

## STANDARD VIII

UNIT		Competencies to the developed	Content	Examples / Illustration	Transactional Strategies	Teaching Aids Suggested
1	<b>A. Vocabulary Competencies</b>	<p>Giving the meanings of different words</p> <p>Identifying these words in different written/spoken contexts</p> <p>Using these words in speech/writing</p> <p>Giving synonyms for different words</p> <p>Giving the opposites for words</p> <p>Referring to the dictionary to find the meanings of words</p> <p>Using words denoting diseases, specialists, and names of professionals</p>	<p>MEANINGS</p> <p>Simple lexical meanings for words in the given lesson or poem</p> <p>Synonyms for words</p> <p>Antonyms for words</p> <p>Making sentences with the given words</p> <p>Guided use of dictionary</p> <p>Words denoting diseases, specialists &amp; professionals</p>	<p>determination - firmness of purpose</p> <p>quell - overcome</p> <p>illustrious - famous</p> <p>persuade x dissuade</p> <p>Penicillin is an <b>invaluable</b> invention to mankind.</p> <p>LOST ONLY SLIP TYPE</p> <p>Dangerous <i>adj.</i></p> <p>Likely to cause danger <b>Syn.</b></p> <p>Hazardous, perilous</p> <p><b>Ant.</b> Safe, secure</p> <p>Diphtheria, mumps, measles, chicken-pox; dentist, paediatrician, cardiologist; blacksmith, cobbler, goldsmith, lawyer, banker, priest,</p>	<p>Say the word and give the meaning</p> <p>Say the word and ask for the meaning</p> <p>Matching card game, with two boxes of cards, with words in one and meanings in the other</p> <p>Give the word and the Synonym</p> <p>Give the word &amp; ask for the Synonym</p> <p>Give the word and the Antonym</p> <p>Give the word &amp; ask for the Antonym</p> <p>Give the word and ask students to make sentences using the word</p> <p>The Synonym game: Give a word and ask students to frame sentences using synonyms of the word. Eg. I am plump; you are stout; he is obese; she is stocky (the word give is tab).</p> <p>Four square puzzle.</p> <p>Ask students to locate a particular word in the dictionary and find its meaning with help from the teacher</p> <p>Name the disease and state the condition/symptoms</p>	<p>black board, flash cards, placards, charts, chalk, Dictionary</p> <p>Pictures , objects</p>



monosyllabic words					
Giving the correct spelling of irregular verbs	Spelling of irregular verbs	Began begun Bear bore		Give a number of examples of such words	
Giving the correct spelling of words with prefixes and suffixes	Spelling of words with prefixes and suffixes	<b>Mis</b> behave Willful		Give a number of examples of such words	
Giving the difference between spelling and pronunciation	Silent 't' in words Word endings -tion, -ssion, -cian, -cion, -cean, -shion pronounced the same way	Post man, Christmas, <b>direction</b> , <b>passion</b> , <b>musician</b> , <b>suspicion</b> , <b>Ocean</b> , <b>fashion</b>		Play the tape recorder to highlight these sounds with illustrative words	Tape recorder, cassette
Forming words using different prefixes from the base	<b>WORD FORMATION</b> Prefix: over, post, vice, poly, mono, semi, tele, under	<b>Overtake</b> , <b>postman</b> , <b>vice</b> president, <b>poly</b> clinic, <b>monotonous</b> , <b>semicircle</b> , <b>tele</b> pathy, <b>under</b> ground, <b>under</b> water		Give the base forms of words and build words with prefixes and ask students to do the same	Black board, colour chalk, flash cards, charts, matching cards.
Forming words using different suffixes from the base	Suffix: cracy, ship, ist, ish, like, ward, hood, graph	Democracy, <b>friendship</b> , <b>artist</b> , <b>reddish</b> , child- <b>like</b> , up <b>ward</b> , brother <b>hood</b> , <b>photograph</b>		Give the base forms of words and build words with suffixes and ask students to do the same	
Using these words in speech/writing				Give funny riddles (e.g.) The ship that never breaks (friendship)	
Giving the expansion for	More abbreviations	ECG, IIT, IAS, IPS, GMT, GPO, ICF,		Give the abbreviation using the	

		abbreviations		MP, MLA, PWD, SPCA, VCR	abbreviations in sentences	
		Using compound words in speech/writing	More compound words Object + Agential Noun with 'er' / or Object + Verbal Noun with 'ing' Verbal Noun with 'ing' + object	Radio operator Language teacher Letter writing Story telling Drinking water Reading material	Give the meaning for each part of the compound and then the combined use with the help of sentences Use the relative pronoun to teach the compound words and the meaning	Grammar books, matching cards
5		Using/identifying terms for groups of animals/habitat of animals	VOCABULARY IMPROVEMENT Corrective nouns for animals Terms for habitat of animals	School of fish Herd of sheep Pride of lion Lion's den Beaver's lodge bird's nest	Use pictures with the terms written on flash cards and matching the picture with the term on the card and explaining to the students. Make students watch television programmes on wildlife and nature, and explain the terms Use sentences with the phrasal verb in meaningful situational contexts, and then arrive at the whole meaning	Pictures, flash cards, flannel board, television, film strips, over head projector slides.
6		Using two-part phrasal verbs in their speech/writing	PHRASAL VERBS	Put on, give up, give in, call off, set off		Dictionary, grammar book
1 – 1	B.	Using basic sentence patterns	Basic sentence patterns 1. SVO 2. SVC 3. SVA 4. SVOA 5. SVCA	He paid the fees He is a student He runs fast I met him yesterday She was a teacher in 1999	Pupils practise the above said basic sentence patterns.	We may use charts, tables
1 – 2		Using the definitions and functions of the parts of speech of the above patterns	Definition: Subject: This denotes the doer of the action	I met him yesterday She was a teacher in 1999		
1 – 3		Making sentences of their own,	To find out the sub ask the questions			

		using the above patterns	<p>who? (or) which?</p> <p>Verb: A verb denotes the action of a sentence. Verb is a word which says something about an object (or) a person.</p> <p>Obj: It follows the transitive verbs, ask the Que: What.</p> <p>Com: This part talks about subject.</p> <p>Adjuncts (or) Adverbial: This part denotes the why, how, when and where of the action.</p>			
2		<p>Using and writing the following tenses</p> <p>1. Past perfect</p> <p>2. Past Perfect continuous</p> <p>3. Future perfect</p> <p>4. Future perfect continous and all other tenses</p>	<p>1. Past perfect</p> <p>2. Past perfect continuous</p> <p>3. Future perfect</p> <p>4. Future perfect continuous</p>	<p>1. I had written the letters before he arrived.</p> <p>2. At the time he had been writing a novel for two months</p> <p>3. By the end of this month, I will have worked here for 5 years.</p> <p>4. By next March we shall have been living here for 4 years.</p>	By using dialogue method.	Tables, Chairs
3 – A		Using basic modal verbs	<p>Basic Modal verbs</p> <p>1. Can, 2. Could, 3. May 4. Might, 5. Must, 6. Should, 7. Ought to</p>	<p>Should: We should obey the laws.</p> <p>Must: You must improve your knowledge</p>	Dialogue	Fill in the blanks, chart.

3 – B	Using tag questions in imperative and ‘let’ sentences	Command, request	1. Wait a minute, can you? 2. Don’ t forget, will you? Let’ s go for a walk shall we?	Dialogue	Fill in the blanks, chart.
4.	Using conditional clauses	Conditional sentences type –2	1. If I had a map I would lend it to you. 2. If some one tried to blackmail me I would tell the police	Dialogue	Chart
5.	Using the adverbial particle and phrasal verb	Adverbial particle and phrasal verb	He gave up smoking The meeting will be put off He looks after the children	Fill in the blanks	Chart
6.	Using the degrees of comparison (simple type)	Degrees of composition (simple type) 1. Comparing two equal objects/persons 2. comparing two unequal objects/persons 3. Comparing one among many with all.  4. Comparing one among many with all	1. Anand is as tall as Ashok (Pos) 2. Ashok is not taller than Anand (com) 3. No other metal is as costly as diamond (Pos) Diamond is costlier than any other metal (com) 4. Diamond is the costliest metal (super) Very few girls are as clever as Shoba	More practice	By using charts

7	Using more rules articles – A/AN	<p>More rules for a/an the indefinite article ‘a’ is used before a word beginning with a consonant sound. The indefinite article ‘an’ is used before a word beginning with a vowel sound.</p> <p>A word beginning with a vowel sound as the initial component h is not pronounced</p> <p>A word beginning with a consonant sound <u>wa</u></p>	<p>(Pos). Shoba is cleverer than many other girls (com) Shoba is one of the cleverest girls (super) a woman, a door, a bottle, a university, a union</p> <p>an arm, an hour, an umbrella an M.P. an office an honour</p> <p>an hour, an honest man</p>
8 – A	Using the reported speech	<p>Type 3 imperative</p> <p>Type 4 Exclamatory</p>	<p>a one rupee, a one eyed man</p> <p>Teacher said, “Open the book”. Teacher ordered us to open the book. Praba asked Abi, Please, give me your pen”. Prabha requested Abi to give her his pen He said, “How tall</p>

8 – B		Using the Notional concord	<p>Notional concord</p> <p>1. A verb must agree with its subject in number and person</p> <p>2. two or more singular nouns or pronouns joined by and require a plural verb</p> <p>3. if the nouns suggest one idea to the mind, or refer to the same person or thing, the verb is singular.</p> <p>4. words joined to a singular subject by with, as well as etc., the verb should be put in singular</p> <p>5. when the subjects joined by <u>or</u> or <u>nor</u> are of different persons, the verb agrees with the nearer.</p> <p>Either, neither, each, everyone, many a, must be followed by a singular verb</p> <p>A collective noun</p>	<p>he is” !</p> <p>He exclaimed that he was very tall.</p> <p>The quality of the mangoes was not good.</p> <p>Gold and silver are precious metals</p> <p>Time and tide waits for no man.</p> <p>The house, with its contents was insured.</p> <p>Justice, as well as mercy, allows it.</p> <p>He is mistaken, or else I am</p> <p>He asked me whether either of the applicants was suitable</p> <p>Neither of the two men was very strong</p> <p>Each of these</p>	Dialogue	Charts, tables
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9.		Practising passive sentences	<p>takes a singular verb when the collection is thought of as one whole and a plural verb when the individuals of which it is composed are thought of</p> <p>Passive sentences</p> <p>Simple present</p> <p>Simple past</p> <p>Simple future</p>	<p>substances is found in India.</p> <p>Everyone of the prisons is full.</p> <p>Many a man has done so.</p> <p>The committee has issued its report</p> <p>She sings a song</p> <p>A song is sung by her</p> <p>I wrote a letter</p> <p>A letter was written by me</p> <p>We will spend holiday at the Ooty.</p> <p>The holiday will be spent at Ooty by us.</p>		
10.		Practising simple compound complex sentences	<p>Simple compound complex-introduction.</p> <p>Simple: The sentence has only one subject and one finite verb.</p> <p>Compound: A sentence is made up of two or more main clauses and a conjunction</p> <p>Complex: A sentence consists of one main clause and subordinate clause.</p>	<p>His country won him honour</p> <p>He saw the teacher and he ran away.</p> <p>When the boy saw the wolf he ran away</p>	Change of sentences / more exercise	Charts, black board, table

1.	C. Listening Competencies	Discriminates problem sounds, diphthongs.	/ei, ?u/	1. age, table, favour, name 2. old, go, boat, total, joke	Listens to words and sentences. Reads words from blackboard, flash cards.	Tape recorder, flash cards.
2.		Listen and do. a) Dictocomp.	A short coherent passage containing five to six lines on a familiar theme/story.	The teacher reads the whole passage. Then the students recall and write – Again the teacher reads – students fill in what missing. The teacher gives the third reading. Students complete	Listen – Recall – Write.	Tape recorder, chart....
3.		Listens to announcements at the Air-port	Flight timings – late arrivals, destination etc.	Tape recorded announcements	Listens and answers questions.	Tape recorder.
4.		Listens to polite requests and responds.	Could you ... please? Would you mind....?	Could you clean the blackboard please? Would you mind not crowding around here?	Listen and respond.	Tape recorder.

5.	<b>D. Speaking Competencies</b>	Listens to sports commentaries.	Taped commentaries of cricket, foot-ball matches etc.		Listen and answer questions / fill in a table.	Tape recorder, Radio, T.V.
1.		Narrates stories	From Epics/Magazines/ Supplementary readers etc.	Ekalavya, Karna, Kannagi.	Narration, miming etc.	Charts, pictures.
2.		Tells Jokes, riddles...	Gathered from books, comics, etc.	It has legs but it can't move etc.	Narration.	
3.		Describes an experience	My first day at school, Journey by train etc. How I spent my holiday.	I was very nervous... I didn't like it at all etc.	Vivid narration	
4.		Describes a process	Making a kite. Preparing coffee... magnetizing a bit of iron.	Water is boiled. Decoction is prepared.	Uses hints, recollects and describes	Pictures, charts.
5.		Asking for/giving advice	Do you think I should...? Should I...? What would you advise me to do? I think you should I'd advise you to...	A: I'm getting a head-ache often. B: I think you should consult an eye-specialist...	Mini dialogues practices in pairs-free pair-work.	Tape recorder.
6.		Expressing sympathy	I'm sorry, I'm so sorry to learn...	I've got only a second class.	Pair work expressing sympathy for various misfortunes.	

				Oh, I' m so sorry to hear that.		
7.		Ask if someone is willing to do something. Asks for information.	Can/Could you tell me...please.	Could you tell me where the Manager is?	Pair-work	Tape recorder
8.		Enquires about obligation.	Do we have to...? Is it necessary to...?	Do we have to wear uniform? Yes you must.	Use school situation. Life situation	
9.	<b>E. Reading Competencies</b>	asking about/expressi ng preference	Would you like/prefer...? Which would you like...? I' d prefer... I like...better. Short story / news stories	Would you prefer coffee or tea? I prefer coffee.	Preferences about food, programme etc.	
1.		Predicting		(e.g.) What happens next?	Group work	Film Reviews from newspaper
2.		Understanding explicitly stated info.	Descriptive text	(e.g.) Science	Group work	Children' s Magazine
3.		Understanding info not explicitly stated	Literary text	A short story	Pair work	Young World
4.		Understanding the use of connectors	Descriptive text	Adventure / Travel	Group work	Work sheets

		/discourse markers				
5.		Understanding the relation between elements of a sentence	Imaginative text	Short story	Pair work / Role play	Young World
6.		Understanding tabulated info	Factual text	Weather report	Individual work	Magazines (e.g.) India Today
7.		Understanding instructions on the computer/ house hold gadgets	Computer pages / Instruction books / pamphlets	(e.g.) Excel / Word (e.g.) Pressure Cooker / Micro Oven	Pair work	A collection of Instruction leaflets
8.		Understanding paragraph organisation	Connected sentences	A para of exemplification	Group work	Work sheets
9.		Understanding discourse organisation	Connected paragraphs	An essay with a clear plan	Group work	Incomplete plan of essay
10.		Skimming	A report	Newspaper	Individual work	Newspaper headlines
11.		Scanning	An Article / Advertisement	Newspaper	Pair work	Handbills / wall posters
12.	<b>F. Writing</b>	Literary appreciation	Poems	Daffodils	Individual work	Poetry anthologies
1.		Filling in forms	Different kinds of forms	Railway reservation	Explanation	Sample forms

2.		Expanding Headlines	Headlines from Newspaper	Water released from Mettur	Explanation	Newspaper
3.		Parallel paragraph (processes)	Different processes	Preparing coffee / oxygen	Group discussion	Diagrams
4.		Formal letters relating to school contexts	Situations common in school	Inviting some one for a school function	Cloze Text	Model letter
5.		Writing the synopsis of a passage	Passages from school texts	History, the Reforms of Akbar	Group work	Black-board posters
6.		Punctuation	Continuous discourse	Use of Hyphen, colon, parenthesis	Correcting wrong punctuation	Work sheets
7.		Writing short articles for children's magazine	Topics of interest to VIII Standard children	My best friend. My happiest day in school	Brain storming	Children's magazines
1	<b>G. Study Skill Competencies</b>	Refer to dictionary for grammatical information	Dictionary entries	bring (v) past tense & past participle – brought bride – noun (c) e.g. Olympic Games	Pair work	Dictionary
2		Abstracting information – short texts (100 words)	Short texts		Group work	Young world
3		Drawing/ interpreting Charts	Texts/Charts	Chart on famous writers & works	Group work	Books from library

4		Reference ills- looking for information in a book	Library books	Content, index etc.	Group wok	Library books
5		Note making	Articles/reports	Articles from school magazine	Individual work	Magazines / Newspapers
6		Note taking	Lectures in classroom	e.g. Science / History	Individual work	Outlines
1	<b>H. Occupational Competencies</b>	Reading and understand the content of Travel time tables	Time Table	Air Timings Bus Timings	By showing / writing the Time table, a teacher can explain to the students and make them understand the content.	News paper/ Black Board
2		Interpreting charts and diagrams	Chart and diagram	“Percentage of Literacy” Rate of Literacy among the rural population of T.N. between 1960-67 (Bar chart)	Explain the chart and ask questions	Black Board Charts Diagrams
3		Interpreting Graphical representation	Graphical representation	Career choice of XII students in school (bar graph)	Explain the bar-graph clearly and ask questions	Black Board Bar Graph
4		Understanding the working of simple machines	Working of simple machine	1. How will you use a wet grinder? 2. How will you fix a fuse at	It is demonstrated in simple words with the help of pictures.	Pictures

				home? (Describing process)			
1.	<b>I. Strategic Competencies</b>	Discussing language – sharing ideas about English	Pupils' views on English	English in difficult	Brainstorming	Black board	
2		Audio recording – recording oneself for the purpose of self assessment	Pupils' speeches	Welcome speech	Rehearsal	Cassette recorder	
3.		Reading aloud meaningfully	Short texts / speeches	Lincoln' s Gettysburg speech	Pair work	Cassette recorder	
4		Checks – checking and confirming that the meaning of a passage is under stood.	Talks / lectures	Excuse me – do you mean?	Individual work	List of helpful phrases.	
1	<b>J. Creative Competencies</b>	Writing about one's Writing about one's neighbour Writing about one's favourite game	city/village/town	Write-up about one's city/village/ town, neighbour, favourite game, etc.	A few lines about one's village A few lines about cricket	Group-work: Ask students to form groups, and ask each student to contribute to	black-board, chalk



2		Picking out rhyming words from known rhymes, and add words to the list	Rhyming words star, are, bar, car high, sky, fly, my	Twinkle.....star How.....are Up.....high Like..... sky	Ask students to pick out the rhyming words from rhymes known to them, and add more words that rhyme	the write-up; after completing, the groups can compare notes black-board, chalk, rhymes	
3		Describing an event/incident/experience	Write-up about an incident/event/experience	A few lines about one's experiences while travelling by train	Ask students to describe/narrate an event/happening wherein they were present, and ask them to write it down		