

Appendix -1

Texts for Listening

Unit 1

Attitude Is Everything

There was a farmer in Africa who was happy and content. He was happy because he was content. He was content because he was happy. One day a wise man came to him and told him about the glory of diamonds and the power that goes along with them. The wise man said, "If you had a diamond the size of your thumb, you could have your own city. If you had a diamond the size of your fist, you could probably own your own country." And then he went away. That night the farmer couldn't sleep.

He was unhappy and he was discontent. He was unhappy because he was discontent and discontent because he was unhappy. The next morning he made arrangements to sell off his farm, took care of his family and went in search of diamonds. He looked all over Africa and couldn't find any. He looked all through Europe and couldn't find any. When he got to Spain, he was emotionally, physically and financially broke. He got so disheartened that he threw himself into the Barcelona river and committed suicide.

Back home, the person who had bought his farm was watering the camels at a stream that ran through the farm. Across the stream, the rays of the morning sun hit a stone and made it sparkle like a rainbow. He thought it would look good on the mantel piece. He picked up the stone and put it in the living room. That afternoon the wise man came and saw the stone sparkling. He asked, "Is Hafiz back?" The new owner said, "No, why do you ask?" The wise man said, "Because that is a diamond. I recognize one when I see one." The man said, "No, that's just a stone I picked up from the stream. Come, I'll show you. There are many more." They went and picked some samples and sent them for analysis. Sure enough, the stones were diamonds. They found that the farm was indeed covered with acres and acres of diamonds.

Unit 2

Bus 65

A woman was visiting Hyderabad for the first time. She wanted to see the Charminar. Unfortunately, she couldn't find it, so she asked a police officer for directions.

"Excuse me, officer, how do I get to the Charminar?"

The officer replied, "Wait here at this bus stop for the number 65 bus. It'll take you right there." She thanked the officer and he drove off.

Three hours later the police officer returned to the same area and, sure enough, the woman was still waiting at the same bus stop. The officer got out of his car and said, "Excuse me, but to get to the Charminar, I said to wait here for the number 65 bus. That was three hours ago. Why are you still waiting?"

The woman replied, "Don't worry, officer, it won't be long now. The 56th bus just went by!"

Unit 3

The Lazy Son

Once there was a very rich man. His name was Dhanaraju. He had two sons, Ganiraju and Pothuraju. Ganiraju was hard working and obedient. He always helped his father in the fields. But Pothuraju was lazy. He never went to fields. He was disobedient to his father. He always wanted to lead a free, lavish life, so one day he said to his father, "Father, give me my share of property." The father was heart-broken. He divided the property between his two sons. Pothuraju left home with his share. He went to a distant land, made a lot of friends and soon spent all his property lavishly on friends, food and drinks. All his friends left him.

At that time, there was a famine and Pothuraju had no work and food. None of his friends gave him food or money. He took up the job of feeding pigs. Sometimes, he had to eat the food kept for the pigs. He was very sad about his condition. He soon began to think of his father and his brother. He said to himself, "In my father's house, even the servants have enough food. They get good shelter too. But here, I am struggling for food and shelter. I will go back to my father. I will beg him to take me as his servant."

So decided, the dishonest son set out for his father's house. In the meantime, his father was always thinking of his second son. He would sit near the windows. He would look out at the road, expecting his son to return home.

One day Dhanaraju saw his son coming at a distance. He ran out of the house in great joy and hugged his son. His son knelt down. He said, "Father, I am not fit to be your son. Take me as your servant."

Unit 4

Jewels of India

This is All India Radio, Hyderabad.

Welcome to 'Jewels of India Programme' presented by Meenakshi.

In our programme today, we will know about the most famous Indian film maker.

We know that Bengal is a beehive of cultural activities. It has witnessed cultural reforms. It is the birth place of many writers and intellectuals.

To Continue this tradition, another great son of India took birth in Calcutta on 2nd May 1921. Who could that be? It is none other than Satyajit Ray, the son of a writer. . . a grandson of an amateur astronomer. His home provided him with an ambience to think and feel.

Graduating from Presidency College, Calcutta, Ray moved to the open air university, 'Shantiniketan'. A keen observer that he was, Ray imbibed the spirit of Shantiniketan. There he read extensively and developed interest in painting.

Back in Calcutta, Ray started working for a London-based advertising firm. Wasn't it a right place for a creative man like Ray? He worked there for some time and moved to London to work there.

There he watched films. Film after film. He liked the film 'Bicycle Thieves'. That kindled interest in Young Ray in film-making. Slowly his interest led him to a world of creativity. That was the birth of a great film maker. And Ray became a film maker.

His films 'Pather Panchali', 'Aparajito', 'Agantuk' were some of his master pieces. His vision for Bengali films was matchless.

Along with the Oscar Award, he received the Bharata Ratna. The legendary film maker passed away in 1992. But the film world cherishes his memories forever.

Next week we will know about another great personality.

Till then, good bye.

Unit 5

A Speech by Martin Luther King Jr.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plains and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the south. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Unit 6

A Talk by an Environmentalist

As you all know, to the North of India we have snow-covered mountain ranges as boundaries to our country. They are the Himalayas. You know the Himalayas are also affected by the environmental pollution. You must be wondering as to how the Himalayas get affected. The Himalayas are huge, cool ice formations surrounded by beautiful habitation. Do you know what happens if the Himalayas die? The whole of India will turn into a desert. Can you guess what felling of trees leads to? It leads to deforestation. Specially in the Himalayan region if the trees in the forest are cut down that will give way for warming of the atmosphere and with the result melting of Himalayas.

Do you know when the movement for the protection of the Himalayas started? It started way back in 1970s and 1980s. The movement was for the resistance to the destruction of forests throughout India. Later it became organized and known as Chipko movement.

The architect of the movement to protect the Himalayas is a renowned person - Sunderlal Bahuguna. He was the follower of Mahatma Gandhi in many ways. He started the movement to resist the destruction of forests in the Himalayan region.

Do you know how the movement got its name? The name (Chipko) came from a word meaning 'embrace'. In the movement, the villagers hugged the trees and thus saved them by putting their bodies in the way of the contractors' axes.

Unit 7

A Speech by A.P.J. Abdul Kalam

Dear friends,

"I have three visions for India. In 3000 years of our history, people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards, the Greeks, the Turks, the Moghuls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others.

That is why my first vision is that of freedom. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us. My second vision for India is development. For fifty years we have been a developing nation. It's time we saw ourselves as a developed nation. We are among top 5 nations of the world in terms of GDP. We have 10 percent growth rate in most areas. Our poverty levels are

falling. Our achievements are being globally recognized today. Yet we lack the self confidence to see ourselves as a developed nation, self-reliant and self-assured. Isn't this incorrect?.

I have a third vision. India must stand up to the world because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand. My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Dept. of Space, Prof. Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life...

Why is the media here so negative? Why are we in India so embarrassed to recognize our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why? We are the first in milk production. We are number one in Remote sensing satellites. We are the second largest producer of wheat and rice. Look at Dr. Sudarshan, he has transformed the tribal village into a self-sustaining, self driving unit. There are millions of such achievements but our media is only obsessed with failures and disasters...

Unit 8

Maya

My name is Maya. I was born 14 years ago in a poor peasant family. There were already many children, so when I was born no one was happy.

When I was still very little, I learned to help my mother and elder sisters with the domestic chores. I swept floors, washed clothes, and carried water and fire-wood. Some of my friends played outside, but I could not join them.

I was very happy when I was allowed to go to school. I made new friends there. I learned to read and write. But when I reached the fourth grade, my parents stopped my education. My father said there was no money to pay the fees. Also, I was needed at home to help my mother and the others.

If I were a boy, my parents would have let me complete school. My elder brother finished school and now works in an office in the capital. Two of my younger brothers go to school. Maybe they, too, will finish.

I know I shall have to spend long hours working either at home or in the field. And then I'll be married. I have seen my mother working from early dawn to late at night. My life will not be much different.

If I were given the choice of being born again, I would prefer to be a boy.

Appendix II

About the Textbook and Assessment Procedures

‘Our World through English’ Class X has been prepared in accordance with the syllabus for a ten-year course in English as a second language.

Teachers should act as facilitators and encourage children to do individual and group work, in order to make them as autonomous users of the language. Interactive approach should be followed while transacting the language activities in each unit.

The Goals

After the completion of the course, the students are expected

- to attain the basic proficiency, such as is acquired in natural language learning i.e., the spontaneous and appropriate use of language for at least everyday use,
- to develop his/her linguistic competence for abstract thought and knowledge acquisition and,
- to construct discourses (oral and written) such as narratives, descriptions, essays, conversations, diary, plays, script writing, profile writing, dramas, posters, slogans, letters, etc.

Learning Outcomes / Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The everyday classroom transaction should focus on the following areas.

- | | |
|---------------------------|--|
| 1. Listening and Speaking | 2. Reading Comprehension |
| 3. Vocabulary | 4. Grammar |
| 5. Conventions of Writing | 6. Creative Expression (Oral and Written Discourses) |

In order to achieve the above learning outcomes, the new textbooks have eight units with different themes and genres.

Features of the Textbook

The following are the features of the Textbook:

- Units are thematically organized with passages meant for listening and reading. Activities focus on reading comprehension, vocabulary, grammar and study skills.
- Measures have been taken to help learners get the rules familiarised with different genres such as narratives, essays, biographical sketches, plays, poems, etc. and construct them in oral as well as written forms.
- Though the components in a unit have been organised as listening, speaking (oral activity), reading and writing, an integrated treatment of these skills has been worked out.
- Vocabulary and grammar exercises have been contextually designed.
- A few questions and activities, given under comprehension, do not target any fixed responses; instead, they demand the learners to use language authentically both orally and in writing. These comprehension questions and the language activities are merely stepping stones for the learners to gain proficiency in the language and as such are not goals by themselves.

Components of a Unit

Face Sheet / Trigger: Each unit starts with a picture / quotation / poem followed by some interactive questions. This is to warm-up the students and to generate genuine interest towards the theme and

the reading texts in the unit. The teacher can put more number of questions that demand divergent responses from children in order to encourage them to interact more effectively.

Reading Texts: Every unit consists of three reading texts (Reading A, B and C). The reading texts include different genres such as stories, narratives, biographical sketches, short plays, speeches, monologues, letters, interviews and essays related to the theme of the unit. All texts are followed by glossary, and a few comprehension questions. You will find the questions that help students think critically, reflect on what they have read, and interpret the text in their own words. Teachers should follow the suggested transaction process in the classroom.

Language Activities

Vocabulary: This section contains some vocabulary tasks/activities/exercises. You will find matching questions, finding synonyms / antonyms, phrasal verbs, multiple shades of meanings, collocations, homonyms, homophones, homographs, idioms, word-formation activities, etc.

Grammar: This section contains some grammar tasks/activities/exercises. You will find tasks that make the students explore the language. You will also find activities that help students identify grammatical errors and edit them.

Writing: This section contains some written discourses that help students write conversations, descriptions, narratives / stories, messages, e-mails, SMSes, diary entries, letters, paragraph, an essays, biographical sketches, songs / poems and some other discourses. You will also find some tasks that need group discussion, collation of information from various sources, and then writing a piece collaboratively.

Study Skills: This section contains some tasks/activities/exercises to improve study skills. You will find some verbal and nonverbal activities like pie charts, bar diagrams, tables, advertisements, dictionary entries, route maps, etc. These activities help children interpret, analyze and transfer the data, and use the language appropriately.

Listening: This section contains a listening text (given in Appendix-I) and a few tasks/activities/exercises to improve speaking and listening competencies. You will find some listening comprehension questions, and questions that call for the students' reflection on what they have listened to.

Oral Activity: This section contains some oral discourses to improve speaking competencies. In this section you will find some oral activities that encourage the children to participate in the conversations, discussions, debates, compering, presenting reports, speeches, etc.

Project: This section contains one or two projects related to the theme of the unit. They require students to find resources, to work out the task i.e. collection, analysis and interpretation of data, to prepare a report and to present their findings before the class.

Self-Assessment Checklist: The checklist given at the end of each unit helps the learner to assess his / her own learning. The self-assessment tools reflect all the sections in a unit. This check list also helps the teacher to assess the learning levels of children.

The Assessment

Language learning is a continuous process. Assessment is not an activity distinct from learning. Since learning is facilitated through group discussions, pair discussions and individually, assessment also operates at the individual level, in peers and in groups. This will help the learners to compare their strengths and weaknesses and make modifications in their learning. We propose Continuous and Comprehensive Assessment at all levels of language learning.

CCE is an attempt to shift from rote-learning to constructing knowledge and applying it as and when required. CCE is an ongoing process and is an integral part of the lesson. At every point of classroom transaction, we will have to assess what the child has learnt for which the same activities that are used for teaching / learning are used. The questions in the examination paper shall not simply be based on information given in the textbooks but shall create slots for the learner to use language in a meaningful way applying what she has learnt. So ‘mugging up’ by the student will not be of any use to him or her.

Types of Assessment

There are two types of assessment. - 1. Formative Assessment 2. Summative Assessment

Guidelines for Formative Assessment

Formative assessment is done based on four tools that cover all the language competencies (Academic Standards). These are:

1. Read and Reflect
2. Written Works
3. Project Work
4. Slip Test

Teacher has to assess the performance of the learners for each term. 20 marks allotted for Formative test in which 5 marks are allotted for each tool. This is not a single day activity; it is a cumulative account of what has happened in day- to-day class room transaction.

Criteria for awarding marks under each tool:

Read and Reflect : The child has to read one reading text (other than text book) such as story, news report, article etc. Children have to read, comprehend and express their opinion in oral and written. The oral and written reflections are the evidences for awarding marks.

Written Works : This is with regard to: 1. Exercises given in the text book, 2. Discourses assigned to individuals during classroom transaction. 3. Answers to a few extrapolating questions.

The facilitator has to go through the written works and award marks based on the children’s performance in view of the presentation of their own thoughts with well formed sentences.

The child has to maintain 2 note books. The first one is meant for read and reflect, project work and slip test. The second one is exclusively for written works.

Projects: The oral and written performance of children which cover all the academic standards / learning outcomes should be considered while awarding marks in various stages i.e. planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover the targeted discourses (by taking two / three targeted discourses in each formative assessment). This practice will help children in attempting the written discourses in Summative Tests successfully. The teacher may conduct the slip test for 20 marks so as to cover more number of questions. Finally it has to be reduced to 5 marks.

Teacher’s unit cum period plan should reflect children’s oral performance.

Summative Assessment

There will be a Summative Assessment after every term. The test is for 100 marks. Out of these, 20 marks are allotted for Formative assessment and 80 marks are allotted for written test.

The average marks of Formative 1 and 2 should be added to first Summative-I. The average marks of four Formative tests should be added to final Summative-II (Public exam).

As CCE is a school based assessment, every school should prepare their own question papers for summative assessment.

There are two papers (Paper-I & II) in Summative -I & II. Each paper carries 40 marks. The following are the domains of assessment for both papers.

1. Reading comprehension (15 marks)
2. Vocabulary & grammar (10 marks)
3. Creative expression (15 marks)

The test items under paper - I are based on the textbook, whereas the paper - II is based on the textbook independent.

Details of the Major and Minor written Discourses included in the summative assessment under the domain of creative expression.

Major discourses:

Sl. No.	Paper I (13 E)	Paper II (14 E)
	Group A	Group B
1	Story/ Narrative	Biography
2	Conversation	Essay
3	Description	Letter
4	Drama script/ Play	Report/ New report
5	Interview	Speech (script)
6	Choreography script	-

Minor discourses:

Sl. No.	Paper I (13 E)	Paper II (14 E)
	Group A	Group B
1	Message	Poster
2	Notice	Invitation
3	Diary	Profile

Targeted discourses with indicators/ features

Conversations: contains dialogues with ten to twelve exchanges - proper sequence of exchanges - sustaining the conversation with social norms - discourse markers (well, precisely, etc.) - dialogues apt to the context - appropriate cohesive devices - voice modulation

Descriptions: description of objects/ things/persons creating vivid images - variety of sentence forms - proper sequence of the ideas - personal reflections on the event or person - appropriate cohesive devices.

Poems/ Songs: suitable structural patterns. - rhyme scheme - specific patterns (rhythm / structure / metre / music / theme, etc.) - expressing emotions and reflections – use of images, thoughts and feelings - use of figures of speech - assonance and alliteration - point of view.

Narrative/Story: sequence of events and dialogues – evoking of sensory perceptions and emotions - images, setting and other details - use characterization – coherence - point of view

Diary: expression of personal reflections, thoughts and feelings – use of variety of sentences - use of language appropriate to the mood - self criticism and future plans - point of view- coherence

Letter: appropriate language to the context - appropriate format, layout and conventions – expressing ideas sequentially - use of persuasive language - maintaining coherence

Messages/e-mail/SMS: relevant ideas to the context – maintaining brevity – use of conventions, layout and format – appropriate language to the content and context.

Notice /Poster / Ads / Invitation: occasions and purposes showing the context details of venue, date, time, salutation, invitation, programme - persuasive language - organisation, layout and design – maintaining brevity – design and graphics – rhythm in language (for ads)

Slogans/Placards: appropriate to the context - maintaining brevity and rhythm

Drama/Skit: dialogues relevant to the context with emotions and feelings - stage directions, movements and settings - dramatic conflict: beginning, rising actions and ending - reference to costumes and props– dramatisation - theatrical performance like dialogue delivery, actions, stage sense, costumes, etc..

Compeering: arrangement of the programme sequentially as required by the context – presenting the background - highlighting the persons and the events - reviews and reflections relevant to the context– use of polite and entertaining expressions - following the conventions of the stage - use of spontaneous language in a lively manner – modulation of voice in an appealing way.

Choreography: identification of the main theme and stanza wise themes - bringing out a single and multiple themes - identification and sequences of actions of the protagonists (main characters) – identification and sequence of actions of the chorus - maintaining proper layout of script – performance of the actions of the protagonist and the chorus.

Essay (All types): title, introduction, thesis statement, body and conclusion - appropriate paragraphing with main ideas - supporting details and examples –organization of ideas and use of cohesive devices- maintaining coherence - point of view.

News report / Report: appropriate headline - lead sentence (five W's) - body of the news - organisation and use of cohesive devices – coherence - reporting style (reported speech, passivization, appropriate tense) - point of view

Speech: makes speeches /talks contextually - organisation of ideas – use of argumentative / persuasive/ interactive language to substantiate views and ideas – use of discourse markers – citation of examples, quotations, etc - coherence, voice modulation and body language.

Review: states the context of the review (story/novel/drama/essay/film) - highlights and comments on certain features of the item reviewed (e.g. characters/theme/setting /events/turning points etc.) – brevity- citation from the text to substantiate the point. (authenticity) - making personal impressions – maintaining coherence.

Debates and Discussions: expression of ideas as main points and sub points – presentation of arguments in a sequential order - citing suitable examples, quotations, and evidences – defending one's own point of view and rebutting opponent's point of view – use of discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.. – use of polite expressions respecting other's views – use of logical and emotional appeals.

Biographical sketch/Profile/Autobiography: Details of the person - presentation of relevant ideas and information - organization of the data – interpretation of data and drawing inference - reflections, thoughts and feelings - anecdotes, events, achievements - point of view - organisation and the use of cohesive devices – maintaining coherence and flow.

Interview: Proper introduction and beginning – Discourse markers – Questions relevant to the context and the responses – Appropriate closing – Appropriate Cohesive devises – Following social norms – Apt. responses – Ten/twelve exchanges.

Learning Outcomes - English

Class X

Learner...

- listens to, infers, interprets and appreciates the literary / non-literary inputs such as stories, narratives, news reports, speeches and debates etc. that contain vivid images, a variety of sentence forms and personal reflections.
- speaks on key contemporary issues like social justice, environment, gender with coherence and cohesion while participating in interactive tasks like debates and discussion.
- participates in bilingual or multilingual discourses on various themes.
- reads ,comprehends and responds independently to various types of familiar and unfamiliar texts employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring and summarising.
- reads silently with comprehension and interprets layers of meaning.
- listens to, reads, writes and sings poems/ songs that contain specific patterns (rhythm, music, theme, structure, metre) emotions and reflections, figures of speech, images, thoughts, feelings and appreciates nuances and shades of literary meanings and poet's / writer's point of view.
- reads and respond to stories, narratives descriptions and biographies that contain a sequence of events, dialogues, sensory perceptions, images, settings, characterisation and evoking images with coherence.
- reads and writes reviews that state the context, highlight and comment on features of the item reviewed, cite from the texts and make personal impressions.
- reads and writes messages ,notices, posters, diaries and invitations for various occasions and purposes and identifies details such as venue, date, time, salutation, agenda
- understands and elicits meanings of the words in different contexts and by using dictionary, thesaurus and digital facilities.
- reads and responds orally and in writing to letters essays that contain paragraphing, organisation of main ideas, coherence, supporting details, title, introduction, thesis statement, body and conclusion.
- reads and writes drama/Play scripts that depict dramatic conflict using dialogues revealing emotions/ feelings, and contain stage directions, movements settings and reference to costumes and props.
- reads and writes reports/news reports that contain appropriate headline, lead sentence, body and have organisation, cohesive devices and coherence and make use of reporting style.

- derives a different category of word by changing the prefix or suffix of a certain word.
- understands and explains frequently used synonyms, antonyms, collocations, homophones and homographs.
- identifies and interprets figurative language and words with multiple meanings.
- applies knowledge of word origins, derivations, compound words and idioms to determine the meaning of words and phrases.
- develops understanding about the structure of Phrasal categories such as Noun phrase, Prepositional phrase, Verb phrase.
- maintains agreement in terms of person, number and gender in a sentences.
- develops understanding about auxiliary functions (tags, questions, negatives).
- develops understanding about clauses including if clause.
- takes notes and makes notes while listening to TV news, discussions, speech reading aloud/silent reading of texts etc and summarises the given texts.
- develops mind maps about persons, events, social issues and places they read and incorporate their reflections wherever possible orally and in writing.
- takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.
- writes discourses by planning ,revising ,editing, rewriting and finalizing.
- edits passages with appropriate punctuation marks, grammar and correct spellings.
- assesses one's own and peers' work based on developed rubrics.
- exhibits in speaking, writing and in practice the values of honesty, cooperation, patriotism.
- uses sign language to communicate with fellow learners with hearing impairment in an inclusive set up.
- reads poems stories, texts given in Braille, graphs and maps given in tactile /raised material, interprets, discusses and writes with the help of a scribe.
- appreciates similarities and differences across languages in a multilingual classroom and society.
- recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentation.
- uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
- exhibits core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion etc.

General Service List - Common Words of English

1501 to 2000 Words

1501. persuade	1540. repair	1579. beam	1618. admission
1502. certainty	1541. storm	1580. pencil	1619. stupid
1503. cloth	1542. ton	1581. border	1620. scratch
1504. eager	1543. desert	1582. disappoint	1621. composition
1505. deserve	1544. allowance	1583. flame	1622. broadcast
1506. sympathetic	1545. servant	1584. joke	1623. drum
1507. cure	1546. hunger	1585. bless	1624. resist
1508. trap	1547. conscience	1586. corn	1625. neglect
1509. puzzle	1548. bread	1587. shell	1626. absent
1510. powder	1549. crash	1588. tempt	1627. passenger
1511. raw	1550. tip	1589. supper	1628. adventure
1512. mankind	1551. strengthen	1590. destruction	1629. beg
1513. glad	1552. proof	1591. dive	1630. pipe
1514. blame	1553. generous	1592. anxious	1631. beard
1515. whenever	1554. sir	1593. shine	1632. bold
1516. anxiety	1555. tonight	1594. cheap	1633. meanwhile
1517. bus	1556. whip	1595. dish	1634. devil
1518. tremble	1557. tongue	1596. distant	1635. cheer
1519. sacred	1558. mill	1597. greet	1636. nut
1520. fortunate	1559. merchant	1598. flood	1637. split
1521. glory	1560. coal	1599. excuse	1638. melt
1522. golden	1561. ruin	1600. insect	1639. swear
1523. neat	1562. introduction	1601. ocean	1640. sugar
1524. weekend	1563. courage	1602. ceremony	1641. bury
1525. treasury	1564. actor	1603. decrease	1642. wipe
1526. overcome	1565. belt	1604. prize	1643. faint
1527. cat	1566. stir	1605. harm	1644. creature
1528. sacrifice	1567. package	1606. insure	1645. tail
1529. complain	1568. punish	1607. verse	1646. wealth
1530. elect	1569. reflection	1608. pot	1647. earnest
1531. roar	1570. breathe	1609. sincere	1648. translate
1532. sake	1571. anywhere	1610. cotton	1649. suspicion
1533. temple	1572. amuse	1611. leaf	1650. noble
1534. self	1573. dull	1612. rub	1651. inquiry
1535. compete	1574. fate	1613. medicine	1652. journey
1536. nurse	1575. net	1614. stroke	1653. hesitate
1537. stuff	1576. fellowship	1615. bite	1654. extraordinary
1538. stomach	1577. fault	1616. lung	1655. borrow
1539. peculiar	1578. furniture	1617. lonely	1656. owe

1657. funeral	1700. possession	1743. thread	1786. empire
1658. ambition	1701. satisfaction	1744. haste	1787. bowl
1659. mixture	1702. behave	1745. bare	1788. outline
1660. slope	1703. mercy	1746. shirt	1789. organ
1661. criminal	1704. scatter	1747. bargain	1790. imitation
1662. seldom	1705. objection	1748. leather	1791. caution
1663. map	1706. silver	1749. rail	1792. mineral
1664. spin	1707. tent	1750. butter	1793. disagree
1665. praise	1708. saddle	1751. dot	1794. blade
1666. spare	1709. wrap	1752. inquire	1795. trick
1667. plow	1710. nest	1753. warmth	1796. treasure
1668. telegraph	1711. grind	1754. decisive	1797. immense
1669. barrel	1712. spell	1755. vessel	1798. convenience
1670. straighten	1713. plaster	1756. pity	1799. disapprove
1671. scarce	1714. arch	1757. steam	1800. destructive
1672. lunch	1715. swell	1758. pin	1801. fork
1673. slavery	1716. friendship	1759. bound	1802. noon
1674. creep	1717. bath	1760. companion	1803. ownership
1675. sweat	1718. bundle	1761. toe	1804. tune
1676. gay	1719. grateful	1762. reward	1805. polish
1677. stiff	1720. crown	1763. forbid	1806. poison
1678. brave	1721. boundary	1764. wherever	1807. shame
1679. seize	1722. nowhere	1765. tower	1808. loyalty
1680. convenient	1723. asleep	1766. bathe	1809. cottage
1681. horizon	1724. clock	1767. lodge	1810. astonish
1682. moderate	1725. boil	1768. swallow	1811. shave
1683. complicate	1726. altogether	1769. multiply	1812. feather
1684. dig	1727. lend	1770. bow	1813. sauce
1685. curse	1728. holiday	1771. kingdom	1814. lid
1686. weigh	1729. precious	1772. garage	1815. debt
1687. priest	1730. wander	1773. permission	1816. fade
1688. excessive	1731. ugly	1774. pump	1817. confess
1689. quarrel	1732. reputation	1775. prevention	1818. classification
1690. widow	1733. ticket	1776. urgent	1819. descend
1691. modest	1734. pretend	1777. aunt	1820. cape
1692. dine	1735. dismiss	1778. zero	1821. mild
1693. politician	1736. delicate	1779. idle	1822. clever
1694. custom	1737. despair	1780. fever	1823. envelope
1695. educate	1738. awake	1781. christmas	1824. invention
1696. salesman	1739. tea	1782. regret	1825. sheep
1697. nail	1740. false	1783. jaw	1826. splendid
1698. tap	1741. fortune	1784. soap	1827. stamp
1699. eastern	1742. cap	1785. pronounce	1828. float

1829. brick	1872. calculation	1915. shelf	1958. towel
1830. rice	1873. laughter	1916. bake	1959. refresh
1831. businessman	1874. solemn	1917. hatred	1960. essence
1832. backward	1875. grease	1918. cautious	1961. fur
1833. qualification	1876. interfere	1919. basket	1962. ambitious
1834. artificial	1877. explode	1920. wreck	1963. defendant
1835. attraction	1878. fasten	1921. width	1964. daylight
1836. lamp	1879. flag	1922. confident	1965. dip
1837. curl	1880. resign	1923. log	1966. suspicious
1838. shower	1881. postpone	1924. heap	1967. imaginary
1839. elder	1882. patience	1925. suck	1968. ash
1840. bunch	1883. boast	1926. ladder	1969. carriage
1841. bell	1884. rope	1927. gap	1970. educator
1842. steer	1885. envy	1928. obey	1971. saw
1843. flavor	1886. airplane	1929. hut	1972. stove
1844. spit	1887. rid	1930. ax	1973. rubber
1845. rob	1888. shield	1931. translation	1974. rug
1846. cream	1889. veil	1932. collar	1975. misery
1847. interrupt	1890. kneel	1933. delivery	1976. awkward
1848. pen	1891. tray	1934. reproduce	1977. rival
1849. weave	1892. explosive	1935. confession	1978. roast
1850. orange	1893. brass	1936. pan	1979. deed
1851. rescue	1894. taxi	1937. prejudice	1980. preference
1852. crush	1895. wax	1938. voyage	1981. explosion
1853. humble	1896. duck	1939. tobacco	1982. theatrical
1854. fancy	1897. button	1940. simplicity	1983. cultivate
1855. decay	1898. invent	1941. paste	1984. collector
1856. polite	1899. remedy	1942. cake	1985. miserable
1857. tribe	1900. bush	1943. elephant	1986. wrist
1858. bleed	1901. thunder	1944. ribbon	1987. rabbit
1859. coin	1902. weaken	1945. harvest	1988. accustom
1860. fond	1903. poverty	1946. ashamed	1989. tide
1861. autumn	1904. scrape	1947. cave	1990. insult
1862. classify	1905. arrow	1948. customary	1991. thumb
1863. omit	1906. tender	1949. thief	1992. lump
1864. loyal	1907. cruel	1950. damp	1993. annoy
1865. needle	1908. soften	1951. sew	1994. toy
1866. lessen	1909. mouse	1952. rust	1995. heal
1867. complaint	1910. hay	1953. separation	1996. shallow
1868. pad	1911. anyhow	1954. waiter	1997. repetition
1869. steep	1912. alike	1955. pet	1998. soup
1870. skirt	1913. circular	1956. straw	1999. whistle
1871. curtain	1914. juice	1957. upset	2000. scenery