

STANDARD IX

UNIT		Competencies to be developed	Content		Examples / Illustration	Transactional Strategies
1	A. Vocabulary Competencies	<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 antonyms for words</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>Exist – continue to be</p> <p>Dale – valley</p> <p>Favourable – advantageous</p> <p>Separated x joined</p>	<p>Say the word and give the meaning</p> <p>Say the word and ask for the meaning</p> <p>Fill in the blanks exercises, with the suitable word chosen from the choices given within brackets</p> <p>Give the word and the Synonym</p> <p>Give the word & ask for the Synonym</p> <p>Give the word and the Antonym</p> <p>Give the word & ask for the Antonym</p> <p>Multiple choice exercises, to identify the correct meaning of the word</p> <p>Kangaroo words: Words hidden in other words. E.g. Blossom – bloom,</p> <p>Plateau – plate</p> <p>Word pyramid: A number of clues are given. The first answer has 2 letters, the second 3 letters, the third 4 letters and so on. Each answer consists of the same letters as the previous one, with addition of one letter.</p>	<p>Black board, chalk, models, display board, film strips, projector, posters, dictionary</p>

			<p>Clues: Air-Conditioner First of cards Step/speed Position Splendid house Attack-v.t/i to assault; to harm violently Syn. assail Ant. defend –attacker <i>n.c.</i> Zebra-crossing, jay walking; convict, sentence, accused; mouse, laptop, internet, modem; reporting, documentary, chat show, prime time; theatre, performance, rehearsal, portrait, saxophone; philately, numismatics, hiking, trekking Comics, children's magazines, newspaper, short stories and abridged versions House-dwelling, hut, home, residence, cottage</p>	<p>AC ACE PACE PLACE PALACE</p>	
	Using the dictionary to find the word and its meaning	Use of dictionary with minimal help from the teacher		Give the word and ask the students to locate the word in the dictionary	
	Using words related to civic sense, law and order, computers, media, fine arts and hobbies.	Words related to civic sense, law and order, computers, media, fine arts and hobbies		Use live models, film strips and pictures from magazines/newspapers to explain the meaning of these words. Use illustrative sentences to explain the terms	Models, filmstrips, flip charts, diagrams
	Identifying words in their extensive reading and relate them meaningfully	Extensive reading with minimal help from teacher`		Ask children to bring the material to the class from the school library and supervise their reading	Story books and other materials
	Using words belonging to different semantic networks in speech/writing	Words belonging to different semantic fields		Give the name of the set and ask the students to generate words belonging to the set	Pictures

2	Using syllabification for reading, spelling and speaking purposes	SYLLABIFICATION Syllabification of polysyllabic words with exercises in reading and speaking	Af-ter-noon	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, colour chalk, taped cassettes
---	---	---	-------------	--	--

3	Spelling words correctly	<p style="text-align: center;">SPELLING</p> <p>Plural by adding 's' in compound nouns Latin and Greek plurals Plurals with zero morpheme change</p> <p>Words often misspelled belonging to confusing pairs</p>	<p>Sons-in-law, Step-daughters Radius radii Formula formulae Fish fish Sheep sheep Deer deer Disease decease Eminent imminent</p>	<p>Give the spelling rules with enough examples Give the spelling rules with enough examples</p> <p>Give the spelling rules with enough examples</p> <p>Say the differences in spelling/meaning for words in confusing pairs by writing on the black board.</p> <p>Spelling games: Grid game – A number of words are written vertically, horizontally, diagonally in a grid, and pupils are asked to locate and circle those words. Word-building – A word is written on the black board and students are asked to write down/from as many words as possible using the letters of the given word. Ghost game – The teacher has a word in mind and without saying what it is says the first letter alone, the first student has to provide the next letter, and so on, until the word is formed. Any student providing the wrong letter for the word is declared out.</p>	Black board, colour chalk.
---	--------------------------	---	---	--	----------------------------

4.	Giving the difference between spelling and pronunciation.	Words with 'ph' combination pronounced as 'f'. The letter 'x' in initial, medial and final positions`	Photo, sulphur, tele graph Xerox (pronounced as 'z'), except (pronounced as 'k'), tax (pronounced as 'ks')	Play the tape recorder to highlight these sounds with illustrative words. Ask students to repeat	Tape recorder, cassette
	Forming words using different prefixes from the base	WORD FORMATION Prefix: inter, multi, anti, out, pre, micro, sub, non	International, multinational, anticlockwise, outcome, precaution, microscope, subway, nonsense	Give the base forms of words and build words with prefixes using illustrative, topical sentences, and ask students to do the same	Black board, colour chalk, flipchart with the prefix/suffix written on one Chart (left side) and words on the right side on many charts, so that they can be flipped and combined with prefix/suffix on the left
	Forming words using different suffixes from the base	Suffix: able, ous, wise, logy, al, gram, some	Comfortable, dangerous, clockwise, psychology, national, telegram, tiresome.	Give the base forms of words and build words with suffixes using illustrative, topical sentences, and ask students to do the same. Give funny riddles. e.g. The table that you can eat (eatable) Collection box game – Ask students to coin as many words as possible from a single prefix/suffix and put in a box; whichever team gets more number of words, wins the game. Use puzzles and riddles to elicit the word from the students	
	Using these words in speech and writing				
	Giving the expansion of Abbreviations and Acronyms	Abbreviations and Acronyms	UFO, lbw, STD, ISD; LASER, UNESCO, RADAR, UNICEF	Give the abbreviations/acronyms and their expansions, using sentences	

	Using compound words in speech/writing Identifying compound words in speech/writing	More compound words Verb + Object Adjective + Verb Adverb + Verb	Treadmill, pushbutton; safeguard, whitewash; overthrow, undertake, upset	Give the meaning for each part of the compound and then the combined use with the help of sentences. Ask students to identify/pick out compound words from newspapers/ magazines and comprehend the meaning	Black board, flannel board, cards, newspapers, magazines
5	Using/Identifying words related to cuisine, restaurant, crockery/cutlery, clothes and ornaments	VOCABULARY IMPROVEMENT Words related to cuisine, restaurant, crockery/cutlery, clothes and ornaments	Pizza, hamburger; bearer, suite; chinaware, fork, ladle, microwave oven,; waistcoat, vest, gloves, jacket; brooch, bracelet, pendant, locket	Use pictures/objects to explain the terms	Pictures, objects
6	Using/Identifying phrases/idioms in their speech/writing	MORE PHRASAL VERBS AND IDIOMS	Break down, turn on/ off, take off, leave out, carry on, make up, one' s mind, in the long run	Use phrasal verbs/idioms in meaningful sentences Ask students to do the same Ask pupils to pick out phrasal verbs/ idioms from newspapers / magazines	Black board, chart, newspaper, magazines
7	Giving the meaning of foreign words and phrases used in English Using/Identifying foreign words and phrases in speech / writing	FOREIGN WORDS AND PHRASES	Vice versa, ad hoc, bon voyage, bonafide, eureka, en route, via, sine die,	Use the foreign words/phrases in sentences and explain the meaning. Ask students to use the words in sentences of their own	Charts, black board
8.	Using words/phrases appropriately in relevant spoken/written contexts	USAGE	by walk/on foot- Go to school by walk, is wrong . Go to school on foot, is right .	Use the phrases in appropriate sentences and give the correct usage	Black board, charts.

1.	B. Grammatical Competencies	Recalling all the sentence patterns	Change of elemtns in patterns SVOA-ASVO	I met him yesterday Yesterday I met him	Identification	Blackboard, charts
2		Differentiating time and tense	Tense: There are four tenses 1. Simple tense, present and past. 2. Progressinve tense: present and past. 3. Perfect progressive tense: present and past. 4. Non progressive tense: present and past time 5. Future time	He reads a novel He wrote a letter He is reading a novel He was writing a letter He has been writing a letter He had been writing a letter He has written the letter He had written the letter He will write a letter	Should be given more sentence practice	Blackboard, Charts, tables
3		Using more modals and their usages.	Modals: 1. Dare to 2. Used to 3. Need	How dare you contradict me? I used to live there when I was a boy. I need hardly take his help. I need not go.	Fill in the blanks	Black board, table, charts.
4		Using If clause Type 3	4. Need not If clause type 3 impossible	If you had taken him to a good nursing home they could have saved him.	Practise more sentences	Blackboard, tables, charts.

5	Practicing more phrasal verbs	<p>Phrasal verbs: Phrasal verbs are very usual to place prepositions or adverbs after certain verbs so as to obtain a variety of meaning e.g. take off, remove, knock off-hit Go on – continue</p> <p>Run out – become empty</p>	<p>Precilla took off her hat</p> <p>Akulyal' s mother knocked off Malasha</p> <p>Tough Raju was tired, he went on writing</p> <p>The shopkeeper often ran out of stock</p>	Fill in the blanks	Blackboard, table charts
---	-------------------------------	--	--	--------------------	--------------------------

6	Practicing degrees of comparison	Degrees of comparison complex type.			
		Type – 1	<p>Little girls are wiser than men</p> <p>Men are not so wise as little girls</p>		
		Type – 2	<p>Nisha is the tallest girl in the class</p> <p>No other girl in the class is so tall as Nisha</p> <p>Nisha is taller than any other girl in the class.</p>		
		Type – 3	<p>Madras is one of the largest cities in India.</p> <p>Madras is larger than many other cities in India.</p> <p>Very few cities in India are as large as Madras</p>	More practice should be given	Blackboard, table, charts

Using rules for the definite article
'the'

More rules for the
definite articles 'the'

Rule No.1: when we talk
about a particular person
or thing.

The girl cried

Rule No.2: A singular
noun is meant to
represent a whole class

The cow is a
useful animal

Rule No 3: Before some
proper names

a) oceans and seas

b) rivers

c) deserts

The Pacific, the
Black Sea
The Ganga, the
Nile.

Rule No.4: Before the
names of certain books

The Sahara

Rule No.5: Before the
names of things unique of
their kind.

The Vedas, the
Bible

Rule No.6: With
Superlatives

The Sun, the Sky.

The darkest cloud
has a silver lining

Rule No.7: Before
musical instrument

He can play the
flute

Fill in the blanks method

Blackboard, tables,
charts

Practising relative clauses

Relative clauses

1. Who

1. Mr. Ali, who is getting into that bus, is my neighbour 'Non defining relative clause'.

2. Look at the man, who is getting into the bus

Fill in the blanks

2. Which

Defining relative clause

Penguins, which are found only in the Antartica, cannot fly. 'Non defining relative clauses'.

3. That

I fear that I shall fail

Black board,
Table
Charts

9	Practising active and passive voices	Passive: Without by phrase	<p>They made him king :- Active</p> <p>He was made king:-Passive</p> <p>They use video for teaching the students-Active</p> <p>Video is used for teaching the student-passive</p> <p>One should keep one's promises-Active</p> <p>Promises should be kept-Passive</p> <p>When will you return the book?-Active</p> <p>When will the book be returned?-Passive</p> <p>Someone has picked my pocket-Active</p> <p>My pocket has been picked-Passive</p> <p>Circumstances will oblige me to go-Active</p> <p>I shall be obliged to go-Passive</p>	More practice	Black board , Tables , Charts
---	--------------------------------------	-------------------------------	--	---------------	-------------------------------------

10	Practising change simple ,complex and compound sentences	<p>Transformation of sentences – simple , compound and complex</p> <p>Type 1:</p> <p>1. As Priya was intelligent everyone praised her – Complex</p> <p>2. Priya was intelligent and everyone praised her – Compound</p> <p>3. Everyone praised Priya for her intelligence – Simple</p> <p>Type 2:</p> <p>1. Although he was tired he attended the function – Complex.</p> <p>2. He was tired but he attended the function-Compound.</p> <p>3. In spite of his being tired he attended the function-Simple.</p> <p>Type 3:</p> <p>1. If you play games regularly you will be healthy – Complex.</p> <p>2. Play games</p>		
----	--	---	--	--

			<p>Type 4:</p> <p>Type 5:</p>	<p>3. In the event of your playing regularly you will be healthy – Simple.</p> <p>1. As soon as he saw his father he ran away – Complex</p> <p>2. He saw his father and at once he ran away – Compound.</p> <p>3. On seeing his father he ran away – Simple</p> <p>1. You are so short that you cannot become a soldier – Complex</p> <p>2. You are very short and so you cannot become a soldier – Compound</p> <p>3. You are too short to become a soldier – Simple</p>	<p>More practice should be given</p>	<p>Blackboard, tables, charts.</p>
--	--	--	-------------------------------	---	--------------------------------------	------------------------------------

1.	C. Listening competencies	Using appropriate plural / past tense morphemes.	Plural 1. the suffix 's' or 'es' is pronounced /s/ after voiceless consonants. 2. /z/ after vowels and voiced consonants. 3. /iz/ after /b/, d3, s, z, s, 3. 3. the past tense morpheme realised as /t. d id/	Caps, books, months, rats. Eyes, trees, bags, years. Catches, noises, judges, fishes... /t/ - walked, asked. /d/ - called, named. /id/ - wanted, mounted.	Listens and repeats, reads, the words from the blackboard. -Do-	Charts. Tape recorders
2.		Identifies the number of syllables in a word.	Poly syllabic words.	Examination – 5 syllables. Favour – 2 Committee – 3	Listen and Identify	Tape recorder
3.		Word stress – identifies the stressed syllable.	Disyllabic words stressed on the first, second syllable	1. ' master, captain, ' eager. 2. a' bout, be' cause, de' ceive	Listen and identify. Say words with proper stress	Stress cards

4.		Listens to a dialogue and answer question	Short dialogues	A: Hi B: Hi where are you going? A: To the railway station. B: What for? A: To receive my uncle coming from Delhi	Listen to and answer question.	Tape recorder
5.		Listens to news broadcasts (AIR)	Recapitulation/main headlines	How are the headlines?	Listen and note down the points	Tape recorder, Radio.
6.		Listen to quiz.	Taped quiz programme	Which is the longest railway platform in India, etc.	Listen and note down the points.	Tape recorder, Radio.
1.	D. Speaking Competencies	Warns some one	Be careful, Mind your, I warn you.... Etc. Watch out	Be careful/When you cross the road I warn you not to go near water...	Listen to dialogues, practice in pairs	Tape recorder

2.		Converses with strangers	Lovely day isn't it? It's very hot in here, isn't it? Etc.	It's very hot today isn't it? True. It's like a summer after- noon.	Listen to a dialogue. Practice in pair.	Tape recorder, T.V.
3.		Persuades friends / others	Please let me... Why don't you	Please let me explain the advantages. Then you can decide. Why don't you try again?	Tries to persuade by pointing out the benefits, advantages, etc.	
4.		Encourages others	That's fine/good/lovely. Lovely/great/keep it up.	I've answered all the questions. That's fine.	Teacher uses encouraging expressions often in the class.	
5.		Expresses pleasure/displeasure	I'm really delighted. That's great/wonderful. What a nuisance. That isn't good enough.	There is a traffic jam. What a nuisance.	Suitable mini-dialogues	
6.		Accepts/refuses to do something	I'll do that. O.K. Don't worry I shall help you. I am sorry I can't / it is not possible	Will you lend me your dictionary? I'm sorry I can't.	Mini dialogues	

7		Asks about possibility	Is it likely to...? Is there any possibility/chance of...? I think it's going to... It's quite possible.	Is there any chance of his coming today? It's quite possible.	Asking about possibility of common occurrences	
8		Reports events/speech	It happened like this. He said that...	He said he would come again in the evening	Reporting accidents. Messages, etc.	Tape recorder.
9		Talking about future plans	I want to ... I am going to... I'm thinking of	I want to become a doctor. I am going to join the engineering college.	Discuss in pairs future plans.	
1.	E. Reading Competencies	Skimming	Descriptive Essay	Sports	Pair work	Newspaper/sports magazine
2.		Scanning	Factual Essay	Science	Group work	Young World
3.		Predicting	Narrative	Story	Individual work	Chandamama
4.		Identifying the main idea	Descriptive Essay	Historical essay	Pair work	Tinkle
5.		Understanding info. stated explicitly	Argumentative Essay	Current topics	Debate	Newspaper / edit lead articles on India Today
6.		Understanding info not stated explicitly	Literary text	Poem / Short story	Individual work	Pictures / Posters
7.		Recognizing cohesive devices	Descriptive essay	Science	Pair work	Reader's Digest

8.		Recognizing discourse markers	Descriptive text	Travel	Pair work	Magazines
9.		Understanding unfamiliar words	Narrative	Short story	Individual work	Crossword
10.		Understanding instructions	Instructional text	Pamphlet	Role Play / Demo	Pamphlets
11.		Understanding coherence	Narrative text	Biography	Group work	Young World / Chandamama
12.		Appreciating literature	Literary text	Poem	Lecture	Pictures / Posters
1.	F. Writing Competencies	Writing Telegraphic Messages	Telegrams	Congratulations Condolence	Demonstration	Telegraph forms
2.		Writing paragraph based on an outline	Outline of a paragraph	A paragraph on seasons	Demonstration	Model paragraph
3.		Writing a message based on a telephone conversation	Telephone conversation	A client talking to the office secretary	Role play	Blank message forms
4.		Informal letters	Situations relating to family and friends	Describing your school to your friend	Cloze texts	A model letter
5.		Using cohesion in discourse	Cohesive texts	A paragraph from an essay or a story	Reordering jumbled texts	Jumbled Texts
6.		Punctuation	Continuous texts	Quotation marks	Correcting wrong punctuation	Work sheets
7.		To develop a topic sentence into paragraph	Topic sentences	There are types of oil	Demonstration	Paragraph from subject Text books
8.		To write a precis	Continuous texts	Life of Mother Teresa	Explanation	work sheet

9.		To write articles for school magazine	Topics of interest to teen-age children	Fashions in dress	Brain storming	School magazine
1	G. Study Skills	Refer to the dictionary for synonyms & antonyms	Dictionary entries	Cart-Vehicle	Individual work	Dictionary
2		Abstracting information (longer texts 200 words)	Short essay	Subject text books	Group work	Encyclopedia
3		Drawing /interpreting graphs	Texts/Graphs	Maths problems	Pair work	Journals/text book
4		Reference Skills – collecting information on a topic from several sources	Books/pictures/computers	Pollution	Group work	Library
5		Note making	Library books	Population Explosion	Group work	Library
6		Note taking	Radio/T.V.	News cast	Individual work	TV/Radio
7		Editing / Drafting	Unedited texts	Composition work of pupils of younger class	Individual work	Symbols for editing
1	H. Occupational Competencies	Prepareing and collect data	Collecting student' s community particulars	How many S.C. students are there in the class room? How many S.T./MBC/BC/OC are there in the class room. Community wise Boys and Girls separately	Instruct the teacher to collect students community particulars in the class room.	Black Board

2		Tabulating the data	Collect particulars (data) and present in Tabular Form	A paragraph from Three Leading News Papers (Aside, Daily Mail, Times) is given in detail	After reading the paragraph students are asked to collect data in Tabular Form.	Table
3		To write a Project Report	Project Report on Free bicycle for Higher Secondary SC/ST Girl students in a town	How many H.S. Schools are there in a town How many SC/ST girls in XI & XII in every school in the town.	On the basis of the details. We have to write a project report.	Sample Reports
4		Narrating a story / events	Picture story	An interesting picture with several people.	On seeing a picture, students are motivated to write a story connected with picture	Any picture
5		Responding to media calls	TV / Radio / Newspaper	Gujarat Relief Fund	Class Discussion	Newspaper cuttings TV/Radio Clips
1	I. Strategic Competencies	Keeping a diary	Diary entries	What I learnt to do	Reflection	Simple diary entries
2		Collecting language samples	Language from various sources	Books/tapes etc.	Project work	Library
3		Translation	Words and their meanings in L ₁ , short translated texts	A Tamil translation of an English Poem	Translation	Bilingual dictionaries
4		Foreignising – borrowing a Tamil word and anglicizing it.	Words from L ₁ .	Tamizh – Tamil	Approximation	Tapes of English sounds
1	J. Creative Competencies	Writing an essay on a given topic	Essay-writing	At the circus	Ask students to write an essay on a given topic	Newspapers, books, magazines

2		Providing another title for a known rhyme/poem	Giving a title to a rhyme/poem	'Tiger'- William Blake 'The Striped beauty'	Provide a title to a known rhyme/poem, and ask pupils to provide another	
3		Writing about one's hobby, a favourite sport, etc.	Write-up about one's hobby, etc.	Reading as a hobby	Ask students to write an essay on their hobby, favourite sport, etc.	
4		Writing about a person/leader/ freedom-fighter , etc.	Write-up about a leader, freedom-fighter, etc.	Bhagat Singh	Ask students to write about a leader, etc.(The students can refer to books and magazines to glean information about persons)	
5		Completing a story	Providing the ending for a story	Any short story	Give an incomplete story in writing and ask students to complete it	
6		Preparing a write-up based on a television programme	Write-up about a television programme	National Geographic Channel programme	Ask students to watch a particular television programme, and write about it	Television
7		Writing greetings for various occasions	Writing greetings for various occasions	Wishing you bon voyage	Ask students to write greetings for various occasions; various greeting cards could be perused	