

English Curriculum for CCIs

You can read the information below in over 15 languages! Simply use the translation tool in the top-left corner of the screen to select your preferred language, including , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , , and .

Sessions	30
Duration of each session	1 hour
Age	16, 17, 18

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The following 3 modules include mostly facilitator's instructions. Students would be active listeners.

Module 1	2 hours
What will be covered?	Phonemic awareness
How it will be covered	Students will be taught the letter sound r the alphabet. Students would also be tau which is when two letters are combined. diagraphs and blends. Example: Th, Sh, V This can be taught using videos and song
Outcomes	• This concept will help the students to understand how words are made and easy for them to pronounce the word • By breaking the words to phonemes can understand and recognise the w facilitator speaks. • This will help in developing vocabula encourage word comprehension.
Reason	Starting the curriculum with letter sound would help students

Module 2	3 hours
What will be covered	Question words and Sight words
How it will be covered	Students will be taught What, where, why, w and when which are the question words. They be then taught how to answer these question using sight words. These words can be taught through word cards. While teaching this conc comprehension and sentence formation can be taken.

Outcomes	• This will help them understand the difference between questions and answers while formulating the questions and statements. • Learning to frame and ask questions will help them engage in meaningful conversations and clarify their understandings. • Encourages to gain more information about a particular topic.
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Module 3	5 hours
What will be covered	Tenses and sentence formation, present perfect tense, present continuous tense,
How it will be covered	The three simple tenses- simple past, present future will be taught by discussing any particular event. Students will be explained the use of the simple tenses first in easy terms. It is used to describe daily occurrences, habits, explain routines etc. For example: What happened today morning? answer this, students can narrate the event in sentences using past tense.
Outcomes	• Students can engross in conversations with the understanding of simple tenses. • They can identify situations and thus could help in deeper comprehension

From this module onwards, students would participate more, peer learning would be encouraged.

Module 4	4 hours
What will be covered	Student vocal interaction- Picture describing, debate, student interaction, talk about this ite
How it will be covered	Pictures having different situations would be shown to students. Students have to talk about the picture in sentences.
Outcomes	• This helps in increasing the ability to understand. • This helps students create their own sentences without the teacher's intervention.

Module 5	3 hours
What will be covered	Conversation – Dialogue
How it will be covered	Students will be asked to be in pairs. They v given different situations like- talking to a v vendor, talking on the phone with a friend c ordering your favourite food. The students v presenting this in front of their fellow classr
Outcomes	• This concept will help students increase fluency as students would be engaged practicing dialogues in real life context • This will also enable the students to express themselves fluently. • Since the conversation will be practiced using familiar situations and topics, this give students confidence to speak in English more frequently.

Module 6	2 hours
What will be covered	Create your own story

Module 6	2 hours
How it will be covered	Students would be asked to narrate a story one on the spot. It could be a made-up story or narrate an event happened in their daily routine. Then students would be made into pairs and asked to make one story. This can be done by making illustrations or role plays.
Outcomes	• The process of creating own stories helps students develop imagination and build creativity. • Creating own stories also help students in developing problem solving skills • This encourages them to think and use words and use them in their story.

Module 7	2 hours
What will be covered	Games: Game- Recap with various activities

Module 8	3 hours
What will be covered	Story telling
How it will be covered	Each student would be presenting their own story. They can read a story from a story book, create a story by themselves or narrate an incident. Students would be asked to prepare their work individually. They can present their work using puppets, illustrations or role plays or as a skit.
Outcomes	• Students would be listening to their peers and learning new ideas and vocabulary. • They could help each other in sentence formation and simple tenses. • This process could help in better understanding.

Module 9	2 hours
What will be covered	Game- Recap with various activities

Module 10	4 hours
What will be covered	Interview
How it will be covered	Students themselves can be divided in to and interviewer's panel. The facilitator could ask questions or the interviewer's panel could ask questions themselves. Mock interviews can be conducted where students would feel more comfortable to answer questions as it is asked by their friends.
Outcomes	• This practice will help students to take part in the interview process and be prepared to play as a mock interview.

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