, and Future of Email and complete the sentences. | <ul style="list-style-type: none"> Can understand the main points in extended factual talks on topics of general interest if delivered in clear standard speech. Can guess the meaning of unknown words from similarities with other words they know. | B1+ | 53, 54 |
| 2 | Speaking | Video Conversation on Child Labour. | <ul style="list-style-type: none"> Can describe a task in basic terms and ask others to contribute their knowledge and opinions. Can take part in a discussion by giving reasons for their choice or course of action. | B1+ | 52, 53 |
| 3 | Reading | Read and comprehend the text on 'Rural Education in India'. | <ul style="list-style-type: none"> Can identify the purpose of a range of common text types. Can use evidence from a text to justify predictions about its possible outcomes. | B1+ | 52, 54 |
| 4 | Writing | Writing an Email on a National Park Visit. | <ul style="list-style-type: none"> Can use some simple persuasive language in writing. Can organise ideas into a logical sequence in a piece of writing. | B1+ | 53 |
| Chapter 10 - Euthanasia | | | | | |
| 1 | Listening | Listen to a debate on euthanasia and its implications. | <ul style="list-style-type: none"> Can understand the main points in extended factual talks on topics of general interest if delivered in clear, standard speech. | B1+ | 53 |
| 2 | Speaking | Speak a few lines in the class on what is Euthanasia, what are its types, what are its causes and effects on the society. | <ul style="list-style-type: none"> Can describe a task in basic terms in a group discussion and ask others to contribute their knowledge and opinions. | B1+ | 52 |
| 3 | Reading | Read the given paragraph to understand relative clauses and do the related activity. | <ul style="list-style-type: none"> Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Form phrases by combining a verb and a preposition. | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 11 - Newspaper Report Writing & Different Suffixes | | | | | |
| 1 | Listening | Listen to this News report and give short answers. | <ul style="list-style-type: none"> Can extract key details from extended informational monologues if delivered in clear standard speech. Can recognise the relationship between a main point and supporting examples in informational talks | B1+ | 52, 54 |
| 2 | Speaking | Discussion on an Online Learning News Article. | <ul style="list-style-type: none"> Can explain the main points of an idea. Can summarise the key information in basic diagrams or charts. | B1+ | 52, 54 |

| | | | | | |
|--|-----------|--|---|-----|--------|
| 3 | Reading | Read an article by a journalist about their work and answer questions. | <ul style="list-style-type: none"> • Can identify specific information in detailed written dialogues. • Can distinguish between factual information and fictional content in a text. | B1+ | 53, 54 |
| 4 | Writing | Writing a Newspaper Report on COVID-19 Lockdown. | <ul style="list-style-type: none"> • Can write a short text in a style appropriate to the intended audience. • Can use dialogue within a narrative text to add interest. | B1+ | 54 |
| Chapter 12 - Biography of R.K. Laxman | | | | | |
| 1 | Listening | Listen to a biography of R.K. Laxman and answer comprehension questions. | <ul style="list-style-type: none"> • Can extract the key details from extended informational monologues, if delivered in clear standard speech. | B1+ | 52 |
| 2 | Speaking | Speak on any one of the topics mentioned in the chapter. | <ul style="list-style-type: none"> • Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the given paragraph to understand relative clauses and do the related activity. | <ul style="list-style-type: none"> • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the meanings of phrasal verbs | <ul style="list-style-type: none"> • Can use a range of nouns, verbs, adjectives and adverbs to add detail. | B1+ | 53 |
| Chapter 13 - Writing and Sending Telegram & Learning Spelling Rules for Plural Suffixes | | | | | |
| 1 | Listening | Listen to a Podcast on "Technology's Impact on Communication". | <ul style="list-style-type: none"> • Can understand key information in authentic recorded material on topics of personal interest if delivered in clear standard speech. • Can make inferences based on stated and unstated information in a conversation or passage. | B1+ | 51, 54 |
| 2 | Speaking | Roleplay on Give and Follow Directions. | <ul style="list-style-type: none"> • Can explain the main points of an idea or problem. • Can summarise the key information in basic diagrams, e.g., bar charts and maps. | B1+ | 52, 54 |
| 3 | Reading | Read a News Report on 'The Rise and Decline of the Telegraph System' and answer questions. | <ul style="list-style-type: none"> • Can understand key details in non-fiction texts. • Can use evidence from a text to justify predictions about possible outcomes. | B1+ | 53, 54 |
| 4 | Writing | Writing a Telegram. | <ul style="list-style-type: none"> • Can contrast two ideas in simple connected text using common linking words. • Can write a short text in a style appropriate to the intended audience. | B1+ | 53, 54 |
| Chapter 14 - Earthquake | | | | | |
| 1 | Listening | Listen to a description of earthquakes, their causes, and their effects. | <ul style="list-style-type: none"> • Can understand the main points in extended factual talks on familiar topics, if delivered in clear standard speech. | B1+ | 53 |
| 2 | Speaking | Speak on any one of the topics mentioned in the chapter using cue points. | <ul style="list-style-type: none"> • Can explain the main points of an idea or problem. | B1+ | 52 |
| 3 | Reading | Read the given paragraph to understand adverbs and do the related activity. | <ul style="list-style-type: none"> • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |

| | | | | | |
|---|-----------|--|---|-----|--------|
| 4 | Writing | Write the correct synonyms of the given words. | <ul style="list-style-type: none"> Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 15 - Debate Writing & Spelling Rules for Double Consonants | | | | | |
| 1 | Listening | Debate on Smartphones in School | <ul style="list-style-type: none"> Can understand the main points in extended factual talks on topics of general interest if delivered in clear standard speech. Can recognise language expressing agreement and disagreement in extended informal discussions. | B1+ | 53 |
| 2 | Speaking | Debate on "Should Tourists Be Allowed to Document Traditional Ceremonies?" | <ul style="list-style-type: none"> Can take part in a discussion on a topic of general interest given time to prepare. Can re-tell the main points of an extended story in their own words. | B1+ | 53, 54 |
| 3 | Reading | Read an Article on 'Life in the Future' and do the activity. | <ul style="list-style-type: none"> Can guess the meaning of unfamiliar words from suffixes. Can identify specific information in detailed written dialogues. | B1+ | 52, 53 |
| 4 | Writing | Write a Debate. | <ul style="list-style-type: none"> Can use persuasive language to support a stated opinion. Can organise ideas into a logical sequence in a piece of writing. | B1+ | 53 |
| Chapter 16 - Emotional Intelligence | | | | | |
| 1 | Listening | Listen to a discussion about developing emotional intelligence and its importance in personal and professional life. | <ul style="list-style-type: none"> Can follow the main points in discussions on familiar topics. | B1+ | 51 |
| 2 | Speaking | Speak on any one of the topics using cue points. | <ul style="list-style-type: none"> Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the given paragraph to understand adverbs and do the related activity. | <ul style="list-style-type: none"> Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the correct synonyms of the given words. | <ul style="list-style-type: none"> Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 17 - Pamphlet Writing & Spelling Rules of -y Ending Words | | | | | |
| 1 | Listening | Listen to an interview on 'Pamphlets: An Environmental Hazard' and answer questions. | <ul style="list-style-type: none"> Can extract key details from extended informational monologues. Can guess the meaning of unknown words from similarities with other words they know. | B1+ | 52, 54 |
| 2 | Speaking | Deliver a Speech on 'Right to Education'. | <ul style="list-style-type: none"> Can talk about matters of personal information and interest in some detail. | B1+ | 51 |
| 3 | Reading | Read an article about 'The Red Pamphlet' and answer questions. | <ul style="list-style-type: none"> Can understand key details in non-fiction texts. Can infer unstated information in descriptive texts if guided by questions. | B1+ | 53 |
| 4 | Writing | Write a Pamphlet. | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 18 - Sports and Fitness | | | | | |

| | | | | | |
|---|-----------|---|---|-----|----|
| 1 | Listening | Listen to a discussion about the importance of physical fitness and sports. | • Can understand the main points in extended factual talks on topics of general interest if delivered in clear, standard speech. | B1+ | 53 |
| 2 | Speaking | Speak on any one of the topics related to Sports and Fitness. | • Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the given paragraph to understand adverbs and do the related activity. | • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the correct synonyms of the given words. | • Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 19 - Brochure Writing & Spelling Rules for Last Consonants while Adding a Suffix | | | | | |
| 1 | Listening | Listen to an interview on the 'Effectiveness of Brochures in Marketing'. | • Can extract key details from extended informational monologues if delivered in clear standard speech. | B1+ | 52 |
| 2 | Speaking | A Question Volley on Online Games: Good or Bad? | • Can take part in a discussion on a topic of general interest given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the passage on "How to Cure Procrastination" and do the activity. | • Can identify specific information in detailed written dialogues. | B1+ | 53 |
| 4 | Writing | Design a Travel Brochure | • Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 20 - Mental Disorders | | | | | |
| 1 | Listening | Listening to descriptions of mental disorders and identifying symptoms. | • Can identify key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech | B1+ | 51 |
| 2 | Speaking | Speaking about different mental disorders using cues. | • Can explain the main points of an idea or problem. | B1+ | 52 |
| 3 | Reading | Read the given paragraph to understand adjective complement and do the related activity. | • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the correct synonyms of the given words. | • Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 21 - Poster Writing & Spelling Rules for Dropping the Final -e | | | | | |
| 1 | Listening | Listen to a podcast on 'Posters in Film Industry'. | • Can understand key information in authentic recorded material on topics of personal interest if delivered in clear standard speech. | B1+ | 51 |
| 2 | Speaking | Discuss the ideal criteria to give someone reservation in education and job. | • Can explain a new idea by giving examples that relate it to something familiar. | B1+ | 53 |
| 3 | Reading | Read the article on 'Unravelling the four-day work week's impact on productivity, well-being and climate change" and complete the activity. | • Can understand key details in fiction and non-fiction texts. | B1+ | 53 |

| | | | | | |
|--|-----------|--|---|-----|--------|
| 4 | Writing | Write a Poster. | <ul style="list-style-type: none"> Can use some simple persuasive language in their writing. Can write a short text in a style appropriate to the intended audience. | B1+ | 53, 54 |
| Chapter 22 - Biography of Bill Gates | | | | | |
| 1 | Listening | Listen to a biography of Bill Gates and answer comprehension questions. | <ul style="list-style-type: none"> Can extract the key details from extended informational monologues, if delivered in clear standard speech. | B1+ | 52 |
| 2 | Speaking | Speak on any one of the topics related to the chapter. | <ul style="list-style-type: none"> Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the given paragraph to understand how to change the verbs in active voice to passive voice. | <ul style="list-style-type: none"> Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the meaning of the idiomatic expressions. | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 23 - Advertisement Writing & Spelling Rules for words ending with -ck or -k | | | | | |
| 1 | Listening | Listen to an Interview: How Salespeople Negotiate with Advertisers and complete the sentences. | <ul style="list-style-type: none"> Can extract key details from extended informational monologues if delivered in clear standard speech. | B1+ | 53 |
| 2 | Speaking | Flip-Over Activity on Modern Education System. | <ul style="list-style-type: none"> Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read a passage on Brief History of Advertising and do the activity. | <ul style="list-style-type: none"> Can identify the main ideas in straightforward structured magazine articles on familiar topics. | B1+ | 52 |
| 4 | Writing | Create an Advertisement | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 24 - Distance Learning | | | | | |
| 1 | Listening | Listen to a discussion on distance learning methods. | <ul style="list-style-type: none"> Can understand the main points in extended factual talks on familiar topics. | B1+ | 53 |
| 2 | Speaking | Speak on any one of the topics related to distance learning. | <ul style="list-style-type: none"> Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the given paragraph to understand how to change the questions from direct to reported speech. | <ul style="list-style-type: none"> Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the meaning of the idiomatic expressions. | <ul style="list-style-type: none"> Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 25 - Short Story Writing & Learning Homographs and Homophones | | | | | |
| 1 | Listening | Listen to a TED Talk on "The Power of Story: Why Writing Matters." | <ul style="list-style-type: none"> Can extract the key details from extended informational monologues if delivered in clear standard speech. Can make inferences based on stated and unstated information in a conversation or passage. | B1+ | 52, 54 |
| 2 | Speaking | Teaching A Class with Confidence | <ul style="list-style-type: none"> Can explain a new idea by giving examples that relate it to something familiar. Can re-tell the main points of an extended story in their own words. | B1+ | 53, 54 |

| | | | | | |
|--|-----------|---|---|-----|--------|
| 3 | Reading | Read the passage and do the activity. | <ul style="list-style-type: none"> • Can identify the purpose of a range of common text types, e.g., to instruct, entertain, or persuade. • Can identify specific information in detailed written dialogues. | B1+ | 52, 53 |
| 4 | Writing | Write a short story about the place of your dreams. | <ul style="list-style-type: none"> • Can use a range of nouns, verbs, adjectives, and adverbs to add detail. • Can organise ideas into a logical sequence in a piece of writing. | B1+ | 53 |
| Chapter 26 - Trees | | | | | |
| 1 | Listening | Listen to a talk on the significance of trees in maintaining ecological balance. | <ul style="list-style-type: none"> • Can understand the main points in extended factual talks on familiar topics. | B1+ | 53 |
| 2 | Speaking | Speak on any one of the topics related to Trees. | <ul style="list-style-type: none"> • Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |
| 3 | Reading | Read the given paragraph to understand how plurals are formed. | <ul style="list-style-type: none"> • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the correct synonyms of the given words. | <ul style="list-style-type: none"> • Can choose a few simple words or phrases that will have a specific effect on the reader. | B1+ | 54 |
| Chapter 27 - Character Sketch Writing & Learning Simile, Metaphor and Personification | | | | | |
| 1 | Listening | Listen to an essay on Jane Austen and fill in the blanks. | <ul style="list-style-type: none"> • Can understand key information in authentic recorded material on topics of personal interest if delivered in clear standard speech. • Can extract key details from extended informational monologues if delivered in clear standard speech | B1+ | 51, 52 |
| 2 | Speaking | Perform a drama on "The Impact of Smartphones." | <ul style="list-style-type: none"> • Can take part in a discussion on a topic of general interest given time to prepare. • Can summarise the key information in basic diagrams such as timelines. | B1+ | 53, 54 |
| 3 | Reading | Read a character sketch of Harry Potter and answer questions. | <ul style="list-style-type: none"> • Can identify the main ideas in straightforward structured magazine articles on familiar topics. • Can identify specific information in detailed written dialogues. | B1+ | 52, 53 |
| 4 | Writing | Write a Character Sketch. | <ul style="list-style-type: none"> • Can use a range of nouns, verbs, adjectives, and adverbs to add detail. • Can write a short text in a style appropriate to the intended audience. | B1+ | 53, 54 |
| Chapter 28 - Two States | | | | | |
| 1 | Listening | Listen to a discussion on intercultural marriages and the challenges faced by couples from different backgrounds. | <ul style="list-style-type: none"> • Can extract the key details from extended informational monologues, if delivered in clear standard speech | B1+ | 52 |
| 2 | Speaking | Speak on any one of the topics related to the chapter. | <ul style="list-style-type: none"> • Can take part in a discussion on a topic of general interest, given time to prepare. | B1+ | 53 |

| | | | | | |
|--|-----------|---|---|-----|--------|
| 3 | Reading | Read the given paragraph to understand about reporting verbs. | • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the meaning of the idiomatic expressions. | • Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |
| Chapter 29 - Poetry Writing & Learning Rhyme Scheme, Alliteration, Repetition, and Consonance | | | | | |
| 1 | Listening | Listen to a talk show on "Discussing the Poems of Emily Dickinson." | • Can understand the main information from dialogues on unfamiliar topics. • Can recognise the relationship between a main point and supporting examples in extended informational talks | B1+ | 53, 54 |
| 2 | Speaking | Recite a poem at an open mic session. | • Can explain a new idea by giving examples that relate it to something familiar. | B1+ | 53 |
| 3 | Reading | Read an unseen passage on rock climbing and answer questions. | • Can understand key details in fiction and non-fiction texts. | B1+ | 53 |
| 4 | Writing | Write a short poem on a personal experience. | • Can use a range of common fixed expressions to introduce opinions in an informal written text. | B1+ | 54 |
| Chapter 30 - Terrorism | | | | | |
| 1 | Listening | Listen to a talk on the impact of terrorism on global peace and security. | • Can extract key details from extended informational monologues, if delivered in clear standard speech | B1+ | 52 |
| 2 | Speaking | Speak on any one of the topics related to Terrorism. | • Can explain the main points of an idea or problem. | B1+ | 52 |
| 3 | Reading | Read the given paragraph to understand about reporting verbs and do the related activity. | • Can identify the main idea of each paragraph in extended structured texts on familiar topics. | B1+ | 51 |
| 4 | Writing | Write the meaning of the idiomatic expressions. | • Can write a short text in a style appropriate to the intended audience. | B1+ | 54 |

| Grade 10 | | | | | |
|---|-------------|---|---|-------------|------------|
| Chapter 1 - Informal Letters and Pronunciation + Spelling Rules of Silent Letters | | | | | |
| Activity | LSRW Skills | Objectives | Mapped 'Can-Do' Statements | CEFR Levels | GSE Scales |
| 1 | Listening | Listen to the dialogue and answer questions. | • Can identify specific information in detailed spoken dialogues. Can compare and contrast information from spoken texts or conversations. | B1+ | 56 |
| 2 | Speaking | Debate – Online classes during the Lockdown – boon or bane? | • Can list the advantages of a course of action in some detail, using a range of fixed expressions. • Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. | B1+ | 56, 58 |
| 3 | Reading | Read the passage on crime and answer questions. | • Can find evidence in a text to justify an opinion about an event or character. | B1+ | 55 |
| 4 | Writing | Informal letter writing | • Can write a short persuasive text (e.g. 'a letter'), given a model. | B1+ | 55 |

| Chapter 2 - Halloween | | | | | |
|---|-----------|--|---|-----|--------|
| 1 | Listening | Listening to the Halloween story and answering questions | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. Can identify specific information in detailed spoken dialogues. | B1+ | 55, 56 |
| 2 | Speaking | Selecting an image and speaking a few lines based on cue points. | <ul style="list-style-type: none"> Can use some simple persuasive language in presentations and discussions. Can describe the plot of a book, play, or film in some detail. | B1+ | 55, 57 |
| 3 | Reading | Reading and completing subject-verb agreement exercises. | <ul style="list-style-type: none"> Can find specific information in extended informational texts using text features such as headings and captions. Can identify evidence that supports the writer's point of view in extended texts on familiar topics. | B1+ | 56, 57 |
| 4 | Writing | Matching words in two columns (synonyms). | <ul style="list-style-type: none"> Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 3 - Notice Writing and Pronunciation + Spelling Rules of Different Sounds of G, C, Th | | | | | |
| 1 | Listening | Listening to Alexander Pope's Proverbs and answering questions | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech. | B1+ | 55, 56 |
| 2 | Speaking | News Talk Show on "A Doctor's Journey Through COVID-19" enacting as a host and doctor. | <ul style="list-style-type: none"> Can use some simple persuasive language in presentations and discussions. Can talk about the key details they have understood in fiction and non-fiction texts. | B1+ | 55, 56 |
| 3 | Reading | Reading Alexander Pope's Essays | <ul style="list-style-type: none"> Can find evidence in a text to justify an opinion about an event or character. Can find specific information in extended informational texts using text features such as headings and captions. | B1+ | 55, 56 |
| 4 | Writing | Writing a Formal Notice | <ul style="list-style-type: none"> Can write simple conclusions linked to previous statements or arguments. Can write a simple text using formal language. | B1+ | 55, 56 |
| Chapter 4 - Tigers in Danger | | | | | |
| 1 | Listening | Listening to the story "Tiger in Danger" and answering questions. | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear well-structured talks or discussions on familiar topics. Can synthesise key information from a range of conversations or passages on similar topics. | B1+ | 55, 57 |
| 2 | Speaking | Selecting a topic and speaking using cue points. | <ul style="list-style-type: none"> Can talk about key details they have understood in fiction and non-fiction texts. Can deliver a talk, presentation, or performance given time to rehearse and revise the material. | B1+ | 56, 58 |

| | | | | | |
|---|-----------|---|--|-----|--------|
| 3 | Reading | Completing subject-verb agreement exercises after reading. | <ul style="list-style-type: none"> • Can find specific information in extended informational texts using text features such as headings and captions. • Can identify evidence that supports the writer's point of view in extended texts on familiar topics. | B1+ | 56, 57 |
| 4 | Writing | Matching words with synonyms | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 5 - Postcard Writing and Various Pronunciation Rules of the Letter 'Y' | | | | | |
| 1 | Listening | Listening to a Podcast on Sanskrit Scholar Varadaraj Acharya and answering questions. | <ul style="list-style-type: none"> • Can identify clearly stated opinions in extended informal conversations on matters of personal interest if the speakers use clear standard speech. • Can distinguish between the main and secondary points in extended informational talks related to general topics if delivered in clear standard speech. | B1+ | 55,56 |
| 2 | Speaking | Phone Conversation on Searching for Answers on Google | <ul style="list-style-type: none"> • Can take part in discussions, adding to the ideas and opinions of previous speakers. | B1+ | 58 |
| 3 | Reading | Reading about Language Evolution & Extinction | <ul style="list-style-type: none"> • Can skim straightforward extended texts with a clear structure to get a general idea of the content. • Can scan several short informational texts on the same theme to find relevant information | B1+ | 55, 57 |
| 4 | Writing | Writing a Postcard to a Distant Friend | <ul style="list-style-type: none"> • Can write a short persuasive text (e.g., a postcard) given a model. • Can take notes on the information contained in fiction and non-fiction texts | B1+ | 55, 56 |
| Chapter 6 - Bear Attack | | | | | |
| 1 | Listening | Listening to the story about Bear Attack and answering questions. | <ul style="list-style-type: none"> • Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech. | B1+ | 56 |
| 2 | Speaking | Selecting a topic and speaking using cue points. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can deliver a talk or presentation given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Reading about adverbs of certainty and completing related exercises. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on familiar topics. | B1+ | 57 |
| 4 | Writing | Matching words with their synonyms. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 7 - Expository Essay Writing | | | | | |
| 1 | Listening | Listening to Rishi Charak's Story and answering questions. | <ul style="list-style-type: none"> • Can identify specific information in detailed spoken dialogues | B1+ | 56 |
| 2 | Speaking | Ted Talk on Augmented Reality vs Virtual Reality | <ul style="list-style-type: none"> • Can deliver a talk, presentation or performance, given time to rehearse and revise the material. | B1+ | 58 |

| | | | | | |
|--|-----------|--|---|-----|--------|
| 3 | Reading | Reading about Agriculture of India | <ul style="list-style-type: none"> • Can skim straightforward extended texts with a clear structure to get a general idea of the content. | B1+ | 55 |
| 4 | Writing | Writing an Expository Essay | <ul style="list-style-type: none"> • Can organise ideas around a theme and in a logical sequence. | B1+ | 55 |
| Chapter 8 - Archimedes Principle | | | | | |
| 1 | Listening | Listening to the story of Archimedes' Principle and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear well-structured talks or discussions on familiar topics. • Can identify specific information in detailed spoken dialogues. | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as calculating gold value, Archimedes' inventions, etc. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can deliver a talk or presentation given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Reading and completing sentences using participial phrases. | <ul style="list-style-type: none"> • Can scan several short informational texts on the same theme to find relevant information. • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching idiomatic expressions with their meanings. | <ul style="list-style-type: none"> • Can take notes on the information contained in fiction and non-fiction texts. | B1+ | 56 |
| Chapter 9 - Developing Reading and Comprehension Skills | | | | | |
| 1 | Listening | Listening to APJ Abdul Kalam's Speech and answering questions. | <ul style="list-style-type: none"> • Can recognize how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. • Can understand the main points of a talk or presentation in order to give my own opinions. | B1+ | 55, 57 |
| 2 | Speaking | Group Discussion on The Future of Gaming | <ul style="list-style-type: none"> • Can express different degrees of certainty and doubt. • Can take part in classroom discussions, adding to the ideas and opinions of previous speakers | B1+ | 56, 58 |
| 3 | Reading | Reading Passage on Ramanujan | <ul style="list-style-type: none"> • Can find specific information in extended informational texts using text features such as headings and captions. • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 56, 57 |
| 4 | Writing | Write a Report for the school magazine. | <ul style="list-style-type: none"> • Can write a simple text summarising key facts they have found when researching a topic. | B1+ | 57 |
| Chapter 10 - Pablo Picasso | | | | | |
| 1 | Listening | Listening to the story of Pablo Picasso and answering questions. | <ul style="list-style-type: none"> • Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech. • Can synthesise key information from a range of conversations or passages on similar topics. | B1+ | 56, 57 |

| | | | | | |
|--|-----------|---|--|-----|--------|
| 2 | Speaking | Speaking on topics like Picasso's appearance, Van Gogh's portrait, and art. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can deliver a talk, presentation, or performance given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Completing sentences using the perfect continuous conditional tense. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with synonyms. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 11 - Message Writing and Pronunciation Rule on 'sh' and 'zh' sounds | | | | | |
| 1 | Listening | Listening to a talk show on mental health and wellness and answering questions. | <ul style="list-style-type: none"> • Can understand the main points of a talk or presentation in order to give their own opinions. | B1+ | 57 |
| 2 | Speaking | Extempore on Social Media Ethics | <ul style="list-style-type: none"> • Can use some simple persuasive language in presentations and discussions | B1+ | 55 |
| 3 | Reading | Reading Passage on Healthy Food Habits | <ul style="list-style-type: none"> • Can skim straightforward extended texts with a clear structure to get a general idea of the content. | B1+ | 56 |
| 4 | Writing | Writing a Message | <ul style="list-style-type: none"> • Can write a simple text using formal language. | B1+ | 56 |
| Chapter 12 - The Atomic Bomb | | | | | |
| 1 | Listening | Listening to the story of the atomic bomb and answering questions. | <ul style="list-style-type: none"> • Can understand the main points of a talk or presentation in order to give their own opinions. | B1+ | 57 |
| 2 | Speaking | Speaking about historical figures like Albert Einstein, Franklin Roosevelt, and Adolf Hitler. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can deliver a talk, presentation, or performance given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Completing sentences using the negative perfect continuous form. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on familiar topics. | B1+ | 57 |
| 4 | Writing | Matching words with their suffixes. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 13 - Argumentative Essay and Reflective Essay | | | | | |
| 1 | Listening | Listening to the article on "Apple's Spiritual Beginnings" and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. • Can understand the main points of a talk or presentation in order to give their own opinions. | B1+ | 55, 57 |
| 2 | Speaking | Informal Discussion on Social Networking for Elders | <ul style="list-style-type: none"> • Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. | B1+ | 58 |
| 3 | Reading | Reading Passage on Indians Representing India Globally | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Write a reflective essay on 'A New Experience'. | <ul style="list-style-type: none"> • Can organise related ideas in a structured piece of writing. | B1+ | 57 |
| Chapter 14 - North and South Korea | | | | | |

| | | | | | |
|--|-----------|---|---|-----|--------|
| 1 | Listening | Listening to the story of North and South Korea and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear well-structured talks or discussions on familiar topics. • Can identify specific information in detailed spoken dialogues. | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as World War II, the Soviet Union, or borders. | <ul style="list-style-type: none"> • Can talk about the key details they have understood in fiction and non-fiction texts. • Can describe the plot of a book, play, or film in some detail. | B1+ | 56, 57 |
| 3 | Reading | Completing sentences with the correct form of conditional past participles. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with their synonyms. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 15 - Resume Writing | | | | | |
| 1 | Listening | Listen to a podcast on "Chanakya Niti" and answer the questions. | <ul style="list-style-type: none"> • Can understand the main points of a talk or presentation in order to give their own opinions. | B1+ | 57 |
| 2 | Speaking | Debate on "Film Censorship in India." | <ul style="list-style-type: none"> • Can use some simple persuasive language in presentations and discussions. | B1+ | 55 |
| 3 | Reading | Read the passage on the Economy of India before, during and after the British Rule. | <ul style="list-style-type: none"> • Can find evidence in a text to justify an opinion about an event or character. | B1+ | 55 |
| 4 | Writing | Resume writing | <ul style="list-style-type: none"> • Can organise ideas around a theme and in a logical sequence. | B1+ | 55 |
| Chapter 16 - The Mongoose | | | | | |
| 1 | Listening | Listening to the story of the mongoose and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear well-structured talks or discussions on familiar topics. • Can synthesise key information from a range of conversations or passages on similar topics. | B1+ | 55, 57 |
| 2 | Speaking | Speaking about topics such as Hawaii, sailships, or the mongoose. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can deliver a talk, presentation, or performance given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Completing sentences using conditional clauses. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with their antonyms. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 17 - Descriptive and Narrative Essays & Spelling Rule of Words with 'ie' and 'ei' | | | | | |
| 1 | Listening | Listen to an audio based on Taty Tope and answer questions. | <ul style="list-style-type: none"> • Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech. | B1+ | 56 |
| 2 | Speaking | A declamation speech on 'Corruption in India'. | <ul style="list-style-type: none"> • Can deliver a talk, presentation or performance, given time to rehearse and revise the material. | B1+ | 58 |

| | | | | | |
|--|-----------|---|--|-----|--------|
| 3 | Reading | Read the excerpt from the poem and answer questions. | <ul style="list-style-type: none"> Can find evidence in a text to justify an opinion about an event or character. | B1+ | 55 |
| 4 | Writing | Write a descriptive essay on Indian Railways | <ul style="list-style-type: none"> Can organise ideas around a theme and in a logical sequence. | B1+ | 55 |
| Chapter 18 - Summer | | | | | |
| 1 | Listening | Listening to the story of summer and answering comprehension questions. | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear well-structured talks or discussions on familiar topics. Can understand the main points of a talk or presentation in order to give their own opinions. | B1+ | 55, 57 |
| 2 | Speaking | Speaking about topics such as summer days, monsoons in India, or the weather. | <ul style="list-style-type: none"> Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. Can deliver a talk, presentation, or performance given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Practicing correct rate of speech by reading aloud. | <ul style="list-style-type: none"> Can skim straightforward extended texts with a clear structure to get a general idea of the content. | B1+ | 55 |
| 4 | Writing | Solving a crossword puzzle using terms from the story. | <ul style="list-style-type: none"> Can organise related ideas in a structured piece of writing. | B1+ | 57 |
| Chapter 19 - Group Discussion and Pronunciation Rules for Controlled 'r' and Silent 'r' | | | | | |
| 1 | Listening | Listen to the story of Gargi & Yagyavalkya and answer questions. | <ul style="list-style-type: none"> Can synthesise key information from a range of conversations or passages on similar topics. | B1+ | 57 |
| 2 | Speaking | A Group Discussion on Animal Testing | <ul style="list-style-type: none"> Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. | B1+ | 58 |
| 3 | Reading | Read the passage and answer questions | <ul style="list-style-type: none"> Can find evidence in a text to justify an opinion about an event or character. | B1+ | 55 |
| 4 | Writing | Write a group discussion on the benefits of travelling. | <ul style="list-style-type: none"> Can organise ideas around a theme and in a logical sequence. | B1+ | 55 |
| Chapter 20 - King Ashoka | | | | | |
| 1 | Listening | Listening to the story of King Ashoka and answering questions. | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as Buddhism, Monarchy, and King Ashoka. | <ul style="list-style-type: none"> Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. Can describe the plot of a book, play, or film in some detail | B1+ | 56, 57 |
| 3 | Reading | Converting reported speech to direct speech. | <ul style="list-style-type: none"> Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with their meanings | <ul style="list-style-type: none"> Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 21 - Speech Writing and Pronunciation Rules of VCE Syllable Words | | | | | |

| | | | | | |
|---|-----------|--|---|-----|--------|
| 1 | Listening | Listen to a few excerpts from Swami Vivekananda's Chicago speech | <ul style="list-style-type: none"> Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech. | B1+ | 56 |
| 2 | Speaking | News Report Preparation and Presentation | <ul style="list-style-type: none"> Can use some simple persuasive language in presentations and discussions. Can deliver a talk, presentation or performance, given time to rehearse and revise the material. | B1+ | 55, 58 |
| 3 | Reading | Reading Passage on Farmers' Riots of 2021 | <ul style="list-style-type: none"> Can find evidence in a text to justify an opinion about an event or character | B1+ | 55 |
| 4 | Writing | Writing a Speech | <ul style="list-style-type: none"> Can write simple conclusions linked to previous statements or arguments. Can write a simple text using formal language | B1+ | 55, 56 |
| Chapter 22 - Aaron's Final calling | | | | | |
| 1 | Listening | Listening to the story of Aaron's Final Calling and answering questions. | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear well-structured talks on familiar topics. Can identify specific information in detailed spoken dialogues | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as playing the guitar, using a metal detector, and pirates. | <ul style="list-style-type: none"> Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. Can deliver a talk, presentation, or performance given time to rehearse and revise the material. | B1+ | 56, 58 |
| 3 | Reading | Converting reported speech to direct speech. | <ul style="list-style-type: none"> Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with their synonyms. | <ul style="list-style-type: none"> Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 23 - Invitation Writing | | | | | |
| 1 | Listening | Listening to a Documentary on Yoga and answering questions | <ul style="list-style-type: none"> Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech. | B1+ | 55 |
| 2 | Speaking | Delivering a Speech on Ayurveda | <ul style="list-style-type: none"> Can deliver a talk or presentation given time to rehearse and revise the material | B1+ | 58 |
| 3 | Reading | Reading a Biography of Anandi Gopal Joshi and answering questions | <ul style="list-style-type: none"> Can scan several short informational texts on the same theme to find relevant information. | B1+ | 57 |
| 4 | Writing | Writing a Formal Invitation | <ul style="list-style-type: none"> Can write a simple text using formal language | B1+ | 56 |
| Chapter 24 - Castles | | | | | |
| 1 | Listening | Listening to the story of castles and answering questions. | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear, well-structured talks on familiar topics. Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech | B1+ | 55, 56 |

| | | | | | |
|--|-----------|--|---|-----|--------|
| 2 | Speaking | Speaking about topics such as stone castles, forts, and palaces. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can deliver a talk, presentation, or performance given time to rehearse and revise the material | B1+ | 56, 58 |
| 3 | Reading | Converting direct speech to reported speech. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with their synonyms. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 25 - Dialogue Writing and Antonyms + Synonyms | | | | | |
| 1 | Listening | Listening to a Biopic on Homi J. Bhabha and Vikram Sarabhai and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. • Can identify specific information in detailed spoken dialogues. | B1+ | 55, 56 |
| 2 | Speaking | Group Discussion on Rishi Bhardwaj's Aviation Technology | <ul style="list-style-type: none"> • Can use persuasive language in group discussions. • Can add interest to a discussion using descriptive nouns, verbs, and adjectives | B1+ | 55, 56 |
| 3 | Reading | Reading a Passage on Shivkar Bapu Talpade and answering questions. | <ul style="list-style-type: none"> • Can skim straightforward extended texts to get a general idea of the content. • Can identify evidence that supports the writer's point of view in extended texts on familiar topics. | B1+ | 55, 57 |
| 4 | Writing | Writing a Dialogue | <ul style="list-style-type: none"> • Can improve the meaning of a text by changing or moving some words or phrases. • Can write a simple structured text using formal language | B1+ | 55, 56 |
| Chapter 26 - Florence Nightingale | | | | | |
| 1 | Listening | Listening to the story of Florence Nightingale and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear well-structured talks or discussions on familiar topics. • Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as Florence Nightingale, the Crimean War, and Scutari. | <ul style="list-style-type: none"> • Can talk about the key details they have understood in fiction and non-fiction texts. • Can describe the plot of a book, play, or film in some detail | B1+ | 56, 57 |
| 3 | Reading | Using the passive perfect form in reported speech. | <ul style="list-style-type: none"> • Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. | B1+ | 57 |
| 4 | Writing | Matching words with their synonyms. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately. | B1+ | 57 |
| Chapter 27 - Play Writing and Literary Devices 1 | | | | | |
| 1 | Listening | Listen to the analysis of a famous play and answer question. | <ul style="list-style-type: none"> • Can understand the main points of a talk or presentation in order to give their own opinions. | B1+ | 57 |

| | | | | | |
|--|-----------|--|--|-----|------------|
| 2 | Speaking | Enact the play 'The Good Person of Szechuan' | <ul style="list-style-type: none"> Can deliver a talk, presentation, or performance given time to rehearse and revise the material | B1+ | 58 |
| 3 | Reading | Read the passage on 'Kathakali - An Indian Dance Form' and answer questions. | <ul style="list-style-type: none"> Can find specific information in extended informational texts using text features such as headings and captions. | B1+ | 56 |
| 4 | Writing | Write a short script. | <ul style="list-style-type: none"> Can organise ideas around a theme and in a logical sequence. | B1+ | 55 |
| Chapter 28 - Environment Upgradation | | | | | |
| 1 | Listening | Listening to the story of environmental issues in India and answering comprehension questions. | <ul style="list-style-type: none"> Can recognise how details relate to the main ideas in clear well-structured talks on familiar topics. Can identify specific information in detailed spoken dialogues | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as the El Nino effect, droughts, and pollution checking centers. | <ul style="list-style-type: none"> Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. Can deliver a talk, presentation, or performance given time to rehearse and revise the material | B1+ | 56, 58 |
| 3 | Reading | Practicing pitch and intonation in reading sentences aloud. | <ul style="list-style-type: none"> Can find specific information in extended informational texts using text features such as headings and captions | B1+ | 56 |
| 4 | Writing | Solving a crossword puzzle using environmental terms. | <ul style="list-style-type: none"> Can organise related ideas in a structured piece of writing | B1+ | 57 |
| Chapter 29 - Biographical Sketch Writing and Literary Devices 2 | | | | | |
| 1 | Listening | Listening to the Biography of Satyajit Ray and answering questions | <ul style="list-style-type: none"> Can recognize how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. Can synthesize key information from a range of conversations or passages on similar topics | B1+ | 55, 57 |
| 2 | Speaking | Group Discussion on 'Time Management' | <ul style="list-style-type: none"> Can use some simple persuasive language in presentations and discussions. Can list the advantages of a course of action in some detail, using a range of fixed expressions. Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. | B1+ | 55, 56, 58 |
| 3 | Reading | Reading an Excerpt from Train to Pakistan by Khushwant Singh and answering questions | <ul style="list-style-type: none"> Can find evidence in a text to justify an opinion about an event or character. Can scan several short informational texts on the same theme to find relevant information. | B1+ | 55, 57 |
| 4 | Writing | Writing a Biographical Sketch | <ul style="list-style-type: none"> Can write a simple text using formal language. Can organise related ideas in a structured piece of writing. | B1+ | 56, 57 |
| Chapter 30 - The Taj | | | | | |

| | | | | | |
|---|-----------|---|--|-----|--------|
| 1 | Listening | Listening to the story of the Taj Mahal and answering questions. | <ul style="list-style-type: none"> • Can recognise how details relate to the main ideas in clear well-structured talks on familiar topics. • Can understand the details of extended talks or interviews about people's lives and experiences if delivered in clear standard speech | B1+ | 55, 56 |
| 2 | Speaking | Speaking about topics such as the Pyramids of Egypt, Mumtaz Mahal, and Rabindranath Tagore. | <ul style="list-style-type: none"> • Can add interest to a story using a range of descriptive nouns, verbs, and adjectives. • Can take part in classroom discussions, adding to the ideas and opinions of previous speakers | B1+ | 56, 58 |
| 3 | Reading | Practicing fluency by reading a paragraph with appropriate pauses and stress. | <ul style="list-style-type: none"> • Can understand key details in fiction and non-fiction texts | B1+ | 56 |
| 4 | Writing | Matching descriptions with their corresponding words. | <ul style="list-style-type: none"> • Can choose the most appropriate word from a group of similar words to convey meaning accurately | B1+ | 57 |

| Grade 11 | | | | | |
|---|-------------|--|---|-------------|------------|
| Chapter 1 - Poster Writing and Pronunciation Rules for Words Ending With -s/-es | | | | | |
| Activity | LSRW Skills | Objectives | Mapped 'Can-Do' Statements | CEFR Levels | GSE Scales |
| 1 | Speaking | Describe and guess a technological object | <ul style="list-style-type: none"> • Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. | B2 | 60 |
| 2 | Reading | Read the text on Technology Addiction and answer questions. | <ul style="list-style-type: none"> • Can make inferences about a character's feelings based on evidence | B2 | 60 |
| 3 | Writing | Create a Poster on the harmful effects of technology explosion. | <ul style="list-style-type: none"> • Can use appropriate grammar and vocabulary to give cohesive structure to a text. | B2 | 61 |
| Chapter 2 - Status of Women in India | | | | | |
| 1 | Speaking | Speaking about topics like Indra Nooyi, skewed sex ratio, and improving the status of women. | <ul style="list-style-type: none"> • Can compare advantages and disadvantages of different options using complex linking words/phrases. • Can express understanding and appreciation of different ideas, feelings, and viewpoints | B2 | 60, 61 |
| 2 | Reading | Reading about subject-verb agreement and finding the correct form of verb to complete the sentences. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching phrasal verbs and their meanings | <ul style="list-style-type: none"> • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 3 - Article Writing & Pronunciation Rules for words ending in -ed | | | | | |
| 1 | Speaking | Group discussion on whether movies or books provide better story representation. | <ul style="list-style-type: none"> • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |

| | | | | | |
|---|----------|--|---|----|----|
| 2 | Reading | Reading a film review and matching statements from two columns. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. • Can make inferences about a character's feelings, thoughts and motives based on evidence in the text. | B2 | 62 |
| 3 | Writing | Writing an article on the role of movies in a teen's life. | <ul style="list-style-type: none"> • Can write simple texts in a range of non-fiction genres, using appropriate structural and language features. | B2 | 61 |
| Chapter 4 - Religious Tolerance in a Diverse Nation | | | | | |
| 1 | Speaking | Speaking about Causes of inter-religious strife, Achieving religious tolerance, and Social agencies affecting attitudes. | <ul style="list-style-type: none"> • Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. | B2 | 60 |
| 2 | Reading | Reading about phrasal verbs and completing the sentences. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching words with their meanings | <ul style="list-style-type: none"> • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 5 - CV Writing & Different Sounds of 'ou' | | | | | |
| 1 | Speaking | An interview on childhood experiences | <ul style="list-style-type: none"> • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Read the interview script and do the comprehension activity | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Writing a CV | <ul style="list-style-type: none"> • Can use appropriate grammar and vocabulary to give cohesive structure to a text. | B2 | 61 |
| Chapter 6 - The Namesake: A Review | | | | | |
| 1 | Speaking | Selecting a topic and speaking a few lines using cue points. | <ul style="list-style-type: none"> • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Converting simple sentences to compound sentences | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching movement words with their meanings. | <ul style="list-style-type: none"> • Can add precision to a description using topic-specific vocabulary. | B2 | 59 |
| Chapter 7 - Diary Entry & Spelling and Pronunciations of /j/ sound ('tion', 'sion', 'iti', 'chi', 'ici') | | | | | |
| 1 | Speaking | Talking about experiences of organising/attending a birthday party. | <ul style="list-style-type: none"> • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Read a passage on Birthday Party and arrange the sentences in correct order when organizing a party. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Write a diary entry | <ul style="list-style-type: none"> • Can write short, simple structured opinion essays on familiar topics, supporting their opinions with reasons. | B2 | 59 |
| Chapter 8 - Adolf Hitler | | | | | |

| | | | | | |
|--|----------|--|--|----|--------|
| 1 | Speaking | Speaking about Adolf Hitler, his political rise, and the reasons for the rise of the Nazi Party | <ul style="list-style-type: none"> • Can compare advantages and disadvantages of different options using complex linking words/phrases. | B2 | 60 |
| 2 | Reading | Converting simple sentences to compound sentences and vice-versa. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching words with their antonyms | <ul style="list-style-type: none"> • Can improve the choice of vocabulary in a piece of writing, using a thesaurus. | B2 | 59 |
| Chapter 9 - Note Making & Types of Prefixes | | | | | |
| 1 | Speaking | Speaking for a minute on the given topic. | <ul style="list-style-type: none"> • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading the passage and doing the comprehension activity. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Note making | <ul style="list-style-type: none"> • Can add precision to a description using topic-specific vocabulary. | B2 | 59 |
| Chapter 10 - Cricket Mania | | | | | |
| 1 | Speaking | Speaking about cricketers' lives, neglect of other sports, and cricket's adverse effects | <ul style="list-style-type: none"> • Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. | B2 | 60 |
| 2 | Reading | Converting compound sentences to complex sentences. | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching the homophones | <ul style="list-style-type: none"> • Can improve vocabulary choice using tools like a thesaurus. | B2 | 59 |
| Chapter 11 - Brochures and Advertisements & Types of Suffixes | | | | | |
| 1 | Speaking | A telephonic conversation enquiring about a new gym. | <ul style="list-style-type: none"> • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading an article on Heart Attacks | <ul style="list-style-type: none"> • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Writing a Brochure | <ul style="list-style-type: none"> • Can write simple texts in a range of non-fiction genres, using appropriate structural and language features. | B2 | 61 |
| Chapter 12 - What Ails the Indian Education System? | | | | | |
| 1 | Speaking | Speaking about the drawbacks of the education system, results of insufficient funds, and measures to improve it. | <ul style="list-style-type: none"> • Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 60, 61 |
| 2 | Reading | Changing affirmative sentences to negative. | <ul style="list-style-type: none"> • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Matching idioms and their meanings | <ul style="list-style-type: none"> • Can use vocabulary and grammar to give cohesive structure to texts. | B2 | 61 |

| Chapter 13 - Speech Writing & Spelling Rules of 'U' after 'Q', no 'S' after 'X' | | | | | |
|---|----------|--|--|----|----|
| 1 | Speaking | A speech on a role model | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading the passage and attempting the comprehension activity. | • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Writing a speech | • Can write short, simple structured opinion essays on familiar topics, supporting their opinions with reasons. | B2 | 59 |
| Chapter 14 - Future of Newspapers | | | | | |
| 1 | Speaking | Speaking about News on the internet, Advantages of e-readers, and downside of e-readers. | • Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. | B2 | 60 |
| 2 | Reading | Converting exclamatory sentences to assertive sentences. | • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Matching the words with their antonyms | • Can improve the choice of vocabulary in a piece of writing, using a thesaurus. | B2 | 59 |
| Chapter 15 - Different Types of Essays & Spelling Rules for Doubling the Final Consonant | | | | | |
| 1 | Speaking | Discussion about the games or sports played in childhood. | • Can describe differences between customs in two cultures in some detail. | B2 | 59 |
| 2 | Reading | Read the essay and do the comprehension activity. | • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Write a narrative essay. | • Can signal time sequence in a longer narrative text about a real or imagined event, using a range of language. | B2 | 61 |
| Chapter 16 - Cancer: An Indomitable Adversary | | | | | |
| 1 | Speaking | Speaking about cancer cells, causes of cancer and its treatment. | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Converting interrogative sentences into assertive sentences. | • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Solving the crossword puzzle. | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 17 - Debate Writing & Word Stress Rules for Vowels | | | | | |
| 1 | Speaking | Debate on Smart Phone versus Smart People. | • Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. | B2 | 60 |
| 2 | Reading | Reading a report on grain storage and answering questions. | • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Writing a debate | • Can introduce contrasting ideas in a short, simple structured argument essay, using a range of common linking words/phrases. | B2 | 60 |
| Chapter 18 - The Final Years of the Last Mughal | | | | | |

| | | | | | |
|---|----------|--|--|----|----|
| 1 | Speaking | Speaking about Bahadur Shah Zafar, the sepoy rebellion and his trial. | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| 2 | Reading | Reading about conditional sentences and completing the sentences with correct conditionals. | • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Matching words with their synonyms | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 19 - Dialogue Writing & Spelling Rules to Change Parts of Speech | | | | | |
| 1 | Speaking | Enacting a scene | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading a report and completing sentences | • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Dialogue writing | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 20 - Fasting - A tool to healing | | | | | |
| 1 | Speaking | Speaking a few lines on the purpose of fasting, its effects on the body, and fasting in animals. | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Rewriting the sentences and keeping the meanings intact. | • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching the words with their synonyms | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 21 - Letter Writing & Spellings of Words from French Roots | | | | | |
| 1 | Speaking | News reporting of important celebrations in school | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading an excerpt from the famous speech by Pandit Jawaharlal Nehru and inferring the meaning of the given phrases. | • Can make inferences about a character's feelings, thoughts and motives based on evidence in the text. | B2 | 62 |
| 3 | Writing | Letter Writing | • Can write a straightforward structured email/letter of advice about typical problems, providing reasons for their suggestions. • Can write emails, letters and online postings responding to personal news and views in detail. | B2 | 62 |
| Chapter 22 - The Merchant of Venice | | | | | |
| 1 | Speaking | Selecting a topic and speaking a few lines using cue points. | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Change the sentences from active voice to passive voice. | • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Matching words with their meanings. | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |

| Chapter 23 - Poetry Writing & Literary Devices- Symbolism, Satire, Pun and Paradox | | | | | |
|---|----------|--|--|----|----|
| 1 | Speaking | Poetry Recital | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading a poem and summarizing it. | • Can understand a character's ideas, thoughts and feelings in extended texts in some detail. | B2 | 59 |
| 3 | Writing | Poetry Writing | • Can write simple texts in a range of non-fiction genres, using appropriate structural and language features. | B2 | 61 |
| Chapter 24 - What Motivates Us? | | | | | |
| 1 | Speaking | Selecting a topic and speaking a few lines using cue points. | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Changing the sentences from direct to indirect speech. | • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching the words with their meanings | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 25 - Story Writing & Literary Devices- Soliloquy, Colloquialism, Euphemism and Epitaph | | | | | |
| 1 | Speaking | Story Telling | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading a story and attempting a comprehension activity | • Can make inferences about a character's feelings, thoughts and motives based on evidence in the text. | B2 | 62 |
| 3 | Writing | Framing an ending for a story | • Can use a range of descriptive language to add interest to descriptions of settings, characters and plots. | B2 | 62 |
| Chapter 26 - Albert Einstein | | | | | |
| 1 | Speaking | Selecting a topic and speaking a few lines using cue points. | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Changing the sentences as per the degree of comparison. | • Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching words with their synonyms | • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 27 - Writing Character Sketch & Using Idioms + Proverbs | | | | | |
| 1 | Speaking | Guess the personality | • Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading a story and answering questions | • Can evaluate how effectively an author has created a particular mood in a text, if guided by questions. | B2 | 59 |
| 3 | Writing | Writing a character sketch | • Can use appropriate grammar and vocabulary to give cohesive structure to a text. • Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 28 - Conflicts Among Nations | | | | | |

| | | | | | |
|---|----------|--|--|----|----|
| 1 | Speaking | Selecting a topic and speaking a few lines using cue points. | <ul style="list-style-type: none"> Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Complete the sentences using prepositions. | <ul style="list-style-type: none"> Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching idioms with their meanings. | <ul style="list-style-type: none"> Can use vocabulary and grammar to give cohesive structure to texts. | B2 | 61 |
| Chapter 29 - Analytical Writing & Differences in UK/US English Spelling and Vocabulary | | | | | |
| 1 | Speaking | Delivering a Speech | <ul style="list-style-type: none"> Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 61 |
| 2 | Reading | Reading a passage and answering questions | <ul style="list-style-type: none"> Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Analytical Writing | <ul style="list-style-type: none"> Can use appropriate grammar and vocabulary to give cohesive structure to a text. Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |
| Chapter 30 - Raiding the Himalayas | | | | | |
| 1 | Speaking | Selecting a topic and speaking a few lines using cue points. | <ul style="list-style-type: none"> Can express understanding and appreciation of different ideas, feelings and viewpoints. | B2 | 62 |
| 2 | Reading | Completing the sentences with the correct tense form of the words. | <ul style="list-style-type: none"> Can use information about the purpose, audience and context of a piece of writing to better understand a text. | B2 | 62 |
| 3 | Writing | Matching the words with their synonyms. | <ul style="list-style-type: none"> Can choose appropriate words to convey specific meaning or effect. | B2 | 61 |

| Grade 12 | | | | | |
|---|-------------|--|--|-------------|------------|
| Chapter 1 - Formal Letter Writing and Intonation | | | | | |
| Activity | LSRW Skills | Objectives | Mapped 'Can-Do' Statements | CEFR Levels | GSE Scales |
| 1 | Speaking | Discussing and Planning an Excursion | <ul style="list-style-type: none"> Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading the passage on Project Management and the skills of a Project Manager and answering questions. | <ul style="list-style-type: none"> Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing a Formal Letter | <ul style="list-style-type: none"> Can write a straightforward structured email/letter of advice about typical problems, providing reasons for their suggestions. | B2 | 62 |
| Chapter 2 - Team Work and Negotiation Skills | | | | | |
| 1 | Speaking | Speaking on 'Nature vs Nurture' | <ul style="list-style-type: none"> Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |

| | | | | | |
|---|----------|--|--|----|----|
| 2 | Reading | Reading about Negotiation Skills with comprehension | • Can identify the key structural characteristics of a range of text types. | B2 | 66 |
| Chapter 3 - Interview Writing and Intonation Using Comma | | | | | |
| 1 | Speaking | Taking and Giving Interviews | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading the Interview and Answering Questions. | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing an Interview | • Can rewrite a familiar story in a different format, e.g., 'as an interview.' | B2 | 63 |
| Chapter 4 - Climate Change | | | | | |
| 1 | Speaking | Speaking on Global Warming | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading about Natural Resources with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 5 - Report Writing and Rising Intonation | | | | | |
| 1 | Speaking | Learning to Telecast a News Report | • Can explain different possible interpretations of events in a text or programme. | B2 | 65 |
| 2 | Reading | Reading a report on Digital Detox with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing a Report | • Can use a range of sentence structures for effect e.g. 'short sentences for drama.' | B2 | 64 |
| Chapter 6 - Heavy Rainfalls | | | | | |
| 1 | Speaking | Speaking on Benefits of Rain | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading about Effective Report Writing | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 7 - Interview to Report Writing and Falling Intonation | | | | | |
| 1 | Speaking | Hosting a Talk Show | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading a passage on 'How to summarise a business interview' with comprehension. | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a report on an interview | • Can compare and contrast information from different sources. | B2 | 66 |
| Chapter 8 - Talk Shows | | | | | |

| | | | | | |
|--|----------|---|--|----|----|
| 1 | Speaking | Speaking about Music | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Read about Confidence-Building with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 9 - Email Writing and Rising - Falling Intonation | | | | | |
| 1 | Speaking | Learning to make a telephonic enquiry | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading an article on Innovation in Business with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing emails | • Can use a range of sentence structures for effect e.g. 'short sentences for drama.' | B2 | 64 |
| Chapter 10 - Indian Postal System | | | | | |
| 1 | Speaking | Speaking about Entertainment | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading about Life's Challenges with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 11 - Notice Writing and Falling-Rising Intonation | | | | | |
| 1 | Speaking | Creating a story with the alphabet while playing the alphabet game. | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading a passage on Cybersecurity with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a Notice | • Can use a range of sentence structures for effect e.g. 'short sentences for drama.' | B2 | 64 |
| Chapter 12 - Cybersecurity | | | | | |
| 1 | Speaking | Speaking on the Importance of Reading | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading about Body Language with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 13 - Advertisement Writing and Intonation with Content and Function Words | | | | | |
| 1 | Speaking | Promoting a product by giving a presentation | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading a book review with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing a Commercial Advertisement | • Can use a range of sentence structures for effect e.g. 'short sentences for drama.' | B2 | 64 |
| Chapter 14 - Advertisements | | | | | |

| | | | | | |
|---|----------|--|--|----|----|
| 1 | Speaking | Speaking on Planting Trees | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Read about A Walk in the Rain with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| Chapter 15 - Business Proposal Writing and Pronunciation Rules | | | | | |
| 1 | Speaking | Narrating an incident | • Can explain different possible interpretations of events in a text or programme. | B2 | 65 |
| 2 | Reading | Reading a story and predicting the ending | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a Business Proposal | • Can compare and contrast information from different sources. | B2 | 66 |
| Chapter 16 - Pollution | | | | | |
| 1 | Speaking | Speaking about the 'Bane of Social Media' | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading about Biographies with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| Chapter 17 - Invitation Writing and Intonation | | | | | |
| 1 | Speaking | Hosting School's Annual Fair | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading a passage on how can schools/colleges make students job-ready with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a Formal Invitation | • Can use a range of sentence structures for effect e.g. 'short sentences for drama.' | B2 | 64 |
| Chapter 18 - Entrepreneurship | | | | | |
| 1 | Speaking | Speaking on Healthy Competetion | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading about Kumbh Mela with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| Chapter 19 - Review Writing and Compound Words | | | | | |
| 1 | Speaking | Reporting a Fatal Accident | • Can explain different possible interpretations of events in a text or programme. | B2 | 65 |
| 2 | Reading | Reading a detective story with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a Review | • Can compare and contrast information from different sources. | B2 | 66 |
| Chapter 20 - Nature's Beauty | | | | | |

| | | | | | |
|---|----------|--|--|----|----|
| 1 | Speaking | Speaking on Consumerism | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading about 'Freedom of the Press' with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| Chapter 21 - Article Writing and Clipped & Blended Words | | | | | |
| 1 | Speaking | Organising and participating in a group activity. | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading the poem 'Design Presentation' with comprehension. | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing an article on Child Marriage | • Can compare and contrast information from different sources. | B2 | 66 |
| Chapter 22 - Leadership Skills | | | | | |
| 1 | Speaking | Speaking on Substance Abuse and Addiction | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading about Personality Types with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 23 - Script Writing and Spelling Rules | | | | | |
| 1 | Speaking | Enacting a play on Macbeth by William Shakespeare. | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading an interview on two books with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing the script of a play. | • Can rewrite a familiar story in a different format, e.g. 'as a play.' | B2 | 63 |
| Chapter 24 - Indian Cinema | | | | | |
| 1 | Speaking | Speaking on Shared Responsibilities at Home | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading an extract from 'Shakespearean Drama'. | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| Chapter 25 - Creative Prose Writing and Literary Devices I | | | | | |
| 1 | Speaking | Playing a game "Don't say 'yes' or 'no'. | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading an article on the poem "An Elementary School Classroom in a Slum" with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| 3 | Writing | Writing a Story | • Can use a range of sentence structures for effect e.g. 'short sentences for drama.' | B2 | 64 |
| Chapter 26 - Economic Disparity | | | | | |

| | | | | | |
|--|----------|--|--|----|----|
| 1 | Speaking | Speaking on 'Staying updated on World News' | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading about The Art of Storytelling with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |
| Chapter 27 - Poem Writing and Literary Device II | | | | | |
| 1 | Speaking | Poetry recitation | • Can discuss the effect that a particular choice of word has on the reader or listener. | B2 | 64 |
| 2 | Reading | Reading an article on a poem with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a poem | • Can use a range of sentence structures for effect e.g. 'short sentences for drama. | B2 | 64 |
| Chapter 28 - Poetry Reading | | | | | |
| 1 | Speaking | Speaking on Corruption | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading about the Rise of Concrete Jungles with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| Chapter 29 - Biography and Autobiography Writing and British and American Pronunciation | | | | | |
| 1 | Speaking | Playing a game - Two truths and a lie | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading an account – Eveline by James Joyce with comprehension | • Can distinguish between the main and secondary points in extended informational texts related to general topics. | B2 | 63 |
| 3 | Writing | Writing a biography and an autobiography | • Can compare and contrast information from different sources. | B2 | 66 |
| Chapter 30 - Equality at the Workplace | | | | | |
| 1 | Speaking | Speaking on Road Rage | • Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. | B2 | 64 |
| 2 | Reading | Reading about Autobiographies Inspire Readers with comprehension | • Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. | B2 | 65 |