

STANDARD VI

UNIT		Competencies to be developed	Content	Examples / Illustration	Transactional Strategies	Teaching Aids Suggested
1	A. Vocabulary Competencies	<p>Giving the meaning of different words identifying these words in different written/speech context using these words in speech/writing</p> <p>Beginning to locate in the dictionary the meanings of words</p> <p>Words related to the home and the immediate ambience and environment ,and parts of the human body</p>	<p>MEANINGS Simple lexical meaning for words in the given lesson or poem</p> <p>Guided use of dictionary</p> <p>Words appropriate to the home and the immediate surroundings, and parts of the human body</p>	<p>Immediate- without delay; at once</p> <p>Consume-1. To use (fuel,time,etc.) 2.To eat or drink; take</p> <p>Furniture and home appliances- couch (sofa), cuboard, refrigerator; knee, wrist, palm, heel</p>	<p>Say the word and give the meaning Say the word and ask for the meaning Ask students to match the meanings with the word Demonstrate through action Use the mother-tongue judiciously for explaining the meaning.Show students how to locate a particular word in the dictionary and find its meaning with the help of guide words and head words. To point out to the parts of the body and give the names</p>	<p>Black board, flash cards, pictures, realia, match the following placards, dictionary</p> <p>Pictures, objects</p>

2		Syllabification for reading and spelling purposes	SYLLABIFICATION Syllabification of disyllabic and trisyllabic words for purposes of reading of reading/spelling	ba-l-lon a-ni-mal	Separate the word into its syllables and say aloud; ask students to repeat. Use the black board to separate the syllables using colour chalk	Black board, flash cards colour chalk
3		<p>Spelling of mono/disyllabic words in their base/lexical form; to write correct spelling</p> <p>The spelling of plural nouns with s, es, and ies ending. To give the past tense spelling of verbs (with 'ed' ending)</p>	<p>SPELLING Spelling of mono / disyllabic words in their base form</p> <p>Spelling of plural nouns adding the plural morpheme ' s' .</p> <p>Spelling of plural nouns adding the plural morphemes ' es' and ' ies' for words ending in s,sh, ch, x, o and in y by removing the y and adding ies.</p>	<p>ball attack</p> <p>glass glasses torch torches mango mangoes country countries attacked</p>	<p>Give the correct spelling by writing clearly on the back board Make use of motor memory to remember the spelling, by asking students to write the word 5/10 times. Give dictation exercises – oral/written Give exercise to fill in the missing letter in a word. Completion game – The teacher provides the first letter, one student adds the second, and the others follow suit till the word is complete Give exercises to add the plural morpheme ' s' Give exercises to add the past tense morpheme ' ed'</p>	<p>black board, colour chalk charts with blanks for missing letters, objects placards.</p> <p>black board, colour chalk</p> <p>Tape recorder, cassette</p>

		To give the difference between spelling and pronunciation	Items to highlight the unphonetic nature of English Words (no one to one correspondence between spelling and pronunciation)	‘a’ – cat, card, talk, paper	Play the tape recorder to differentiate the sounds with illustrative words	
4.		<p>To form words using different prefixes from the base</p> <p>To form words using different suffixes from the base.</p> <p>To give the correct expansion of abbreviations</p> <p>To use compound words in their speech/Writing</p>	<p>WORD FORMATION</p> <p>Prefix: un-, dis-, in- Suffix: -ful, -ness, -dom</p> <p>Abbreviations – most common</p> <p>Compound words Noun + Noun Adjective + Noun</p>	<p>Unhappy, dishonest, impossible, faithful, neatness, freedom.</p> <p>a.m., p.m., AD., BC., HM, PC</p> <p>tea-pot, tissue-paper, blackboard, blue print</p>	<p>Give the base forms of words and build words with prefixes un-, dis-, in- and suffixes –ful, -ness, -dom in meaningful situations. Give the abbreviation and the expansion using their life experiences. The teacher explains the meanings of compound words using illustrative sentences.</p>	Blackboard, colour chalk, charts, placards, flash cards.
5		<p>To give the young ones of animals/birds</p> <p>To give the female of animals / birds and human beings</p>	<p>VOCABULARY IMPROVEMENT</p> <p>Animals/birds and their young ones Male/female of animals/birds and human beings</p>	<p>Lion-cub-cow, pig, piglet Chicken, chick-hen Lion-lioness, ox-cow, goose-gander; duke-duchess</p>	<p>Give the names of animals, birds and their young one. Give the names of animals, birds and human beings and their female</p>	Pictures, television (National Geographic Channel)

1.	B. Grammatical Competencies	<p>(a) Identifying the types of sentence. Changing a declarative into question and vice-versa. Using simple imperatives in classroom conversation. Asking questions of commonalities Answer Questions.</p> <p>(b) Identifying the elements in a sentence. Differentiating transitive and intransitive verbs Defining the elements of a sentence. Generating more sentences in each pattern.</p>	<p>Basic Sentence – Types</p> <ol style="list-style-type: none"> 1. Declarative. 2. Interrogative 3. Imperative 4. Exclamatory <p>Sentence pattern</p> <p>SV</p> <p>SVO</p> <p>SVC</p>	<p>The sun is a Star Who invented the electric bulb? Go away How foolish he is!</p> <p>The Sun shines.</p> <p>Children like sweets</p> <p>He is a teacher.</p>	<ol style="list-style-type: none"> 1. Giving a task of mixed types of sentences and get them to group of the same type, Ask them to identify their functions. 2. Give / Get the labels during discussion <ol style="list-style-type: none"> 1. As above. 2. Get them to read a few sentences in their Reader / Course book identify the sentences of the learnt patterns. 	<ol style="list-style-type: none"> 1. Group work using bb. 2. Chart containing mixed sentences with four division for grouping. Heading to be given. <ol style="list-style-type: none"> 1. As above 2. Language games using sentence strips
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2		<p>Using Present Tense for habitual actions.</p> <p>Using Present Tense for Universal Constants.</p> <p>Using Past Tense for completed past actions with time adverbials.</p> <p>Using Future Tense for planned future actions.</p> <p>Identifying time adverbials for different tenses.</p>	<p>Basic Tenses:</p> <ol style="list-style-type: none"> 1. Simple Present Tense. 2. Past Tense 3. Future Tense 	<ol style="list-style-type: none"> 1. The earth is round. 2. I watched quiz last night. 3. We shall meet next week 	<ol style="list-style-type: none"> 1. Enumerate good habits of people. 2. List out unchanged natural actions. From above indicate the use of Present Tense. Similarly, introduce Past and Future Tenses using actions. 	<ol style="list-style-type: none"> 1. Show pictures/sketches of habitual actions. 2. For Past and Future Tenses. Use verbal explanations, pictures, sketchers, etc. 3. Blackboard 4. Charts.
3		<p>Asking for permission to do something.</p> <p>Suggesting probability of the occurrence of an activity Suggesting politely</p> <p>Requesting politely</p> <p>Using polite expressions in daily life</p>	<p>Modals:</p> <p>May and Might</p>	<p>May I come in?</p> <p>It may rain today.</p> <p>You might try again (Polite suggestions)</p> <p>You might help me (a request)</p>	<ol style="list-style-type: none"> 1. Role play. 2. Using simple dialogues. 3. Explaining a context. 4. Verbal explanation. 	<ol style="list-style-type: none"> 1. Black board 2. Charts 3. Participating in dialogues
4		<p>Using simple negative statements.</p> <p>Using shortened forms of negatives.</p> <p>Using negatives in dialogues.</p> <p>Giving short negative answers</p>	<p>Negative Formation with 'do', 'does' and 'did'.</p>	<p>I don't like tea.</p> <p>Kala does not read her lessons.</p> <p>We did not go to Tirupathi last week.</p>	<ol style="list-style-type: none"> 1. Give life-like contexts wherein negatives are used. 2. Thro' dialogues negatives are practised. 	<p>Black board</p> <p>Dialogue practice</p>

5		Locating a person/thing using prepositions.	Simple prepositions (e.g.) from, to, between, behind, in front of, etc.	He is from Vellore. She is going to school. Kannan is standing behind the desk I' m standing in front of the class.	1. Through Demonstration. 2. Through black board sketches 3. Using pictures	Pictures Black board Charts Actions
6		Comparing two things / persons. Using simple adjectival forms	Degrees of comparison Simple forms	The line AB is as long as the line CD The line EF is longer than the line AB XY is the longest line.	1. Explanation 2. Demonstration	Pictures Graphs
7		The indefinite Articles	a / an	There is a book on the table. Here comes an elephant.	1. Verbal explanation. 2. Quoting more examples	Blackboard
8		Using the correct verb agreeing with the subject	Sub- Verb Concord Singular } Singular } Noun } Verb } Plural } Plural } Noun } Verb	The window is open The windows are open	Verbal explanation	Blackboard
9		Identifying a phrase Identifying a clause Using phrases and classes in speech and writing	What' s a phrase? A group of words referring to something. What' s a clause? A group of words containing a subject and a verb.	My first day at college. On account of Pongal, tomorrow will be a holiday.	Verbal explanation	Blackboard

1.	C. Listening Competencies	Articulates the consonant properly and discriminates between problem sounds – consonants	<p>1. /s-ʔ/</p> <p>2. /z-d₃/</p> <p>3. /ʔ-p/</p>	<p>1. Shave – save She – see Sheet – seat Shine – sign Short – sort</p> <p>2. Sheep – fashion. Trash</p> <p>3. Wash my shirts and brush my shoes</p> <p>1. Zoo, zero, zip, zebra, zinc, desire, reasons ... lose, birds, zoo – jew zest – jest etc. zealous – jealous</p> <p>2. gentle, fridge, orange... fan – pan fail – pail etc... fill - pill</p>	<p>1. Teacher says the words containing the consonant in initial medial and final position and the students repeat.</p> <p>2. Teacher says the Minimal pairs and students say it after him.</p> <p>3. Teacher says the sentences and students repeat.</p> <p>1. Teacher says sample words, minimal pairs and sentences and students repeat.</p> <p>2. Gives aural discrimination task</p> <p>-Do-</p>	<p>Charts, Tape recorder, Blackboard</p> <p>-Do-</p>
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2.		Listen and do. (a) carryout teacher' s instructions (simple commands) (b) Dictation.	Imperative sentences Five to six simple sentences on a familiar theme.	Go and draw a circle on the blackboard. Place your left hand on your head etc. I went to the market yesterday. I bought three apples and four mangoes etc.	Pair work Teacher Instruction, etc. Simple dictation or Dicto-comp	Command cards, Tape recorder. Tape recorder
3.		Listens to announcements in school	Examination dates, excursion, school function	The quarterly exams will begin on 18 September.	Teacher announcement	Time-table Tour programme
4.		Listens to advertisements on Radio/T.V. etc.	Selected catchy advertisements from T.V./Radio	Boost is the secret of my energy	Listen and repeat	T.V., Radio, Newspapers cuttings, Tape recorder.
5.		Articulate consonant clusters properly	Initial and final clusters	Student, school, district, strict	Listen and repeat	Charts, Tape recorder.
1.	D. Speaking Competencies	Greets others using appropriate expressions	Hi, Hello, Good Morning	Hi, Ravi, How are you? Hello, Tom. Nice to see you again. Good morning, everybody	Practising simple dialogues in pairs	Tape recorder

2.		Introduces himself/others	This is Mr./Mrs. I am Let me/May I introduce (formal)	A: Good Morning B: Good Morning A: I am (your student) Ravi's sister.	Student to introduce himself/friend to the class	Tape recorder
3.		Answers common classroom/real life questions	Why are you late? Have you done your home work?	Have you done your homework? Sorry sir, I haven't	Teacher to use English for all class room transactions	
4.		Asks for information Gives information	Could you tell me... Please? Can you...? I'd like to know... Do you know...?	Excuse me, could you tell me when the Pallavan Express arrives?...	Listening to model dialogue. Practises in pairs	Tape-recorder
5.		Gives directions/ instructions	Go straight. Turn left. Press both the buttons	A: How can I record my speech? B: Insert the blank cassette. Press both the 'Record' and 'Play' buttons at the same time. Then speak.	Gives directions with the help of a city map/directions for using a tape recorder.	City map, Railway Guide, Gadgets, Tape recorder.
6.		Seeking permission	May I.....please? Can I...?	Can I use the reading room?	Pair work. Role play	
7.		Describing an object/place	Your house/village / A computer	There is a garden in front of my house etc.	Describes real objects. Uses blue-prints.	Objects, charts.

8.		Receives/Makes Phone Calls	Hello... this is Ravi speaking. May I know who is speaking?	There is a garden in front of my house etc. Brief dialogues.	Pair-work	Tape recorder.
1.	E. Reading Competencies	Skimming a text to get the general idea	A short story	R.K. Narayan / Ambulimama	Group Work	Blackboard Newspaper headlines
2.		Scanning a text for specific information	A travelogue/adventure	Climbing Mt. Everest, The Titanic etc.	Pair work	Picturestables/Charts
3.		Looking for the gist of a text	Description of a historical event	(e.g.) Story of Shivaji / Jhansi Rani	Group work	Work sheet with gaps / Handbills / wall posters
4.		Understanding the meaning of unfamiliar words	A short story	(e.g.) Humorous Story Tenali Rama / Akbar Birbal	Individual work	Dictionary / Children's Magazines / Poems
5.		Understanding the elements of sentence structure	A famous speech	(e.g.) Nehru, Gandhi	Reading aloud with expression	Cassette Recorder. Poems.
6.		Understanding cohesive devices	A Biographical Sketch	(e.g.) Helen Keller, Mother Teresa	Group work	Work sheets

The same may be repeated for the next 6 units

1.	F. Writing Competencies	Writing Connected Sentences	Continuous Texts	A paragraph on the school	Jumbled Sentences	Charts Sentence Strips
2.		Writing Parallel paragraph	Model Paragraph	Chennai, School	Brain Storming	Pictures Brochures
3.		Greeting Cards	Different types of Greetings	Birthday, Mother' s day etc.	Demonstration	Greeting Cards
4.		Leave letters	Sample letters	Illness, marriage	Group work Cloze Text	Model Letters
5.		Developing Hints	Story	Aesop' s fables Tenalirama stories	Demonstration	Blackboard Posters
6.		Using Punctuation	Continuous Discourse	Use of full stop. Capital	Supplying missing punctuation	Work sheet
7.		Using cohesive devices	Cohesive Texts	A paragraph from a story or an essay	Unscrambling a jumbled text	Charts.
1	G. Study Skills	Be able to refer to a dictionary for meaning and spelling	Entries from a dictionary	Merciful-kind	Pair work	Pocket dictionary
2.		Abstracting information (short texts 30 words)	Short texts	Paragraphs from text books on History, Science etc.	Group work	Textbooks on subject TELL ME WHY
3		Reading maps	Maps	A map of Chennai	Pair work	Maps from tourist department
4		Referencing skills – locating books in the Library	List of sections in the school Library	Maths, English, Science etc.	Group work	A visit to the Library
1	H. Occupational Competencies	To learn to present raw data in a systematic form	Interpreting chart and bio diagram	(1) Preference of games (2) Go through Annual Expenditure of Mr. X (Pie Chart)	Draw a chart on games. Give particulars about the games. Explain it. Make the students say the answers	Chart / Black board

2		To read and understand the content of tables / charts	Reading Time table	Railway Time Table T.V. Programme Radio Programme	By showing / writing the time table, Teacher can explain to the students, and make them understand the content.	Blackboard News Paper
3		Describing observed jobs	Jobs in school	(e.g.) Watchman, gardener	Group work	Interviews
4		Listing activities of persons in different vocations	Different vocations	(e.g.) teacher, doctor, etc.	Class discussion / group work	Visits/interviews
1	I. Strategic Competencies	Advance preparation	Text book	Prose lesson	Home work	-----
2		Copying a text without errors	Short texts	A poem	Self correction	-----
3		Oral repetition	Structures	If clauses	Choral drills	-----
4		Appeals – asking a speaker to speak more clearly/slowly	Class room teacher talk	Pardon Excuse me etc.	Individual work	-----
1	J. Creative Competencies	Writing about oneself/one's family/school/pet etc.	Write-up about one-self, one's family, school, pet, etc.	A few lines about a pet dog	Elicit responses from the pupils and write it on the black-board with the information given by the pupils, help them frame sentences, write it on the black-board and ask pupils to take it down. Prepare a write-up with blanks, write it on the black-board and ask pupils to fill in the blanks with information relevant to them	Teaching Aids black-board, chalk

