

Standard : III**SKILL : LISTENING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- note the characteristics of spoken English.	- presents /narrates - some dialogues, speeches with proper stress and intonation.	- Conversations, speeches	- listen attentively - note the characteristics of spoken English.	—
2.	- understand a chain of instructions.	- gives instructions in proper sequence.	- Stand up. - Come here. - Pick up a piece of chalk. - Give it to me.	- respond appropriately to a chain of instructions, requests, etc.	The teacher makes use of instructions in craft, drawing and physical education periods.
3.	- enjoy songs and rhymes	- presents various songs and rhymes with actions. - presents rhymes through audio-visual aids.	- Songs and rhymes.	- enjoy songs and rhymes with proper actions.	—
4.	- listen to English on T.V., radio, etc.	- uses visual aids. - presents listening activities through TV, Radio programmes, etc.	- Rhymes, songs - Stories, dialogues, conversations, informative passages.	- listen attentively for different purposes.	- Learners listen to English on various media before and after school hours.

Standards : III**Skill : Listening**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- guess meanings from the context.	- presents sentence / passage for guessing meanings.	- Riddles, language games, puzzles and stories.	- guess the meanings of words and phrases from the context.	—
6.	- understand short announcements.	- presents short announcements with the help of electronic means.	- Change in school timing - Competition - Class arrangements. - Short notices - News / results of competitions	- listen carefully and understand short announcements.	- Learners listen to announcements at bus stands, railway stations and airports.
7.	- understand a sequence of events and stories.	- narrates events and stories with/without audio -visual aids.	- Daily routine - Stories - Events	- arrange the events / stories in proper sequence.	—

Standard : III**SKILL : SPEAKING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- use polite expressions with ease.	- demonstrates the use of greetings and farewells.	- Hello. - How are you ? - Fine. - Thank you.	- use proper words and greetings.	- Learners give proper responses in relevant situations.
2.	- recite rhymes and songs for own pleasure.	- asks learners to recite songs / rhymes of their choice.	- Songs and rhymes.	- choose and recite their own favourite songs and rhymes.	- Learners recite jingles/songs heard outside.
3.	- speak a few sentences.	- presents a few sentences and asks them to say a few simple sentences on familiar topics.	- Information about self, professions, things, likes, dislikes, etc.	- frame simple sentences. - speak about familiar topics.	- Learners talk about their surroundings - Describe things, etc.
4.	- answer simple questions.	- asks some simple questions.	- What colour is your shirt?	- give appropriate answers.	—
5.	- make enquiries and requests.	- asks questions, makes requests.	- When is your birthday ? - Please give me your book.	- make enquiries and requests to friends and others.	—

Standard : III**SKILL : SPEAKING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
6.	- narrate a sequence of events within -100 words.	- presents a sequence of events and simple stories. - asks learners to enact the same.	- Visit a bus stand / railway station. - Going on a picnic. - Presenting some other Pictures with words.	- narrate simple stories and events.	- Learners describe other events with the help of pictures, etc.
7.	- participate in a conversation.	- provides practice in simple conversations / dialogues on familiar topics.	- Conversations with friends, relatives, teachers, etc. - Telephone conversation.	- participate in a conversation.	—
8.	- take part in a short skit.	- demonstrates model role play, short skits, conversations.	- Shopkeeper and customer. - Headmaster / Headmistress and pupil.	- take part in role play and short skit.	—

Standard : III**SKILL : READING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	- The teacher		Learners are able to	
1.	- identify all letters correctly.	- presents simple words with pictures, individual letters of the alphabet.	- Bat, cat, pot, hat, mat, net.	- identify all letters correctly.	—
2.	- read and understand words phrases and short sentences.	- presents simple words phrases, sentences with pictures.	- Apple, hen, table,..... phrases and short passages from the text.	- read words with and without the help of pictures.	Learners read words seen in their environment.
3.	- follow punctuation marks.	- presents a running text (5-10 lines)	- My friend Ravi has a new ball. - I have a big red ball.	- read aloud meaningfully with the help of punctuation marks.	—
4.	- read aloud with proper pauses, stress and intonation.	- presents groups of words and short sentences with proper. pauses, stress and intonation.	- Sentences from stories.	- read aloud groups of words, short sentences with proper pauses, stress and intonation.	—

Standard : III**SKILL : READING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- read English seen in the surroundings.	- shows / displays newspaper cuttings, headlines and advertisements.	- Newspaper cuttings, headlines, advertisements	- read and understand English from the surroundings.	
6.	- arrange words in alphabetical order.	- presents various words, word cards beginning with different letters. (small and capital)	- Cap, kite, camp, pen, milk, glass, cup, dish, etc.	- read and arrange words in alphabetical order.	- Learners list and arrange names of days, months, festivals, etc. in alphabetical order.
7.	- read hand-written material.	- displays / shows handwritten cards, greetings, invitation cards, messages, name plates.	- Cards : names of different things, objects, birds, flowers, etc. - Greetings - Invitation cards.	- read and understand handwritten material.	—
8.	- read silently with comprehension.	- sets certain passages from the text for reading.	- Short passages with and without illustrations.	- read silently with comprehension.	—

Standard : III

SKILL : WRITING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	- The teacher		- Learners are able to	
1.	- copy letters proportionately.	- demonstrates how to write in four lines.		- write all letters correctly and proportionately.	- writing in four lines.
2.	- write simple words.	- encourages learners to write names of parts of body, personal names, names of birds, animals, other familiar objects.	- Names such as- Mohan, Rahim, John, Meera, Yasmin, etc.	- write simple names.	—
3.	- take dictation of simple words and sentences.	- dictates simple words and sentences.	- A fan, a pen, a book, a glass, a cat, a bat, a hat. - It is a book. - I have a pen.	- listen and write.	- Listen to T.V / radio and note new words.
4.	- use punctuation marks correctly.	- presents sentences having apostrophe, full stop, question mark, comma and capital letters, etc.	- Who are you? - I am a boy. - Ravi's book - I like apples, bananas and mangoes.	- use punctuation marks appropriately.	—

Standard : III**SKILL : WRITING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- write letters and words with proper spacing.	- oversees proper spacing between letters and words.	- Boy, baby. - Monkey eats butter.	- write letters and words with proper space.	- Copywriting from other sources.

Standard : IV

Skill : LISTENING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<p>To enable learners to</p>	<p>The teacher</p>		<p>Learners are able to</p>	
1.	<ul style="list-style-type: none"> - listen attentively to note the characteristics of spoken English. 	<ul style="list-style-type: none"> - presents / narrates some passages of spoken English with proper stress and intonation. 	<ul style="list-style-type: none"> - Poems, action songs. - TV and radio programmes. 	<ul style="list-style-type: none"> - listen attentively to the speech of different persons. 	
2.	<ul style="list-style-type: none"> - understand a chain of instructions and requests. 	<ul style="list-style-type: none"> - presents a chain of instructions and requests. 	<p>Instructions :</p> <ul style="list-style-type: none"> - Making paper planes and boats - Take a piece of paper. - Fold it from left side.... <p>Requests :</p> <ul style="list-style-type: none"> - Will you please go to the water tank and bring a bucket of water? - Will you then water the plants near the table please? 	<ul style="list-style-type: none"> - follow instructions/ requests and act accordingly. 	<ul style="list-style-type: none"> - Learners follow instructions on the play-ground, in the assembly hall, etc.
3.	<ul style="list-style-type: none"> - enjoy songs and rhymes. 	<ul style="list-style-type: none"> - presents songs and rhymes with actions. - presents songs and rhymes through audio-visual aids. 	<ul style="list-style-type: none"> - Songs and rhymes. 	<ul style="list-style-type: none"> - enjoy songs and rhymes with proper actions and rhythm. 	<ul style="list-style-type: none"> - Learners listen to other English songs and rhymes through audio-visual aids at home.

Standard : IV**Skill : LISTENING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
4.	- guess meanings from the context.	- presents words, phrases, sentences and passages for guessing meanings.	- Riddles, language games, puzzles, stories, passages.	- guess the meanings of words, phrases, sentences from the context.	- Learners listen to cricket commentary.
5.	- understand announcements.	- presents certain announcements.	- Changed exam time-table. - Game programme. - Holiday announcements.	- listen attentively to announcements and note the message.	- Learners follow announcements heard at public places.
6.	- understand a sequence of events.	- presents stories, daily routine, activities, recipes (how to make tea) through narration and audio-visual pictures.	- Stories. - Daily routine. - Events - Recipes.	- listen attentively to stories, narrations, descriptions, etc. and follow the meaning.	-

Standard : IV

SKILL : SPEAKING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	<p>To enable learners to</p> <ul style="list-style-type: none"> - use appropriate stock expressions with ease. 	<p>The teacher</p> <ul style="list-style-type: none"> - demonstrates the use of stock expressions in different situations. - creates situations for the use of such expressions. 	<ul style="list-style-type: none"> - Can you please repeat it? - Wish you a happy journey. - Don't be upset. - Be careful. 	<p>Learners are able to</p> <ul style="list-style-type: none"> - understand and use proper greetings and farewells. 	<ul style="list-style-type: none"> - Learners use stock expressions in relevant situations or day-to-day life.
2.	<ul style="list-style-type: none"> - recite rhymes / songs for pleasure. 	<ul style="list-style-type: none"> - to recite rhymes / songs of their choice. 	<ul style="list-style-type: none"> - Songs, rhymes. 	<ul style="list-style-type: none"> - choose their favourite rhymes / songs and recite / sing them. 	<ul style="list-style-type: none"> - Learners recite / sing the songs heard outside the classroom.
3.	<ul style="list-style-type: none"> - speak a few sentences on familiar topics. 	<ul style="list-style-type: none"> - presents a few sentences and asks them to frame simple sentences on familiar topics. 	<ul style="list-style-type: none"> - Likes and dislikes 	<ul style="list-style-type: none"> - speak about familiar topics. 	<ul style="list-style-type: none"> - Learners talk about their surroundings.

Standard : IV**SKILL : SPEAKING**

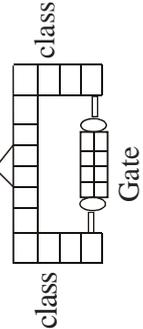
Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
4.	- make and answer simple enquiries and polite requests.	- provides opportunities to practise the use of polite expressions.	- How is your father now? - Much better, thank you. - May I use your ruler ? - Sure	- make and answer simple enquiries and polite requests.	---
5.	- talk about sequence of events (100-150 words)	- repeats events in proper sequence. - provides opportunity to learners to report events.	- Pictures and keywords.	- report an event with or without some help from the facilitator.	- Learners narrate the events in a cartoon strip.
6.	- describe things, pictures, etc.	- shows various things, pictures and words on flash cards.	- Pictures of - animals, school bag, etc.	- describe things and pictures in a few sentences.	- Learners collect pictures from various sources. - They spot the differences between two pictures and describe them in pairs.
7.	- participate in conversations.	- provides practice in simple conversations/ dialogues on familiar topics.	- Conversations regarding favourite things, etc.	- participate in a conversation.	- Learners interact in day-to-day situations such as on a bus, on the playground, etc.

Standard : IV**SKILL : SPEAKING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
8.	- understand simple jokes and answer simple riddles.	- presents simple jokes and simple riddles.	—	- tell jokes and riddles for entertainment.	- Collections of simple jokes and riddles.
9.	- take part in short skit/play.	- demonstrates a model/ role play, short skits based on known stories.	- The characters of Fox and Crow in "The Clever Fox" - Postman and Child.	- take part in role play and short skits.	—

Standard : IV

SKILL : READING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- read and understand words/phrases.	- presents simple words/phrases with pictures.	- Balloon. - A red balloon. - Rose. - A pink rose.	- read words and phrases with and without the help of pictures.	- Learners practise set phrases such as “black and white.”
2.	- understand punctuation marks.	- texts from the textbook.	- I have a ruler, a slate, some books and notebooks in my school bag.	- read texts meaningfully.	—
3.	- read familiar texts with reasonable speed.	- displays passages from news papers, magazines, etc. - displays headlines.	- Passages, newspapers, magazines, headline cuttings, advertisements/pamphlets, posters with slogans.	- read English seen in the surroundings with understanding and reasonable speed.	- Learners arrange parts of news paper in proper sequence. - Learners are given four brief news items and four headlines. They read the news items and match headlines with news items.
4.	- read maps and other graphics.	- shows simple maps of home, village, town, city, classroom, school, playground, etc. - diagrams, charts, etc.	H. M. Office 	- read and understand maps and graphics.	- Learners read maps, charts, diagrams seen outside the classroom.
5.	- read narrations, descriptions, conversations, etc.	- presents various narrations, descriptions and conversations from authentic sources.	- Narrations, descriptions, conversations, etc.	- read different types of texts sources from authentic sources.	- Learners read cartoon strips.

Standard : IV

SKILL : READING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
6.	- arrange words in alphabetical order.	- presents various word cards beginning with different letters.	- Mango, fox, xerox, zebra, parrot, balloon, ox, umbrella.	- read and arrange words in alphabetical order.	- Learners arrange words in newspaper headlines in alphabetical order.
7.	- find meanings of words from a children's dictionary or glossary.	- demonstrates how to use a dictionary.	- Words like ocean, task, joy, etc.	- read and find the meanings of words from a children's dictionary or glossary.	—
8.	- read handwritten material.	- presents samples of handwritten material.		- read texts written by different people.	—

Standard : IV**SKILL : WRITING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- copy words and sentences with proper spacing.	- puts up sentence strips on the flannel / board. - asks the learners to copy the sentences.	- Sentence strips.	- copy words and sentences in a legible hand with proper spacing.	—
2.	- take dictation of simple words and sentences.	- dictates familiar words and simple sentences.	- Word cards and sentence strips.	- listen to words / sentences and write them down.	—
3.	- use proper punctuation marks.	- presents passages having punctuation marks and capital letters.	- “Why are you running, hare ?”	- use punctuation marks.	—
4.	- write words, phrases and sentences.	- asks and encourages learners to write phrases and sentences about themselves, family members, friends, favourite things and persons.	- I am Ravi. - I am....year old. -is my favourite animal.	- write words, phrases and sentences independently.	—

Standard : IV**SKILL : WRITING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- write a short passage (5-7 sentences)	- displays pictures, gives pictorial clues and topics. - provides key words.	- Picture of a garden. - Keywords : plants, flowers, trees, fruits, benches, fountains, see-saws, swings etc.	- write a short passage (5-7 sentences) about a familiar topic.	—

Standard : V

SKILL : LISTENING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	<p>To enable learners to</p>	<p>The teacher</p>		<p>Learners are able to</p>	
1.	<ul style="list-style-type: none"> - understand short conversations and narrations stories on familiar topics. (up to 5 minutes) 	<ul style="list-style-type: none"> - presents short and simple conversations and narrates different events briefly. 	<ul style="list-style-type: none"> - Conversations and short narrations [e.g. role play-solo or with the help of learners and the teacher and CDs] 	<ul style="list-style-type: none"> - listen attentively to short conversations, narrations, stories, etc and understand them. 	<p>—</p>
2.	<ul style="list-style-type: none"> - enjoy listening to songs and poems. 	<ul style="list-style-type: none"> - presents songs and poems with proper pauses, stress, intonation, rhythm, tone etc. 	<ul style="list-style-type: none"> - Songs and poems 	<ul style="list-style-type: none"> - listen attentively to songs poems, etc. 	<ul style="list-style-type: none"> - Learners make their own additions to songs, etc.
3.	<ul style="list-style-type: none"> - understand questions, requests, commands and act accordingly. 	<ul style="list-style-type: none"> - asks questions, gives commands. - makes requests. 	<ul style="list-style-type: none"> - What does your mother do ? - Come to the board and draw a joker /balloon / an elephant. - Raise your right hand. - Please open the window. 	<ul style="list-style-type: none"> - understand questions, requests, commands, etc and act accordingly. 	<p>—</p>
4.	<ul style="list-style-type: none"> - enjoy skits / plays and understand incidents / sequences of events. 	<ul style="list-style-type: none"> - presents a play / skit through audio - visual aids. 	<ul style="list-style-type: none"> - Playlets and skits 	<ul style="list-style-type: none"> - listen /watch a play / skit carefully and understand it. 	<p>—</p>

STANDARD : V**SKILL : SPEAKING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	To enable learners to	The teacher		Learners are able to	
1.	- recite poems / songs with proper rhythm and pronunciation.	- presents poems / songs with proper rhythm. - encourages learners to present poems / songs in groups or as individuals.	- Songs and poems from the textbook.	- recite poems / songs with proper rhythm and pronunciation.	- The teacher and learners use CDs & DVDs to listen to songs.
2.	- open a conversation.	- presents different models / samples of conversation.	Conversations - e.g. at the bus stop. - at a bank	- try to open a conversation. - arrange parts of a conversation in proper order.	- Learners complete a short and simple gapped conversation. e.g. A : ? B : Ashok.
3.	- give appropriate oral responses in various contexts.	- creates various situations - organizes activities. - encourages learners to give responses in various contexts.	- Responses - words sentences. Q. Have you done your project? Ans- Yes, I have, No, I haven't.	- give appropriate oral responses in various contexts.	—
4.	- describe objects, pictures, processes in a few sentences.	- provides opportunities to the learners to describe objects / pictures / processes.	- Objects : T.V.dish, tree, computer, - Pictures - fair, circus, park. - processes making tea, lime juice, bhel.	- describe objects pictures / processes.	- Learners spot the differences between pictures.

STANDARD : V**SKILL : SPEAKING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	<ul style="list-style-type: none"> - narrate stories / events / incidents, jokes, etc. 	<ul style="list-style-type: none"> - narrates stories / events/ incidents. - helps learners to narrate stories on their own. 	<ul style="list-style-type: none"> - Stories : familiar stories, folk tales, moral stories. - Events : birthday - Incidents : an accident, a magic show. 	<ul style="list-style-type: none"> - attempt to narrate stories / events / incidents 	<ul style="list-style-type: none"> - Learners give sports commentary. e.g - cricket, football, kabaddi, etc.
6.	<ul style="list-style-type: none"> - express feelings appropriately. 	<ul style="list-style-type: none"> - displays pictures showing different feelings with a list of words. 	Facial expressions (e.g. happy, sad.) <ul style="list-style-type: none"> - pictures, - word strips - flash cards 	<ul style="list-style-type: none"> - express their feelings and attitudes politely. 	—

Standard : V**SKILL : READING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
	- To enable learners to	The teacher		Learners are enable to	
1.	- read aloud meaningfully. (according to the punctuation marks.)	- reads aloud passages, stories, dialogues, etc meaningfully.	- Passages, poems, dialogues, stories, etc.	- read aloud different texts meaningfully.	—
2.	- read a dialogue appropriately.	- presents a dialogue with proper pauses, stresses, intonation patterns & tone of voice.	- Formal and informal dialogues	- read the dialogues appropriately.	- Role play : learners will rehearse and read their own parts
3.	- read aloud poems, songs, etc.	- demonstrates how to read poems/songs aloud.	- Poems	- read poems aloud with proper rhythm, intonation, etc.	- Learners collect and recite poems from other sources.
4.	- read silently.	- provides time for silent reading and checks students' comprehension.	- Passages / stories, etc.	- read silently with comprehension.	- Learners read passages from other sources.

STANDARD : V**SKILL : READING**

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
5.	- guess contextual meanings.	- provides stories and events for reading and asks questions on meanings of unfamiliar words/ phrases.	- Stories / events / news items / advertisements	- guess meanings of unfamiliar words / phrases from the context.	—
6.	- understand specific points and general ideas in a passage.	- provides examples for reading. - asks questions based on specific ideas & general ideas.	- Stories / passages, etc. - True/False and Wh- questions.	- read with understanding.	- Learners read a description of a family and draw a family tree.
7.	- read maps, charts, graphics, numbers in figures and words.	- provides maps, graphics, charts, numbers, etc. for reading.	- Maps - Charts, diagrams - Numbers in figures and words.	- read and understand maps, charts and other graphics.	- Learners link the learning of English with other school subjects.
8.	- use dictionaries and other suitable reference materials.	- shows the learners how to use a dictionary. - presents other reference material and tells the learners how to use them.	- Illustrative dictionary - Reference materials.	- use dictionaries, other reference materials.	- Learners prepare a picture dictionary as a classroom activity. - They collect leaves, seeds, flowers etc and name them.

Standard : V

SKILL : WRITING

Sr. No.	Objectives	Learning Activities	Examples	Expected Learning Outcome	Innovation/ Extension
1.	<p>To enable the learners to</p> <ul style="list-style-type: none"> - write neatly and legibly on a single line. 	<p>The teacher</p> <ul style="list-style-type: none"> - presents examples of legible and neat writing. (print script) - focuses on size, shape, proportion and direction, space between letters and words. - gives ample practice. - displays writing on the blackboard. 	<p>Letters, words, sentences, short paragraphs.</p>	<p>The learners are able to.</p> <ul style="list-style-type: none"> - write legibly and neatly. 	<ul style="list-style-type: none"> - Writing of greetings and messages. e.g. Merry Christmas. - English news paper headlines.
2.	<ul style="list-style-type: none"> - use new words appropriately in writing. 	<ul style="list-style-type: none"> - presents new words in context. - presents familiar words with new meanings in various contexts. 	<ul style="list-style-type: none"> - Draw a picture. - Draw a chair. - Draw water from a well. - Draw attention. 	<ul style="list-style-type: none"> - use newly learnt words appropriately. 	<p>—</p>
3.	<ul style="list-style-type: none"> - write about a given topic with and without help from the teacher. 	<ul style="list-style-type: none"> - gives the class an opportunity to choose one topic. - elicits related words, phrases, etc. 	<ul style="list-style-type: none"> - Diwali, Eid, Christmas, Pateti, etc. - Fair. 	<ul style="list-style-type: none"> - try to write on familiar topics independently. 	<p>The teacher gives a group of words, related to a topic and asks a learners to name the topic.</p>

Standard : V**SKILL : WRITING**

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4.	- write about their immediate surroundings.	- provides opportunities to write about the immediate surroundings.	- My village. - My town. - My city.	- try to write on their own about their surroundings.	- Learners describe the gadgets used in their house.
5.	- write in a logical, sequential order.	- displays a part of a known story in jumbled-up order. - asks the learners to rearrange the story.	- Jumbled up stories / events .	- write in logical order.	- Learners retell the story from the ending to the middle to the beginning.
6.	- write numbers correctly in figures as well as in words.	- provides the learners opportunity to read & write numbers. - writes figures in words & vice versa.	Coins, paper currency, page numbers, dates in calendars.	- write numbers in figures as well as in words.	- Learners read figures on coins, currency notes, postal stamps, wrappers etc and write them in words.
7.	- write different types of compositions.	- provides points, words & pictures for guided compositions.	Points, words, pictures, etc.	- try to write different types of texts.	- The teacher writes the shortest possible sentence on the board as a guide line. - Learners add one word or phrase at a time to the sentence to expand it.