

FOREWORD TO READING & LITERATURE

*"I am part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untrav'ld world, whose margin
Fades for ever and for ever when I move."*

- "Ulysses", Alfred Lord Tennyson

Like Ulysses, when we read, we become travellers through worlds whose horizons beckon and entice us farther and farther into realms beyond our own daily experiences. We travel from our own world to different places and times, go to a universe beyond our own, a universe in which we meet people who hold ideas and beliefs which confirm, challenge, and elaborate what we know, understand and believe.

Reading is the key to unlocking the vault of the wisdom of the race. To read well is to be in contact with those who have gone before us, who have discovered what it is to be human and the best ways to organise themselves to achieve happiness

We do not always read for such exalted reasons. Reading is also something we use to do everyday things at work or at home: things like shopping, reading mail, getting information on topics of interest and getting instructions on how to do things or put things together. We also read to learn the ideas of others on more abstract issues like political thought or religious beliefs. We read for pleasure and to pass the time. Sometimes we read our favourite authors simply because we like to read their works. Whatever the reasons we have for reading, it is making meaning with text in an interactive process that engages the reader, the writer, and the text in a dialogue about the subject of the piece.

Engaging in the dialogue begins when the reader tries to be clear about what the writer or his/her characters are saying and doing. Frequently, once that has been achieved and is clear, the reader does not want to go further. The knowledge of what has been read is enough. But just as frequently, readers want to move beyond the simple knowledge of a book to levels of dialogue, which engage them, the writer, and the text in negotiations about the significance of what has been said or enacted in the piece. It is in this kind of dialogue that the focus shifts from the surface knowledge of the text to attempts to comprehend what has been read at more profound levels, to delight in possible interpretations, to analyse how the writer achieves the cogency of the piece, and ultimately, the evaluation of the beauty and the validity of what has been said.

Whatever the level of the dialogue, the readers bring to the table not only their knowledge of the text under study, but also their experiences with other texts, the experiences they

have had in real life or have imagined, and quite likely, sets of beliefs that challenge the point of view of the writer. Students need to be taught the strategies to read in these ways. And they need time to participate in activities which are planned by the teachers to allow them to practise the strategies.

The literature in the syllabus provides the material to teach students how to read, while at the same time permitting them to read some of the best literature available in English. Students have to learn how to make meaning by themselves and to appreciate what it means to have met some of the best writers and their works in the course of their studies. If we can build classroom communities where that can be arranged, then, like Ulysses, our readers will be drawn to travel through new worlds of experience whose horizons keep expanding.

Standards for Reading & Literature

1. Graduates are able to read a wide range of texts - fiction and non-fiction - independently.
2. Graduates know the different forms of literature and the purposes they serve.
3. Graduates know and use appropriate reading strategies for making meaning with a variety of texts - fiction and non-fiction.
4. Graduates have read relevant major literary works from Bhutan and other countries.
5. Graduates have an interest in books and continue to read for enjoyment and learning.
6. Through their reading, graduates have studied and reflected on the cultural values of Bhutan and other countries, particularly the different ways in which people discover meaning in their lives; different expressions of fundamental values like Truth, Goodness, and Beauty; the possibilities of human achievement; and have found directions and models for their own aspirations.
7. Through their reading, graduates have developed a heightened sense of beauty and harmony which informs their lives.

Learning Objectives for Reading & Literature Class PP-XII

Class Pre-Primary students will demonstrate that they can:

1. Hold a book and show how a book is organized.
2. Show that a book tells a story or gives information.
3. Recognize that a word is a unit of print with empty space on either side.
4. Relate the spoken word to the written word.
5. Follow the rhythm of rhymes, songs and poems.
6. Use pictures to make meaning from the text.
7. Use knowledge of language structures to predict and to read text.
8. Use phonics (letter sounds) to read new words and pronounce them clearly.
9. Recognize, read in context and understand a minimum of 100 words (high-frequency and vocabulary words).
10. Read simple texts aloud.
11. Read at least 10 texts.
12. Make text to life connections.
13. Identify the letters of the alphabet and locate them in the text they are reading.
14. Dictate ideas and sentences to the teacher in the composition of group stories.
15. Follow the stories they hear and say what they like about them.
16. Enjoy reading as a learning activity.

Class I students will demonstrate that they can:

1. Use the reading strategies developed in class PP.
2. Use meaning, structure and visual cues to read new text.
3. Expand their bank of known words to read simple texts.
4. Use growing knowledge of phonics to read words and to pronounce them clearly.
5. Recognize new words using meaning, structure and visual cues.
6. Understand that a sentence expresses a complete thought.
7. Identify simple rhyming words.
8. Attend to punctuation (full stop, question mark).
9. Read aloud with fluency.
10. Make personal connections with texts they are reading.
11. Read stories, poems, nursery rhymes and songs that introduce students to people, objects and events beyond their immediate environment .
12. Read and recommend books to their classmates.
13. Retell stories in their own words.
14. Select simple texts based on their interests.

15. Read at least 10 texts.
16. Recognize, read and understand a minimum of 150 words (high frequency and vocabulary) in context.
17. Enjoy reading as a learning activity.

Class II students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency.
3. Use their knowledge of sentence structure to cluster words into meaningful units in their reading.
4. Use their knowledge of word building strategies (word families) to discover the pronunciation and meaning of new words.
5. Use their knowledge of punctuation – full stop, question mark, and comma.
6. Identify paragraphs in simple texts.
7. Identify end rhymes in poetry.
8. Read different texts for different purposes: stories, poems, songs, and informational text.
9. Recognize, read in context and understand a minimum of 200 words (high-frequency and vocabulary words).
10. Read at least 15 texts.
11. Locate and report on information from the text.
12. Make inter textual (text to text) and personal connections with the ideas, events and people that they encounter in their reading.
13. Listen to, read and talk about texts.
14. Select texts and develop a list of the stories and poems that they like.
15. Enjoy reading as a learning activity.

Class III students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency and expression.
3. Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
4. Identify the main idea of a short text.
5. Identify internal rhymes in poetry.
6. Employ the features of personal letters to help them make meaning in their reading.
7. Employ the features of fables and use them to make meaning in their reading.
8. Read independently at least 20 pieces of literature: stories, poems, songs, and informational texts.

9. Recognize, read in context and understand a minimum of 300 words (high-frequency and vocabulary words).
10. Express opinions on the ideas, people and events that they encounter in their reading.
11. Listen to, read and talk in detail about texts.
12. Read to gain information and for pleasure.
13. Select texts and develop a list of stories, poems and informational texts that they like.
14. Enjoy reading as a learning activity.

Class IV students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read aloud with fluency and confidence.
3. Use syntax clues as a strategy for reading unfamiliar words.
4. Read stories and poems about subjects outside their personal experience.
5. Read non-fiction texts – descriptions of the natural world and explanations of natural phenomena – for knowledge and information.
6. Identify the rhythm in poetry.
7. Recognize, read in context and understand a minimum of 500 words (high-frequency and vocabulary words).
8. Build on their reading vocabulary.
9. Use pronunciation skills to pronounce words clearly.
10. Use the dictionary to find meanings of words.
11. Recognize the function of quotation marks in reading.
12. Read texts for explicit and implicit meaning.
13. Identify the features of folktales and use them to make meaning in their reading.
14. Listen to, read, and elaborate on texts.
15. Read at least 25 pieces of literature: stories, poems and informational texts.
16. Enjoy reading as a learning activity.

Class V students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read fiction and non-fiction texts for explicit and implicit meanings, particularly texts dealing with themes of friendship, cooperation, loyalty, and courage, among others.
3. Employ the features of fiction texts, such as adventure stories to help them make meaning in their reading.
4. Recognise that poems have unique structural features like stanzas

5. Employ textual features such as subtitles, diagrams, charts and graphs to help them make meaning with non-fiction texts.
6. Make text to life connections.
7. Build vocabulary and use pronunciation skills to pronounce words clearly.
8. Use the dictionary to find variant meanings of words.
9. Read various kinds of formal writing – business letters, applications, and invitations – and know their different purposes.
10. Listen to, read, and talk about texts of their choice for extended periods of time.
11. Read at least 30 pieces of fiction and non-fiction texts
12. Enjoy reading as a learning activity

Class VI students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Recognise the difference between fact and opinion in newspapers.
3. Read various kinds of formal writings-business letters, reports,applications- and know their different purposes.
4. Make text to life connections.
5. Distinguish points of view (first person narrator, third person narrator).
6. Employ the features of realistic fiction to help them make meaning in their reading.
7. Identify figurative language in texts – simile, metaphor, personification and onomatopoeia.
8. Build vocabulary and use pronunciation skills to pronounce new words clearly.
9. Identify the elements of short stories – setting, characters, plot and theme.
10. Read at least 40 pieces of fiction and non-fiction texts.
11. Enjoy reading as a learning activity.

Class VII students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Recognise denotative and connotative meanings of words in texts.
3. Make text to life connections.
4. Employ the features of fantasy stories to help them make meaning in their reading.
5. Identify the features of the modern lyric and the traditional ballad.
6. Recognise the music in poetry achieved by rhyme and rhythm, alliteration, and assonance.
7. Read poetry and discuss the emotions evoked in the reader by the language of poems.
8. Build vocabulary and use pronunciation skills to pronounce new words clearly.
9. Read the various meanings of a text which figurative language makes possible.
10. Recognise the difference between literal and figurative language in the texts.

11. Read critically about issues in the national and international community (non-fiction texts: newspapers, magazines) and discuss how these issues relate to them.
12. Use the dictionary to find the meaning and use of idiomatic expressions.
13. Read various kinds of formal writing – business letters, reports, applications, and invitations – and know their different purposes.
14. Read at least 40 pieces of fiction and non-fiction.
15. Enjoy reading as a learning activity.

Class VIII students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Identify the features of a variety of texts and use them to support their reading.
3. Recognise the denotative and connotative effects of words in the texts they read.
4. Recognise the emotive effect of words in the texts they read.
5. Appreciate the beauty of language by identifying the apt uses of symbolism, imagery, allusion, and cadence.
6. Identify and discuss the use of free verse in different kinds of modern poetry.
7. Read texts and make personal connections.
8. Appreciate 'big' ideas expressed in literature – for example, forgiveness, loyalty, and love.
8. Use the dictionary to understand phonetic transcriptions and the syllabic structure of words to help with reading and pronunciation.
9. Build their vocabulary and use pronunciation skills to pronounce new words clearly.
10. Employ the features of biography of worthy personalities to make meaning in their reading.
11. Read at least 40 pieces of fiction and non-fiction texts.
12. Enjoy reading as a learning activity.

Class IX students will demonstrate that they can:

1. Use the reading strategies introduced in earlier classes.
2. Read and articulate personal and critical responses to fiction and non-fiction texts.
3. Talk and write about major classical and modern writers, including Bhutanese writers, and their works.
4. Utilise the features of literary texts to help them understand the ideas they encounter in the texts they are reading.
5. Evaluate the point of view of the writer on issues like right and wrong, justice and injustice, in literature.
6. Read, understand and engage with the ideas expressed by different authors in different forms of essays.
7. Read a modern one-act play and learn its elements.

8. Build their vocabulary and use the pronunciation skills to pronounce new words clearly.
9. Read at least 40 pieces of fiction and non-fiction.
10. Enjoy reading as a learning activity.

Class X students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read and articulate their understanding of experiences such as separation, love, compassion, loss, and spirituality using situations encountered in literature to support their positions.
3. Compare and contrast different cultural values, traditions and beliefs, using situations encountered in the literature they are reading.
4. Respond personally and critically to fiction and non-fiction texts showing an understanding of the structural features of the different texts.
5. Pronounce new words correctly
6. Talk and write about some of major classical and modern writers, including Bhutanese authors, and their works.
7. Read at least 40 pieces of fiction and non-fiction texts.
8. Enjoy reading as a learning activity.

Class XI students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Read fiction and non-fiction texts with fluency and confidence using the features and purposes of different kinds of texts as a strategy for making meaning. (Reading Strategy)
3. Analyse how authors achieve their effects by the use of linguistic, structural and presentational devices – points of view, figurative language, flashback, parallel argument, symbols and image patterns - and use this information to help make meaning with the text. (Reading Strategy)
4. Select and analyse information from a variety of texts to support their points of view.
5. Come to a new understanding of the human condition through their readings – the notions of spirituality, love, understanding, impermanence, tolerance and patriotism.
6. Assess their own values in the light of what they encounter in the literature they study to enrich their personal, cultural and national beliefs.
7. Talk and write about Bhutanese writers as well as major classical and modern writers and their works.
8. Distinguish the best pieces of literature and make choices for their personal collection.

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9. Build their vocabulary and practise pronunciation skills.
 10. Read atleast 40 pieces of fiction and non-fiction texts.
 11. Enjoy reading as a learning activity.

Class XII students will demonstrate that they can:

1. Use the reading strategies developed in earlier classes.
2. Assess their own values in the light of what they encounter in the literature they study.
3. Identify and analyse the range of issues encountered in a variety of texts.
4. Evaluate alternative opinions of the texts they read, using information from other texts and sources where appropriate. (Reading Strategy)
5. Demonstrate a greater level of familiarity with Bhutanese writers as well as major classical and modern writers.
6. Understand the aspects of the human condition encountered in their readings – the notion of the impact of modern technology, real love, impermanence and aging, self knowledge and language and culture.
7. Distinguish the best pieces of literature and make choices for their personal collection.
8. Demonstrate a heightened sense of beauty and harmony.
9. Build their vocabulary and practise pronunciation skills.
10. Read atleast 40 pieces of fiction and non-fiction texts.
11. Enjoy reading as a learning activity.

Foreword to Writing

The capacity of human beings to write down what they have thought, dreamed of and spoken about makes their language abilities unique. Thoughts unexpressed are ideas, which die unheard, and spoken ideas often die in one generation. But thoughts expressed in writing can take on a life of their own. They can continue to engage the reader in discussions about ideas long after the writer has departed. They can connect with generations still to be born. Written words have the power to withstand the passage of time and can immortalize the mindscapes and the dreamscapes of those who commit their ideas to writing. They connect people directly regardless of time and place.

Writing is more than creating a record of discovery and accomplishment. It is also a way of thinking and learning. It is a process with which thoughts are refined and the language in which they are written made more precise. The writing process allows the writers to explore ideas and keep track of the explorations on paper. In other words, they draft what they want to say. That first draft is a rehearsal of the ideas and the structures in which they have chosen to present them. They will go on to draft and redraft their ideas in writing, to edit them, modify them after they have shared their ideas with their colleagues, and polish their language, until they arrive at a concise statement of what they want to say. Out of this matrix of thinking, drafting and redrafting, editing and modifying, emerges an understanding of the topic, which is much clearer and precise than when the writers began. Now when the writers engage in conversations or debates on the topic, they can contribute to the discussion in concise ways. And they can share their writing with people far removed in time and place.

Writers write for many different reasons. There is a need to write to friends who are in other places either with e-mail, postcards or letters. The writer assumes an audience who knows him so he does not have to be particularly careful about language or form. The contact is the important thing, the message and its form a secondary consideration. There are other kinds of personal writing as well. Journals, diaries, notebooks, wishes and dreams are written down for the writer alone to read.

We write to do business with people whom we do not know and for those purposes we adopt a different tone and attitude to the audience. We assume a distance between us in the language, and as a result, speak more formally and carefully. We even use special forms for letters for orders, letters of complaint about service, and letters of application for jobs.

Writers also write to explain their research to colleagues whom they have not met; to argue a position, to try to persuade people whom they do not know to accept their services. This is the writing of business and transactions and for many people it is the most common reason for writing.



In sharp contrast to the language and forms of business are the forms of poetry, prose fiction and drama which writers use to delight their readers with imaginary people and worlds different but similar to their own. They create mirrors to hold up to us so we can see our beauty and our foolishness. They create loveable animal characters, evil traitors and heroes who overcome impossible odds. They introduce us to people who reflect on their feelings and come to understand something new about them. Sometimes the intention is to amuse us, sometimes to teach us and sometimes to challenge us to change and reach beyond ourselves. There is a love of words evident in this kind of writing, a playfulness and delight in the ways figurative language works to gather meaning to itself. The result is a world in which we are able to explore ideas and feelings and to work out patterns of behaviour so that we come to new understanding of ourselves. For both the readers and the writers, it is the chance to live in an imagined world, to take risks in relationships and adventures, which they dare not do, in their real lives.

Students need to practise so that they develop their abilities and their skills in each of these kinds of writing, the personal, the transactional and the creative or poetic. Learning the art and the craft of writing takes time and consistent practice. This curriculum presents a programme which will give students the opportunities to write in a variety of forms. To learn to do it well, students need to become members of a writing community in classrooms where they are regularly able to share their essays, poems and letters with other writers.

Standards for Writing

1. Graduates communicate in coherent and grammatically correct writing in a wide range of forms - personal, transactional, poetic.
2. Graduates use writing as a way of learning, taking time to explore, clarify and reflect on their thoughts, feelings, experiences and relationships.
3. Graduates use writing to develop critical thinking skills - review, analysis, hypothesis, recollection, summary, and evaluation.
4. Graduates use the writing process to plan, draft, redraft, edit and publish their own work.
5. Graduates have studied examples of excellent writing both from the literature that they are studying and other sources to use them as models for their own writing.
6. Graduates are able to take notes from meetings, their reading, and other sources and use their notes to construct an accurate report of proceedings or research findings.
7. Graduates respond clearly in writing to test items on school and national examinations.
8. Graduates have produced a portfolio of their own writing containing samples of their best work:
 - Personal (letters to friends, diaries, autobiography, wishes, dreams....)
 - Transactional (information, explanation, argument, narration, report, descriptions, persuasion, biographies...)
 - Poetic (plays, skits, short stories, novels, poems....)

N.B. Good writers explore alternative and imaginative possibilities, review options and develop a personally acceptable range of styles and writing procedures.

Learning Objectives for Writing Class PP-XII

Class Pre-Primary students will demonstrate that they can:

1. Shape letters clearly.
2. Recognize capital (upper case) and small (lower case) letters.
3. Use drawings to represent the stories they make up and the stories they hear.
4. Label parts of their drawings.
5. Use knowledge of consonant sounds to begin to write words independently.
6. Use some known words to accompany the drawings in their stories.
7. Dictate sentences to their teacher to accompany the action in their drawings.
8. Contribute ideas to the writing of group stories which the teacher writes down for the class.
9. Recognize full stops at the end of sentences.
10. Write simple sentences using known words.
11. Leave spaces between words in their writing.
12. Be able to write a minimum of 50 new words independently.
13. Enjoy writing as a creative activity.

Class I students will demonstrate that they can:

1. Use the writing strategies developed in Class PP.
2. Shape letters accurately.
3. Use capital and small letters appropriately.
4. Use more detailed drawings to represent the stories they make up and hear.
5. Use an increasing vocabulary of words to write their stories.
6. Use knowledge of consonant sounds and some blends to form words when writing independently.
7. Use full stops and question marks appropriately at the end of sentences.
8. Read what they have written and make corrections related to mechanics.
9. Use margins to help format their writing.
10. Contribute ideas and suggestions for the use of mechanics during the writing of group stories.
11. Share at least two pieces of their writing with their classmates and their teacher.
12. Enjoy writing as a creative activity.

Class II students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write clearly and legibly.
3. Communicate meaning to a greater extent through the use of words and sentences with a lesser dependence on drawing to carry the story.

4. Use their knowledge of letter sounds (including some vowel sounds) and spelling patterns to enhance their writing.
5. Write a sentence or sentences guided by pictures or objects.
6. Develop their ideas in a series of simple sentences using capital letters, full stops and question marks.
7. Use margins, dates and titles to help format their writing.
8. Initiate ideas and make suggestions for the use of mechanics during the writing of group stories.
9. Share at least three pieces of writing with their classmates and their teacher.
10. Enjoy writing as a creative activity.

Class III students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Communicate meaning in their stories through words and sentences and use drawings to illustrate the story.
3. Use their knowledge of phonics, high frequency words, vocabulary words and spelling patterns to improve their writing.
4. Write compositions based on picture sequences.
5. Write a simple personal letter.
6. Write texts in which they explain simple procedures and processes.
7. Develop their ideas in simple paragraphs.
8. Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.
9. Revise for content and simple mechanics.
10. Share at least four pieces of writing with their classmates and their teacher.
11. Enjoy writing as a creative activity.

Class IV students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use the process of writing – planning, drafting, revising, editing, and publishing.
3. Write detailed compositions based on picture sequences.
4. Write using a variety of forms encountered in their reading including journals, simple book reviews, letters of leave application and folktales.
5. Distinguish between the conventions of spoken and written language.
6. Use knowledge of phonics, high frequency words, vocabulary words and spelling patterns to move towards conventional spelling in their writing.
7. Use punctuation – full stops, question marks, commas and exclamation marks.
8. Present their final drafts in an appropriate format.
9. Choose at least five pieces of writing to place in their portfolios.
10. Enjoy writing as a creative activity.

Class V students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use spelling strategies and the dictionary to enhance the mechanics of their writing.
3. Spell correctly the words they are using.
4. Use punctuation – capital letters, full stops, question marks, commas and quotation marks (inverted commas) – correctly.
5. Develop ideas more effectively in longer paragraphs in which they use both simple and compound sentences.
6. Use the writing process to make their writing more effective.
7. Write using a wider variety of forms encountered in their reading including formal letters, applications, invitations and adventure stories.
8. Recognise the elements of good writing.
9. Add at least 5 pieces to the portfolio of their best writing making choices based on the elements of good writing.
10. Enjoy writing by participating in a community of writers.

Class VI students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use punctuation marks, including the use of the apostrophe for omission (contractions) and possession.
3. Use the dictionary to learn the meanings of words and how to spell them correctly.
4. Spell correctly the words they are using.
5. Write a coherent paragraph using simple and compound sentences.
6. Enhance the effectiveness of their writing with the use of figurative language – simile, metaphor, personification and onomatopoeia.
7. Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.
8. Add at least 5 pieces to the portfolio of their best writing making choices based on the elements of good writing.
9. Continue to enjoy writing by participating in a community of writers.

Class VII students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Spell correctly the words they are using.
3. Use punctuation marks introduced in earlier classes including exclamation marks.
4. Use the dictionary to learn the meaning of words and how to spell them correctly.
5. Use the thesaurus to find more precise vocabulary.
6. Write coherent paragraphs using simple, compound and complex sentences.
7. Take notes to prepare reports and summaries, and complete information transfer.

8. Write poems using figurative language – simile, metaphor, onomatopoeia, and personification – to enhance their effectiveness.
9. Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, resume, reports and fantasy.
10. Use writing as a way of thinking and learning.
11. Add atleast 5 pieces to their portfolio making choices based on the elements of good writing.
12. Continue to enjoy writing by participating in a community of writers.

Class VIII students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Use the thesaurus and dictionary for vocabulary development.
3. Spell correctly the words they are using.
4. Use punctuation and paragraphing to organise ideas.
5. Write compositions using a range of sentence structures to achieve different effects.
6. Use figurative language effectively.
7. Write for a variety of purposes and audiences using wider variety of forms encountered in their reading to include narrative essays.
8. Use criteria of good writing to evaluate their writing and the writing of others.
9. Distinguish best pieces of their writing and add atleast 5 pieces to their portfolio.
10. Enjoy writing by participating in a community of writers.

Class IX students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes including note taking skills.
2. Identify elements of good writing in their reading (fiction and non-fiction) and apply them to their writing.
3. Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include memoir and descriptive essays.
4. Use rhetorical devices, including antithesis, in their writing.
5. Maintain purpose and sense of audience in a piece of writing.
6. Use discourse markers like “however”, “therefore”, “in so far as” to achieve cohesion in their writing.
7. Select and use diction appropriate to the writing task.
8. Respond in writing examination questions and homework assignments at an acceptable level.
9. Distinguish the best pieces of their writing and add them to their portfolio.
10. Enjoy writing by participating in a community of writers.

Class X students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
3. Write reports on assigned and self-selected topics.
4. Take notes at meetings and prepare minutes accurately.
5. Use rhetorical devices, including irony, in the organization of their writing.
6. Respond in writing to examination questions and homework assignments at an acceptable level.
7. Distinguish the best pieces of their writing and add them to their portfolio.
8. Enjoy writing by participating in a community of writers.

Class XI students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write a short story in which they show control of the elements of the short story form.
3. Write a persuasive essay in which they show understanding and control of the elements of the different essay forms.
4. Begin to write a research paper in which they show understanding and control of the conventions of academic writing. (This paper will be completed in Class XII – see Objective 7, Class XII)
5. Respond in writing to examination questions and homework assignments at an acceptable level.
6. Know the purposes and structures of the texts they are studying in Reading & Literature and use them in their writing.
7. Explore personal, cultural and national beliefs in their writing.
8. Demonstrate that they can make fine distinctions in grammar and diction to achieve precision in their writing.
9. Distinguish the best pieces of their writing and add them to their portfolio.
10. Participate regularly in a community of writers.

Class XII students will demonstrate that they can:

1. Use the writing strategies developed in earlier classes.
2. Write lyric poetry in the modern idiom, which uses contemporary ideas of language, cadence, and image.
3. Recognise and apply in their writing, the features of short stories and argumentative essays.
4. Explore personal, cultural and national values in their writing.
5. Demonstrate that they can make fine distinctions in grammar and diction to achieve precision in their writing.
6. Respond in writing to examination questions and homework assignments at an acceptable level.
7. Complete the research paper begun in class XI at an acceptable level, demonstrating understanding and control of the conventions of academic writing.
8. Participate regularly in a community of writers.
9. Complete and present their portfolio containing their best examples of personal, transactional, and poetic writing.

Foreword to Listening & Speaking

We are born into the world capable not only of speaking any language but also capable of listening to the language we hear around us, learning it, and then using it to communicate our thoughts and feelings. We are linguists, grammarians and composers from the very beginning of our journey here. As we listen, we acknowledge the presence of people around us and learn to make sense of the sounds they make. We delight in, or are afraid of, the sounds we hear different to the human voice: music, birdsongs, the sounds of machines and the wind swishing through the rice in the paddy fields around the house on a stormy night. Each brings a different reaction causing feelings of pleasure, well-being or fear. But we never shift our focus from language for the rest of our lives.

The practice of the skill of listening, and the growing necessity to express what we need, think feel and understand, leads us naturally to learn to use the spoken word.

Once we can speak, and are able to use the spoken word with some skill, we build bridges of communication to others and begin to explore the possibilities of human understanding. It is a reciprocal and dynamic process. To speak is to proclaim our presence to the world, to assert our individuality and shape our identity. To speak is to give utterance to our thoughts, life to our ideas, and personality to our being. To listen is to hear what our friends and family want to communicate about similar things. We speak and listen to our inner voice as well, rehearsing possibilities and probabilities internally, to explore and come to understand what we think. When we converse with others to share what we think, we also listen and to what they have to say in response. Thus, we modify our understanding of our ideas and ourselves and of the world in which we live.

Sometimes our purposes for listening and speaking are more mundane. We just want to sing and dance, tell jokes and gossip, tell our dreams. But in all cases, listening and speaking allow us to be citizens in the world of language.

To listen well is a skill that assists us in all aspects of our relationships with others. To listen with empathy allows us to share both messages and feelings. To listen well is to honour the thoughts of others and accept their contributions to the well being of our community. To listen well is to learn new ideas and perceptions, words and structures. To listen is to learn from good speakers their skills at rhetoric and gesture so we can use them for ourselves when we speak.

To speak is an art which we all practice. It is one of the important ways by which people know us. To learn to do it well gives us confidence in ourselves and gives others confidence in us. We need to learn to speak with ease and clarity so that we can, as people in the



workplace, members of family, and citizens in our communities make contributions to the common good.

Conversations of all kinds sharpen our understanding. They also draw us closer, fulfilling the need for companionship as we share what we understand about what it is to be human.

In sum, we listen and speak for various purposes on both formal and informal occasions. Whatever the circumstance, we need to learn to listen and speak well. They are skills which can be taught directly and practised so that we become better at using them to help us in our quest for understanding the world we live in.

Standards for Listening & Speaking

1. Graduates are able to listen to, understand and participate in oral presentations and conversations conducted at normal speed.
2. Graduates speak in clear and grammatically correct English in personal and public situations.
3. Graduates are able to listen to others, distinguish their message, tone, and intention and respond appropriately.
4. Graduates use the conventions of speech that show respect and sensitivity to others.
5. Graduates are able to explain their positions on, and understanding of, complex issues.
6. Graduates are able to speak in public at different kinds of functions using appropriate conventional forms of address, lexicon, register and idiom, and know the social appropriateness of such use.
7. Graduates have developed a repertoire of structures, rhetorical devices and internalised those through careful and constant listening and use.
8. Graduates are able to take on formal roles in groups and conduct the business of the group appropriately.

Learning Objectives for Listening & Speaking for Class PP– XII

Class PP students will demonstrate that they can:

1. Respond to and use words of greeting and courtesy.
2. Use vocabulary related to their immediate environment.
3. Follow classroom instructions.
4. Listen to and sing songs and nursery rhymes.
5. Say the letters of the alphabet and make the sounds of the consonants.
6. Understand phrases and simple sentences.
7. Respond to simple questions about matters of immediate interest.
8. Speak in simple sentences.
9. Listen to and understand simple stories and make text to life connections.
10. Pronounce simple words clearly.
11. Describe common objects in simple words, phrases, and sentences.
12. Understand and show appropriate behaviour when listening and speaking.
13. Enjoy listening to and speaking English.

Class I students will demonstrate that they can:

1. Use the listening and speaking skills developed in class PP.
2. Initiate words of greeting and expand words of courtesy appropriately.
3. Follow and give simple instructions.
4. Produce the sounds of the consonant letters of the alphabet and some blends.
5. Speak about subjects beyond their classroom environment.
6. Respond to others when they speak about matters of immediate interest.
7. Ask, and respond to, simple questions with proper intonation.
8. Use new words to express their ideas and concerns.
9. Pronounce familiar and new words clearly.
10. Engage in short dialogues with their teacher and classmates.
11. Tell simple stories using words learned in class.
12. Enjoy listening to and speaking English.

Class II students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give classroom instructions accurately.
3. Use proper word order in simple sentences and questions.
4. Produce the sounds of the vowels and more blends.

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5. Use new vocabulary appropriately.
 6. Engage in longer dialogues.
 7. Participate in longer conversations.
 8. Use singular and plural forms and simple tenses correctly.
 9. Tell simple stories in their own words.
 10. Describe pictures in simple words, phrases and sentences.
 11. Build on their speaking vocabulary and pronounce words clearly.
 12. Enjoy listening to and speaking English.

Class III students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Follow and give directions in simple sentences.
3. Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
4. Produce the long and short vowel sounds.
5. Listen to fables and other topics of interest.
6. Show a clear understanding of word order in simple sentences and questions.
7. Speak with clear pronunciation.
8. Use newly acquired vocabulary appropriately.
9. Deliver very short speeches.
10. Enjoy listening to and speaking English.

Class IV students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Initiate and carry on conversations.
3. Respond with relevant comments and questions to different speakers.
4. Speak using the correct question tag.
5. Listen and respond to folktales and other topics of interest.
6. Participate in group discussions.
7. Respond appropriately to both the intent and the tone of speaker's message.
8. Deliver simple speeches with fluency and confidence.
9. Enjoy listening to and speaking English.

Class V students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Respond to books that they have read and talk about them.
3. Speak using correct question tag.
4. Engage in longer dialogues and conversations.
5. Deliver short speeches on topics of their choice.
6. Understand and give directions properly.
7. Listen to explanations and take notes.
8. Respond to different speakers with questions and supportive comments in formal and informal contexts.
9. Use appropriate vocabulary to talk about concrete and abstract ideas.
10. Respond appropriately to both the message and the tone of a speaker.
11. Enjoy listening to and speaking English.

Class VI students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk with their classmates about the books they have read and compositions they have written.
3. Speak using correct question tag.
4. Carry out assigned tasks based on auditory texts.
5. Listen to and speak with each other as members of a group.
6. Deliver longer speeches to the class on topics of their choice.
7. Talk about abstract ideas, such as goodness, beauty, loyalty, friendship, and truth.
8. Make language choices to adapt their talk for different audiences and purposes.
9. Speak regularly using clear pronunciation.
10. Enjoy listening to and speaking English.

Class VII students will demonstrate that they can:

1. Use listening and speaking skills developed in earlier classes.
2. Talk about their written texts and the ideas of the books that they have read.
3. Speak using correct question tag.
4. Organise and participate in meetings.
5. Listen to and speak appropriately in group discussions.
6. Take cues from the listeners who have not understood what was said and restate for clarification.
7. Deliver speeches on topics of their choice.
8. Communicate effectively in practical and social situations.
9. Organise and participate in academic debates.
10. Speak with clear pronunciation.
11. Enjoy listening to and speaking English.

Class VIII students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Respond to books that they have read and talk about them.
3. Speak using correct question tag.
4. Use rhetorical devices appropriately.
5. Respond effectively to talks delivered at normal speed.
6. Use elements of famous speeches when preparing and delivering speeches of their own.
7. Deliver extempore speeches well.
8. Speak with clear pronunciation.
9. Use a dictionary to learn the syllabic construction of new words to help pronounce the words clearly.
10. Argue and debate with vigour, but maintain respect for and sensitivity to the feelings and opinions of others.
11. Enjoy listening to and speaking English.

Class IX students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk about major classical and modern writers and their works including Bhutanese writers.
3. Speak using correct question tag.
4. Use the conditional forms properly to express possibilities and probabilities in their speech.
5. Use reading and literature texts as a source for ideas for discussion or debate.
6. Conduct interviews to collect specific information on assigned topics or topics of their choice.
7. Participate actively in meetings.
8. Use idiomatic expressions appropriately in their speech.
9. Speak with clear pronunciation.
10. Enjoy listening to and speaking English.

Class X students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk about major classical and modern writers and their works including Bhutanese writers.
3. Speak using correct question tag.
4. Use the appropriate protocols, including Bhutanese when introducing a speaker and addressing the chairperson at a meeting.
5. Present reports orally to different audiences.
6. Ask questions and provide supportive comments after listening to oral presentations.
7. Explain explicit and implicit meanings in oral texts.
8. Speak with clear pronunciation.
9. Enjoy listening to and speaking English.

Class XI students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Talk about major classical and modern writers and their works including Bhutanese writers.
3. Speak using correct question tag.
4. Organise and participate in a panel discussion.
5. Use public speaking skills such as conventions of address, methods of introduction of a topic or theme, timing, pace, tone, intonation, gestures and closure to speak effectively in different contexts.
6. Listen to and gather information from different kinds of oral presentations.
7. Analyse different kinds of speeches and use them as models for their own.
8. Speak with clear pronunciation.
9. Enjoy listening to and speaking English.

Class XII students will demonstrate that they can:

1. Use the listening and speaking skills developed in earlier classes.
2. Speak using correct question tag.
3. Talk about major classical and modern writers and their works including Bhutanese writers.
4. Use negotiation skills to resolve diplomatically conflicts that arise among members of groups.
5. Deliver speeches incorporating literary quotations, allusions and imagery.
6. Speak with clear pronunciation.
7. Enjoy listening to and speaking English.

Foreword to Language

Every living being strives to communicate with its own kind. One of the ways in which this need is fulfilled is by expressing thoughts in the medium of language. Language is the bridge between individuals that tells them they are needed, that they are not alone. Language allows us to express ourselves and to develop our own identity. Those alone are reasons enough to study language.

Yet the case for advocating language study can be appreciated better when we consider the other purposes language serves. For one, it gives shape to thoughts and emotions, and communicates these to intended audiences. For another, it is the basic element with which the history of the world has been recorded. In that sense, it is a time capsule that allows us to view and review any moment of literate or illiterate man in the past. In much the same way, it is a repository of information that envelops all recorded knowledge and so acts as a gateway to development.

Innovators, for example, have documented their experiments in order to perfect them or to let others improve on their achievements. If not for language, all such development would have hardly been possible, and the modern world, as we know it would be unimaginably different. If we were to imagine a world without language, we would see that, in the absence of a medium for sharing ideas, proposing, negotiating and agreeing, there would be no order, only chaos.

Language, used rhetorically, has made leaders, swayed entire populations and, indeed, influenced the course of many a nation's history. Language is power. Language is also harmony. It allows peoples of the world to understand different cultures as well as belief systems, and to share ideas. In this regard, no other language has proved more useful than English.

Proficiency in English is therefore seen as a necessity in both academic and professional life. The proper study of English entails detailed study of grammar and conventions of usage, along with other language competencies (listening, speaking, reading, and writing).

In *The Silken Knot*, the Centre for Educational Research and Development (CERD) suggests that language study be given “pride of place” among the areas of English study. Students in Bhutan need direct teaching of English grammar, pronunciation and syntax in a consistent, thorough, and interactive manner. However, the study of language also involves explorations of ideas about the origins and acquisition of language.

In addition to the grammar study presented in this strand, this curriculum calls for the study of simple notions of the purposes which language serves, an introduction to the theories of the acquisition of language, the nature of language, some work with morphology, and at a very simple level, comparisons between English and some of the other languages spoken in Bhutan. It is by engaging in the study of language in this way that students will come to realise how powerful language is as a tool for real communication.

Standards for Language

1. Graduates demonstrate a sound knowledge of grammar and sentence structure.
2. Graduates use a rich vocabulary in their speech and writing.
3. Graduates know the basic features of the English Language.
4. Graduates display a facility with the use of the various modes of speech – indicative, subjunctive, interrogative, imperative and conditional structures.
5. Graduates are able to discuss how humans acquire language.
6. Graduates are able to discuss the purposes that language serves in human interaction

Learning Objectives for Language Class IV – XII

Language and grammar will not be taught formally until Class IV. The decision is based on the understanding that students need to develop and practice language before they begin to analyse language.

Class IV students will demonstrate that they can:

1. Identify some parts of speech (noun, verb, adjective, preposition) and the definite and indefinite article in the texts they are reading and writing.
2. Tell what nouns and verbs do in simple sentences.
3. Use simple word order: subject – verb – object in simple sentences.
4. Use simple tenses (present, past, future).
5. Use the singular and plural forms of nouns and verbs.
6. Use subject – verb agreement correctly.
7. Use punctuation marks (full stop, question mark, exclamation mark, comma) in their writing.
8. Use capital letters for the beginning of sentences and for proper nouns.
9. Use alphabetical order to find meanings of words in the dictionary.

Class V students will demonstrate that they can:

1. Use the knowledge of grammar learned in the earlier classes.
2. Tell the functions of two new parts of speech: personal pronouns and adverbs.
3. Use direct and indirect speech.
4. Use word order (article – subject – verb – adjective – object) in longer sentences correctly.
5. Use the degrees of comparison (positive, comparative and superlative) of adjectives.
6. Use the progressive/continuous forms of tenses (continuous present, continuous past, continuous future).
7. Tell the infinitive, simple past and past participle of regular verbs (play, played, played).
8. Use interrogative forms correctly when asking questions.
9. Construct compound sentences with 2 principal clauses joined by a simple conjunction.
10. Use the abbreviations and grammar labels in the dictionary to find out more about words and their meanings

Class VI students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Show the functions of parts of speech: conjunction, interjection and the indefinite article.
3. Use direct and indirect speech.
4. Use the parts of speech and the articles, which they know in correct word order. (article – subject – verb – adverb – article – adjective – object) in longer sentences.
5. Tell the bare infinitive, simple past, and past participle of some irregular verbs, (drink, drank, drunk).
6. Construct complex sentences, which contain one main (principal) clause with a subordinate clause.
7. Use punctuation and capitalization to show the organization of a sentence.
8. Use contractions correctly.
9. Use question tags.
10. Use compound tenses: present perfect and past perfect.
11. Use the appendices of the dictionary.

Class VII students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use possessive pronouns appropriately.
3. Use question tags correctly.
4. Tell the parts of commonly used regular and irregular verbs.
5. Use simple, compound and complex sentences.
6. Use articles correctly.
7. Use active and passive voice.
8. Change from direct to indirect speech and vice-versa correctly.
9. Show how the meanings of words are changed by adding prefixes and suffixes to root words.
10. Use phrasal verbs correctly.
11. Use additional punctuation marks and question tags appropriately.
12. Use prepositions correctly.
13. Use the dictionary for a variety of purposes – word meaning, spelling, and pronunciation.

Class VIII students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use relative pronouns appropriately.
3. Use antonyms, synonyms, and homophones correctly.
4. Use some conjunction coordinators and correlatives (either... or; neither... nor; not only... but also) correctly.
5. Use the continuous forms of the compound tenses (present perfect, past perfect and future perfect).
6. Use phrases (adjectival, adverbial, and participial) in complex sentences correctly.
7. Distinguish among the moods – indicative, imperative, interrogative, subjunctive.
8. Use additional phrasal verbs correctly.
9. Use idiomatic expressions in appropriate contexts.
10. Use direct and indirect speech correctly.
11. Use the dictionary to enhance vocabulary and spelling.

Class IX students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use modal auxiliaries (can, could, should, must, may and might) to indicate a shift in mood.
3. Use indefinite pronouns appropriately.
4. Use antonyms, synonyms and homonyms and homophones correctly.
5. Use periodic sentences correctly.
6. Use a wider range of discourse markers correctly including “however”, “in so far as”, “therefore”, “henceforth”.
7. Use additional phrasal verbs correctly.
8. Use conjunction coordinators and correlatives (hardly... when; scarcely... when; no sooner... than) correctly.

Class X students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Use gerunds and participles appropriately.
3. Use phrasal verbs appropriately.
4. Use appropriate language in formal and informal contexts.
5. Use modal auxiliaries in increasingly complex ways.
6. Understand the purposes that language serves in human interaction.

Class XI students will demonstrate that they can:

1. Use the knowledge of grammar learned in earlier classes.
2. Know and use transitive and intransitive verbs appropriately.
3. Use literal and figurative language appropriately.
4. Use the dictionary to find out the number of syllables in a word and the stress given to each syllable.
5. Discuss the origin of words (etymology) and how they become part of the language or how they become obsolete.
6. Know and discuss the common theories of language acquisition and development, for example, language is innate versus language is acquired.

Class XII students will that they demonstrate that they can:

1. Demonstrate a sound knowledge of the grammar that has been taught from earlier classes.
2. Know and discuss some of the characteristic features of human language, for example, that it is diverse and has common features such as fixed word order and grammar; that it reflects the culture of people who use it; that it is a means of communication, and is a way to express creativity.
3. Know and distinguish archaic words, derogative, slang and obsolete language and know when to use them appropriately.
4. Discuss the purposes of language.

Criteria for the Selection of Texts

READING & LITERATURE

1. Texts should enable students to explore Bhutanese culture, allow them to make text to life connections easily
2. Texts should be gender sensitive offering to students a wide range of experience from the perspectives of both males and females
3. Texts should offer to students the perspectives of young and old, experience with a wide a range of cultures in both historical and imaginary literature
4. Texts should offer to students a wide range of genre both fiction and non-fiction.
5. Texts should be written in the highest quality language available, language that represents the best of the genre.
6. Texts should present language and pictures that are in keeping with the values of the community
7. Texts should be age appropriate in themes and language
8. Texts should provide opportunities of active learning
9. Texts should be well illustrated especially for the younger readers
10. Texts should be of an appropriate length for school study.
11. Texts should present to students a variety of themes including such themes as joy, happiness, family, and loyalty.
12. Texts should permit students to experience in their reading a wide range of experiences in their reading.
13. Texts should offer a rich blend of traditional and contemporary literature.
14. Texts should allow for students and teachers to make inter-textual connections easily.
15. Texts should support the objectives of the curriculum.

LISTENING & SPEAKING

1. Materials that provide examples of Bhutanese men and women speaking in a variety of situations.
2. Materials that show male and female speakers speaking for a variety of purposes (to inform, entertain, persuade)
3. Materials that show how speakers emphasis, tone, and intonation to help with their message.
4. Materials that help students learn the protocols of public speaking and listening
5. Materials that allow students to study strategies for conflict resolution and to practice mediation skills

WRITING

1. The texts should include models that illustrate features of different kinds of writing.
2. The texts should provide opportunities for students to write in a variety of forms.
3. The texts should reflect values of Bhutanese culture as well as other cultures.
4. The texts should be appropriate for the class level at which they are used.
5. The texts should present process theory.
6. The texts should be written in contemporary language.
7. The texts should be models that are gender sensitive and reflect the experience of young and old.

LANGUAGE

1. Materials should be written in language that is appropriate for the age / class level at which it is used.
2. Materials should contain examples of the concepts of language at a level that is appropriate for the age / class level at which it is used.
3. Materials should contain information on the nature of language, theories of language acquisition as well as systems of grammar.
4. Materials should promote activity based learning.

Time Allocation for English Curriculum

Class PP

Total Time Allocated: 280 minutes per week

Reading and Literature	:	70 minutes (25%)
Listening and Speaking	:	154 minutes (55%)
Writing	:	56 minutes (20%)

Class I

Total Time Allocated: 320 minutes per week

Reading and Literature	:	96 minutes (30%)
Listening and Speaking	:	160 minutes (50%)
Writing	:	64 minutes (20%)

Class II

Total Time Allocated: 400 minutes per week

Reading and Literature	:	120 minutes (30%)
Listening and Speaking	:	200 minutes (50%)
Writing	:	80 minutes (20%)

Class III

Total Time Allocated: 400 minutes per week

Reading and Literature	:	140 minutes (35%)
Listening and Speaking	:	140 minutes (35%)
Writing	:	120 minutes (30%)

Class IV

Total Time Allocated: 360 minutes per week

Reading and Literature	:	125 minutes (33%)
Listening and Speaking	:	95 minutes (28%)
Writing	:	80 minutes (22%)
Language	:	60 minutes (17%)

Class V-VI

This document assumes a school year with 180 teaching days for teaching, exclusive of holidays and examination time. For Classes V and VI, it assumes a school year divided into 2 terms of fifteen weeks each. It assumes as well, that 60 classes of 50 minutes length will be allotted to Reading & Literature, 40 classes of 50 minutes length to Writing, 40 classes of 50 minutes of length to Language and 40 classes of 50 minutes of length to Listening and Speaking.

Class V-VI	Periods/classes	Class Time/minutes
Reading & Literature –	60	50 minutes
Writing –	40	
Listening & Speaking –	40	
Language –	40	
Total	180	

Class VII-VIII

This document assumes a school year with 180 teaching days for teaching, exclusive of holidays and examination time. For Classes VII and VIII, it assumes a school year divided into 2 terms of fifteen weeks each. It assumes as well, that 70 classes of 50 minutes length will be allotted to Reading & Literature, 40 classes of 50 minutes length to Writing, 40 classes of 50 minutes of length to Language and 30 classes of 50 minutes of length to Listening and Speaking.

Period Allocations:

Reading and Literature	70 periods
Writing	40 periods
Language	40 periods
Listening and Speaking	30 periods
Total	180 periods

Class IX to XII

This document assumes a school year with 180 teaching days for teaching, exclusive of holidays and examination time. For Classes IX and X, it assumes a school year divided into 2 terms of 15 weeks each. It assumes as well, that 80 classes of 50 minutes length will be allotted to Reading & Literature, 50 classes of 50 minutes length to Writing, 30 classes of 50 minutes of length to Language, and 20 classes of 50 minutes of length to Listening and Speaking.

Period Allocations:

Reading and Literature	80 periods
Writing	50 periods
Language	30 periods
Listening and Speaking	20 periods
Total	180 periods

Note: There are 6 periods of 50 minutes class in a week for Classes IX-XII