

## STANDARD X

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 Identifying these words in different written/spoken contexts Using these words in speech/ writing Giving synonyms for different words Giving the antonyms for words Using the dictionary to find the word and its meaning Using words related to agriculture, industry, economy and more words related to media, computers</p> <p>Identifying words in their extensive reading and relating them meaningfully</p> <p>Narrating what they read Using words belonging to different semantic networks in speech/writing</p> <p>Identifying words belonging to different semantic networks in speech/writing</p> <p>Using the same words according</p>	<p><b>MEANINGS</b> Simple lexical meanings for words in the given lesson or poem Synonyms for words Antonyms for words Independent use of dictionary Words related to agriculture, industry, economy, and more words related to media, computers</p> <p>Independent extensive Reading</p> <p>Words belonging to different semantic fields</p> <p>Grammatical function –</p>	<p>tunnel - underground passage indeed - really daring - bold courage x cowardice amaze - <i>v.t</i> to cause wonder <b>Syn.</b> astonish -amazement <i>n.u</i> - amazed <i>adj.</i> -ama- zing <i>adj.</i> harvest, reap, sow, weed, yield; demand, supply, output, input; inflation, recession, negotiation, contract; video jockey, replay, compere, telecast, broadcast, channel, surfing, journalist, freelance, reporter, fourth estate, printer's devil; software, floppy, CD Rom, laser printer, ink-jet printer Newspaper columns which interest them; abridged versions transport - bicycle, bus, car, van, automobile, ship, boat, canoe, aeroplane conduct</p>	<p>Say the word and give the meaning Say the word and ask for the meaning Fill in the blanks exercises, with the suitable word chosen from the ones given within brackets Give the word and the Synonym Give the word &amp; ask for the Synonym Give the word and the Antonym Give the word &amp; ask for the Antonym Multiple choice exercises, to identify the correct meaning of the word What's the good word? Game - One student comes forward, and gets a word from the teacher, he then gives clues to the class in order to find out the word; the clues could be meanings, Synonyms/Antonyms Dumb charades - one student mimes the word and the others</p>	<p>black board, chalk, charts, placards, dictionary black board, chalk, charts Story books, newspapers Pictures black board, charts, tape recorder, cassettes</p>

		to grammatical function	words which act both as Noun and Verb.	object export	guess it Give the word and ask the students to locate the word in the dictionary Use illustrative sentences to explain the terms Ask children to bring the material to the class from the school library and read Ask children to read during their leisure at home Ask students to narrate what they read Ask students to do language games, puzzles, etc., they come across in children's magazines Give the name of the set and ask the students to generate words belonging to the set	
		Narrating what they read				
		Using / Identifying words belonging to different semantic networks	Words belonging to different semantic fields	Transport, bicycle, bus, car, van, automobile, ship boat, aeroplane	Give the different grammatical functions of the same word, using illustrative sentences Use the tape recorder to differentiate the pronunciation of these words in illustrative sentences	
		Using the same words according to grammatical functions	Grammatical function – words which act as both Noun and Verb	Conduct, object export		

2		Using syllabification for reading, spelling and speaking purposes	SYLLABIFICATION Syllabification of polysyllabic words with exercises in spelling and reading	sy-lla-bi-fi-ca-tion	Use the dictionary to show how words are syllabified	black board, colour chalk, dictionary
3		Spelling words correctly Identifying words in confusing pairs Giving the correct spelling of homo-phones Identifying differences in spelling in British/American English Giving the difference between spelling and pronunciation	SPELLING Revision of spelling rules studied from VI to IX Words in confusing pairs Homophones Words in British English with corresponding spelling in American English The silent ' r ' ( in words when followed by a consonant, and in words ending in ' r ' ) ' r ' pronounced when followed by a vowel The silent ' h ' ( in some words)	official/officious luxurious/luxuriant bear bare dear deer hair hare principal principle prophet profit centre center colour color programme program endeavour endeavor park, card car, bear care, trip forehead, vehicle, hour, honest	Use examples, drill, exercises, to revise spelling rules Chain drill - The teacher gives the first word, one student gives a word beginning with the last letter of the word said by the teacher, another pupil continues and so on Shannon's game - The teacher gives the first letter of the word, one after the other, pupils supply letters to complete a word Word magic - One word is given and by changing only one letter at a time, pupils are asked to change the entire word. Eg. Put the pig in the sty. Pig - big - bag - bay - say -Sty Use illustrative sentences to bring out the differences between these words	black board, chalk, charts

					Use illustrative sentences to bring out the differences between these words Write the spelling on the black board and differentiate Write the words on the black board and say them	
4		Forming words using different prefixes from the base Forming words using different suffixes from the base Using these words in speech/writing Giving the expansion for abbreviations and acronyms Using/Identifying compound words in speech/writing	WORD FORMATION Prefix: em, il, pro, tri, with, super Suffix: ate, eer Revision of items learnt from VI to IX Revision and more Abbreviations/Acronyms Revision and more compound words Adverbial + deverbal Noun Verb + Adverbial	empower, illegal promotion, triangle, withdraw, supermarket desperate, engineer, pioneer DNA, INA, MBA, NCERT, YMCA, PRO; INTERPOL, TELEX, PIN (Code), NEWS day dream, boat ride, field work dance hall, play thing	Give the base forms of words and build words with prefixes/suffixes using illustrative, topical sentences, and ask students to do the same Use the abbreviations/acronyms in illustrative sentences, and give the expansions Ask pupils to give the expansions Give the meaning for each part of the compound and their combined use with the help of sentences Ask students to identify/pick out compound words from their extensive reading	black board, colour chalk
5		Using/Identifying words denoting count-	VOCABULARY IMPROVEMENT	Denmark - Dane Holland - Dutch	Use the terms in sentences	

		ries and their nationalities	Words related to countries and nationalities	Greece - Greek Oman - Omani		
6		Using/Identifying phrases/idioms in their speech/writing	MORE PHRASAL VERBS AND IDIOMS	turn down, tell on, call off, cry off, icing on the cake, sitting on the fence, feather in one's cap, hand in glove	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	alias, defacto, ex-tempore, incognito, post mortem, status quo	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	adopted : adoptive Adopted child, and adoptive parents. Hale and <b>hearty</b> and not hale and <b>healthy</b> .	Use the phrases in appropriate sentences and give the correct usage	black board, charts
1.	B. Grammatical Competencies	Identifying sentence patterns in the given passage. Identifying more sentence patterns by changing the elements of patters	Revision of sentence patterns and identifying more sentence patterns changing the elements of patterns. SVOA <del>ASV</del>	Raju smiled S V She wrote a book S V O Mahesh is a doctor S V C The king gave him a medal S V IO DO Asoka fought bravely	Writing sentences changing the elements of patterns	Substitution tables

				<p>S V A He visited her parents</p> <p>S V O last week</p> <p>A Twice the boy struck him</p> <p>A S V O I quickly jumped over the</p> <p>S A V wall</p> <p>A He speaks English fluently</p> <p>S V O A Yesterday I went to Chennai</p> <p>A S V A</p>		
2.		Will be able to write or speak making use of appropriate Tenses	Revision of Tenses: A. 1. Simple present tense 2. simple past tense 3. simple future tense	A: My father goes to school by car. I usually drink tea.	Constructing a table to write all kinds of tenses.  Fill in the blanks	Writing a Dialogue using tense forms

			<p>B. 1. Present continuous tense 2. Past continuous tense 3. Future continuous tense</p> <p>C. 1. Present perfect tense 2. Past perfect tense 3. Future perfect tense</p> <p>D. 1. Present perfect continuous tense 2. Past Perfect Continuous Tense 3. Future perfect continuous tense</p>	<p>We met Kala I played cricket yesterday I will meet you tomorrow It will rain in the evening We shall hold elections for class representative on Monday.</p> <p>B: The children are going to school now. He is watching the T.V. at present. I was reading all night yesterday While I was taking my meal, my friend called me.</p> <p>C: He has just finished his breakfast. We have already issued instructions regarding this matter. My mother had left before I reached home.</p>	using correct tense forms.	
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				<p>After he attended the meeting, he went home.</p> <p>By June next year I will have joined the polytechnic.</p> <p>By this time next year, we will have completed the course.</p> <p>D. James has been living in this house for the past three years.</p> <p>Rajam has been learning music since her childhood.</p> <p>She had been working till late evening before this incident.</p> <p>We will have been learning German for two years by the end of this year.</p>		
3.		<p>Making use of modal Auxiliaries in their day to day communication and conversation.</p> <p>Will be able to converse fluently with others making</p>	<p>Revision of Modals: Introduction of ' would' need, needn' t, dare and daren' t.</p> <p><u>May</u> To express permission</p>	<p>You may go home.</p> <p>May I come in Sir?</p>		



		use of appropriate Modal Auxiliaries.	<p>To express possibility</p> <p>To introduce a request</p> <p><u>Might</u></p> <p>To express possibility</p> <p>To express dissatisfaction</p> <p><u>Can</u></p> <p>To express ability</p> <p>To express refusal of permission</p> <p>To grant permission</p> <p>To express capability</p> <p>To express possibility</p> <p><u>Could</u></p> <p>To express ability in the past</p> <p>To express permission</p> <p>To express possibility</p> <p>To introduce a request (more polite)</p>	<p>It may rain today.</p> <p>This medicine may relieve your pain.</p> <p>May I open the window?</p> <p>She might come again tomorrow.</p> <p>This pill might cure your ache.</p> <p>You might concentrate on your job.</p> <p>Padma can drive a truck.</p> <p>I can read French</p> <p>You can't sleep here.</p> <p>You can go home now.</p> <p>Can you type?</p> <p>I could swim across this river when I was young.</p> <p>The children asked if they could have ice-cream</p> <p>You could solve the sum</p> <p>Could you go with</p>	Writing a dialogue transferring the information found in an advertisement into a dialogue	
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			<p><u>Shall</u>  To express futurity    To express suggestion  To express intention  To request instructions</p> <p><u>Should</u>  To express duty (Moral obligation)  To express a sense of desire</p> <p><u>Will</u>  To make polite request  To express invitation  To express probability    To express volition</p>	<p>your brother?  Could you give me your camera?</p> <p>I shall come tomorrow.  We shall meet again next week.  Shall we go for a walk?  Shall I wait for you?  What shall I take with me?  How shall we carry out the final attack?  I shall come tomorrow.  We shall meet again next week.</p> <p>We should obey the rules.  We should start the business immediately.</p> <p>Will you open the door, please?  Will you come to tea tomorrow?  He will leave as</p>		
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			<p><u>Would</u> To express polite request</p> <p>Would used after wish</p> <p>Would with the adverbs rather and sooner</p> <p>Would with the verb like meaning want.</p> <p><u>Ought to</u> To express moral obligation</p> <p><u>Must</u> To express moral obligation To express emphatic To express necessity</p> <p><u>Need</u> To mean require or want</p>	<p>soon as the rain is over. I will do this work.</p> <p>Would you post this letter for me? Would you mind bringing me a cup of water? I wish it would stop raining.</p> <p>John would rather die than beg. The boy would sooner die than be called a thief.</p> <p>You ought to write a test.</p> <p>You must report for duty tomorrow morning. Parents must ask their children to be truthful. You must attend the meeting tomorrow</p> <p>You need</p>	Discussion between two students on any topic of relevance	Advertisements found in the Newspapers
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			<u>Need Not</u> To express absence of obligation  <u>Dare/Dare not</u> To express bold action  <u>Used to</u> To express a discontinued habit	somebody to cook for you.  You need not pay the fees.  How dare you speak to me like that?  I used to drink tea.		
4.		Will be able to write a paragraph or a story making use of appropriate conditional clauses related to open, unfulfilled and hypothetical condition.  Joining the sentences using appropriate conditionals	Revision of conditional clauses: 1. Open condition (probable) 2. Improbable condition a) unlikely conditions b) Impossible conditions. 3. Imaginary condition	If you work hard, you will pass. If I go I will post the letter for you.  If I were you, I would not misbehave with father. I would tell her If I saw her.  If I were a bird, I would fly in the sky. If I were a millionaire I would give generously to	Writing conditional clauses using the form:  Pre will If + Simple + can Unless may might  If + Past+ would unless	Picture charts

			<p>4. <u>Had</u> (a condition which was not fulfilled in the past)</p> <p>5. <u>Unless</u> (Negative condition)</p> <p>6. <u>Incase</u> (reason for the action)</p> <p>7. <u>Otherwise</u></p>	<p>good causes. Had he written to me, I would have arranged a taxi for him.</p> <p>Had we taken our rain coats, we would not have got wet. Unless you work hard, you cannot pass. Unless you hurry, you will miss the train.</p> <p>In case he meets you, you may inform him of our decision. Some cyclists carry repair outfits incase they have a puncture. Her father pays her fees otherwise she would not be in the school</p>		
5.		Will be able to understand the meaning of phrasal verbs and prepositional verbs	<p>Revision of Phrasal Verbs and prepositional verbs:</p> <p><u>Phrasal verbs</u></p> <p>Broke down (fail to work)</p>	My car broke down on the road.	Fill in the blanks	A chart of

			<p>Catch on (understood)</p> <p>Come down (to fall)</p> <p>Go on (continue)</p> <p>Pass away (die)</p> <p>Set in (to begin and continue)</p> <p>Give up (abandon)</p> <p>Burn down (destroy)</p> <p><u>Prepositional phrases</u> Intransitive verb + preposition <u>Call on</u> (Visit some one)</p> <p><u>Dispose of</u> (get rid of )</p> <p><u>Get over</u> (recover from)</p> <p><u>Looked after</u> (take care)</p>	<p>I couldn' t catch on to her lecturer.</p> <p>The prices will come down soon.</p> <p>They went on with the work until midnight.</p> <p>My father passed away.</p> <p>The winter has set in early this year.</p> <p>He is ready to give up drinking tea.</p> <p>The mob burnt down the embassy.</p> <p>We called on the Vice-Chancellor yesterday.</p> <p>He has disposed of his old car.</p> <p>It took years for her to get over the death of her son.</p> <p>She looked after our business when</p>	<p>rewriting correct form of the phrasal verbs</p>	<p>phrasal verbs with meaning.</p>
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				we were abroad.		
6.		Will be able to transform one degree into other degrees	<p>Revision of degrees of comparison.</p> <p><u>Type 1</u> Comparison of more than two things.</p> <p><u>Type 2</u> Comparison of two persons</p>	<p>Venu is the tallest boy in the class (S.D.) Venu is taller than any other boy in the class (C.D.) No other boy in the class is so tall as Venu (P.D.) James was one of the strongest men. James was stronger than most other men. Very few men were as strong as James.</p> <p>Mohan is taller than Charles (C.D.) Charles is not so tall as Mohan. Sita is not cleverer than Kala (C.D.) Kala is as clever as Sita.</p>	Rewriting a passage using appropriate adjective forms	Picture Charts
7.		Will be able use appropriate articles	Revision of Articles: Indefinite Articles ‘ a’ and ‘ an’ .	<p><u>Generic reference:</u> A dog is a faithful animal.</p>	Rewrite a passage using articles	Picture Charts

			Definite article 'The' . Generic and Specific use.	Gold is a precious metal. <u>Specific reference</u> I met the doctor who treated you.		
8.		Will be able to converse with others	Relative clauses: a) defining (who- that-whom) b) non defining (who-whose) which	a) The man who robbed you has been arrested. Every one that knew him liked him. The man whom I saw told me the truth. Raman who had been driving all day suggested stopping at the next town. I picked up the apples some of which badly bruised. The book which is written by Arun liked by all. This is John whose class you will be taking.	Conversation	Constructing a conversation with the relative pronouns.
9.		Will be able to understand the stress in action.	Revision of passives – all types	I eat an Apple. (AV) An apple is eaten by me (PV)	Substitution tables containing Active voice and passive voice.	Reproduce a passage changing Active voice



				<p>I ate an apple (AV)  An apple was eaten by me (PV)  I shall eat an apple (AV)  An apple will be eaten by me (PV)  I am eating an apple (AV)  An apple is being eaten by me (PV)  I was eating an apple (AV)  An apple was being eaten by me (PV)  I shall be eating an apple (AV) No passive voice.  I have eaten an apple (AV)  An apple has been eaten by me (PV)  I had eaten an apple (PV)  An apple had been eaten by me.  I shall have eaten an apple (AV)  An apple will have been eaten by me.</p>		into passive voice
10.		Will be able to combine two simple sentences into a	Revision of transformations.	1. Going there I met her (S)		

		complex sentence and compound sentence.	<p>1. simple – compound – complex</p> <p>2. Direct-Indirect</p>	<p>When I went there I met her (CX) I went there and at once I met her (CD)</p> <p>2. As she was dull, she failed. (CX) Being dull, she failed. (S) She was dull and so she failed (CD)</p> <p>3. Having cleaned it she went away (S) After she had cleaned it, she went away (CX) She cleaned it and then went away (CD)</p> <p>4. In spite of his working hard, he failed. (S) He worked hard but he failed (CD). Though he worked hard, he failed (CX).</p> <p>5. If she plays well, she will win. (CX) In the event of her playing well, she will win. (S) She should play</p>	Rewriting a simple sentence into a CX and a complex into a compound	Charts
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				<p>well otherwise she will not win. (Cd)</p> <p>6. Unless you play well, you will not win. (CX)</p> <p>Play well or you will not win.(CD).</p> <p>In case of your not playing well, you will not win. (S)</p> <p>7. He is too dull to pass (S).</p> <p>He is so dull that he can' t pass (X).</p> <p>He is very dull and so he cannot pass (cd).</p>		
1.		Will be able to report the statement	<p>2. Direct and Indirect (Transformation)</p> <p>1. Statements</p> <p>2. Interrogatives</p> <p>3. Imperative (Commands, orders, requests advice etc)</p> <p>4. Exclamations</p>	<p>1. He said to me “I am writing now” (D)</p> <p>He told me that he was writing then (ID)</p> <p>2. The teacher said to the girl, “What is your name?” (D)</p> <p>The teacher asked the girl what her name was. (I.D)</p> <p>He said to her, “Can you read this</p>	Transforming Direct to Indirect and Indirect to Direct.	Headlines of the Newspapers and Reports.

				<p>poem". (D)  He asked her if  (whether) she could  read that poem.  (I.D.)  3. The teacher said  to the boy, "Stand  up" (D)  The teacher ordered  the boy to stand up  (ID)  4. She said, "What  a fine flower it is!"  (D)  She exclaimed that  it was a fine flower.  (ID)</p>		
12.		Will be able to use adverbial particles to mean different expressions	<p><u>Adverbial Particles:</u>  Up, down, in, out, on,  off, away, back.  <u>Separable Adverbial particles:</u>  Boilup, break off, bring  back, cut off/out.  Send back/in/off/out  take down / in</p>	<p><u>Used as preposition:</u>  I ran down the hill.</p> <p><u>Used as an adverb:</u>  The clock has run  down.</p> <p><u>The meaning of the combination must be learnt independently:</u>  1. The gun  <u>went off</u> by</p>	<p>Fill in the blanks with suitable adverbial particles</p> <p>1. Giving the different meanings of the combined word and students are asked to write meaning full sentences.</p>	<p>Picture compositions.  Chalk and board  Flash cards.</p>

				<p>accident. (fired)</p> <p>2. My hat blew off.</p> <p><u>Particle+personal pronoun+verb</u></p> <p>1. Off they went!</p> <p>2. Away it flew!</p> <p><u>Particle+verb+subject</u></p> <p>Off went John!</p> <p><u>Here</u> and <u>there</u> may have front position:</p> <p>1. Here's your friend.</p> <p>2. There it is!</p> <p>3. <u>As slogans</u></p> <p>4. Down with the grammarian s.</p>		
1.	<b>C. Listening Competencies</b>	Word stress – poly-syllabic words.	<p>Stress, rules.</p> <p>1. words ending in -ion have the accent on the penultimate syllable.</p> <p>2. words ending in -ical, -ically have the primary accent on the</p>	<p>1. appli' cation, determination, intro' duction</p> <p>2. apolo' getic, e' lective,</p>	<p>Listen and mark stress</p> <p>Read words with appropriate stress</p>	<p>Tape recorder, stress cards, etc.</p> <p>-Do-</p>

			<p>syllable preceding the suffix.</p> <p>3. words ending in -ity – accent on the syllable preceeding the suffix.</p>	<p>gram' matical, patri' otic, poli' tical, sympa' thetic etc.</p> <p>3. a' ctivity, curi' osity, possi' bility etc.</p>		
2.		Uses weak forms in connected speech	<p>And reduced to - ?n</p> <p>He – 1:</p> <p>Him – im</p> <p>Am – m</p> <p>Have – v</p> <p>For - f? etc.</p>	<p>Black <u>and</u> white</p> <p>Did <u>he</u> win?</p> <p>Give him two</p> <p>I <u>m</u> fired.</p> <p>You' <u>ve</u> broken it.</p> <p>Come <u>for</u> tea</p>	Listen and repeat. Reads sentences using weak forms.	Tape recorder.
3.		Sentence stress	Normally, purely grammatical words are not stressed. Content words are stressed.	<p>I could ' hardly</p> <p>be' lieve my ' eyes.</p> <p>He could have</p> <p>a' voided it etc.</p>	Listen and identify the stressed words. Read sentences with proper stress – dialogues.	Tape recorder, sentence cards.
4.		Intonation.	Use of rising, falling, and fall-rise tunes.	<p>a. It' s a good book</p> <p>b. Are you hungry?</p> <p>c. He is clever</p>	Listen and identify the intonation pattern.	Tape recorder, sentence cards.
5.		<p>Listen and do.</p> <p>a. answer questions on a passage.</p> <p>b. listen to quiz.</p>	<p>Short extracts on familiar topics.</p> <p>Taped/live quiz programme</p>	<p>Objective type, short answer, questions</p> <p>Which is the longest river in the world?</p>	<p>Listen and fill in</p> <p>Listen and fill in the table</p>	Tape recorder.

1.	<b>D. Speaking Competencies</b>	Gives short talks on chosen topics.	Topics chosen by students. Structuring of talks	May favourite hobby. An interesting experience. My leader...	Informal fluent delivery.	
2.		Matches forms with functions	Common expressions for important functions like, requesting, permission etc.	Could you... please? May/Can I ...?	Oral – objective type, Matching task.	Charts, Tape recorder.
3.		Practices mock interviewing	-wh questions, Yes/No questions etc	Job interviews.	Role-play, model dialogues	Tape recorder. Questionnaires etc.
4.		Participates in debates.	Argues for / against a problem/issue.	Use of 'agreement/disagreement' /expressing opinion etc.	Group Activity	
5.		Participates in formal/informal dialogues.	Planning for a picnic, sharing information.	Using common language function.	Model dialogue. Pair-work	List of situations. Chart, Tape recorder.
6.		Participates in telephone conversation.	Conveying messages, requests. Enquiry about welfare etc.	Hello, can I speak to Ravi. I'm his friend Peter. Could you ask him to ring me up please?	Role-play, Pair-work	Chart, Tape recorder.
7.		Reads a passage aloud, meaningfully.	Any short passage/dialogue from the reader.	Peter/a young student/wanted to write a story.	Listen to model reading	Tape recorder
8.		Tells stories/anecdotes /jokes/puzzles	Personal experiences. Short stories. Jokes from books, puzzles etc.	Hi, I managed to get home, having lost my purse etc.	Vivid narration	

9.		Expands, illustrates proverbs	Common proverbs in English/Mother tongue	A bird in hand is better than two in the bush etc.	Explanation, narration.	
1.	<b>E. Reading Competencies</b>	Skimming	Reports	Newspaper	Individual work	Headlines
2.		Scanning	Factual text	Directories / Railway Time-Table	Pair work	Newspapers/ Telephone Directories
3.		Predicting	Narrative text	Short story	Individual work	Young World / Youth Express
4.		Identifying main and supporting ideas	Descriptive text	Science	Group work	Tel me Why
5.		Deducing meaning of unfamiliar words	Narrative text	Story	Pair work	Cross word
6.		Inferencing	Narrative text	Biography	Individual work	Class library
7.		Evaluating	Narrative text	Story	Group work	Young World / Letters to the Editors
8.		Reducing text (gist)	Factual text	Historical essay	Group work	Teenage magazine
9.		Understanding cohesion	Descriptive text	Travel	Pair work	Young World
10.		Understanding coherence	Descriptive text	Sports	Pair work	Sportstar
11.		Understanding linkers / discourse markers	Factual text	Science	Group work	Encyclopedia
12.		Understanding instructions	Instructional text	Library rules	Individual work	Library
13.		Understanding tables / charts	Reports	Tables from text books	Pair work	Newspaper/Journals India Today
14.		Appreciating Literature	Literary text	Poem	Silent reading / loud reading	Class library



1.	<b>F. Writing Competencies</b>	Writing formal / Informal Letters	Formal and informal situations	Personal / business letters	Supplying the missing part	Model letters
2.		Information Transfer	Non-verbal information	Tables, charts etc.	Demonstration	Tables, charts
3.		Preparing a newspaper report on an event	Report	Fire accident	Group work	Newspaper
4.		Expanding a proverb	Proverbs	Make hay while the sun shines	Whole class discussion	Posters
5.		Organizing discourse using rhetorical functions like definition, classification, description and proposition	Cohesive Texts	Essays	Outlines	Posters
6.		Punctuation	Continuous Text	All punctuation marks	Editing a text for punctuation	Work sheet
7.		Precis Writing	Continuous text	Any essay from the course text	Explanation	Work sheet
8.		Essay writing	Any topic of interest to teen agers	The generation gap	Brain storming	Essays from the prose text
9.		To write an article for teen age magazines	Topics of interest to teen agers	Life in the 21 <sup>st</sup> century	Brain storming	Teen age magazine
1	<b>G. Study Skills</b>	Effective use of the dictionary	Dictionary entries	Spelling, grammar pronunciation, meaning etc.	Individual work	Dictionary
2		Abstracting information	Long texts	Essays	Group work	abstracts from editorials
3		Information transfer	Verbal (-) Non-Verbal	Charts -> Para Description -> Diagram	Pair work	Magazines (e.g.) India Today
4		Reference skills –collecting information from internet	Websites	Shakespeare' s theatre	Group work	List of websites
5		Note making	Books/Internet	Wordsworth' s Poetry	Group work	Computer/Library
6		Note taking	Lectures	School functions (e.g.) Sports Day	Individual work	Model Notes

7		Editing/drafting	Rough drafts	(e.g.) Rough draft of an essay	Pair work	
8		Abstracting	Essays	My Greatest Olympic Prize	Group work	Guidelines for abstracting
1	<b>H. Occupational Competencies</b>	Sending urgent messages	Drafting Telegram	Telegram Form	Take a telegram form. Fill it in and explain clearly. Give the form to students to fill in	Telegram Application Form
2		Filling in Proforma	Communicative Skill	1) Railway Reservation Form 2) M.O. Form 3) School / Polytechnic Admission Form	These forms are given separately. Make the students fill them in.	M.O. Form Reservation Form Admission Form
3		Story telling / Writing Story	Picture story	Any picture	Picture motivates the children. By narrating/ describing / telling something of the picture	Any picture
4		Interpreting Advertisement	Reading / writing Advertisement	Advertisement for any consumer product e.g. tooth paste, soap etc.,	Read the advertisement locate the answer in it.	Advertisement from Newspapers / magazines
5		To write a Project Report	Project Report	“Free Text Book” to the children from 1 <sup>st</sup>	Questions to elicit content	Sample reports of Projects

				to 12 <sup>th</sup> classes in a Govt. H.S.S. in Kodambakkam, Chennai	of project report.	
6		Media participation	Radio / TV programmes Newspaper Articles / Articles	Students' programmes cultural / educational	Watching TV / listening to Radio / Reading News Papers young world, Quest.	Tape recorders / Videos/ Newspapers
1	<b>I. Strategic Competencies</b>	Reviewing and systematic revision to aid long term retention.	The whole text	Lessons/Poems	Revision	Tips for memory
2		Defining – using English to clarify meaning	Teacher talk	Excuse me – could you explain	Questions	List of questions
3		Visual reinforcement – using visual stimuli to clarify meaning	Pictures/printed text	Picture of daffodil	Drawing / describing	Pictures
4		Paraphrasing – describing some aspect of an item	Words/object which are difficult to translate	(e.g.) 'Karpu' in Tamil	Group work	Dictionaries – bilingual
1	<b>J. Creative competencies</b>	Writing an essay on a given topic	Essay-writing	Environmental pollution	Ask students to write an essay on a given topic	Teaching Aids Newspapers, books, magazines, pictures.
2		Attempting writing a poem	Writing a poem based on an incident, picture, given topic	Picture of natural scenery	Ask students to write a poem based on a picture, a given topic or an incident	
3		Reporting an incident/accident	Write-up based on an incident/ accident	An accident I witnessed on my way	Ask students to write their account of an	

					accident/incident	
4		Writing appreciating brave/unique deeds of people	Writing in appreciation of a brave/unique deed	Appreciating a sports person on his/her unique achievement	Ask students to write appreciating the unique/brave deed of an individual	
5		Writing about an imaginary situation	Writing about an imaginary situation	If I were to visit another planet ...	Give an imaginary situation and ask students to write about it	
6		Preparing a write-up based on a television programme	Write-up about a television programme	Discovery channel	Ask students to watch a particular television programme, and write about it	Television
7		Expanding on a proverb	Expanding on a proverb	Make hay while the sun shines	Give a proverb to the pupils and ask them to expand on it (write a few lines on it)	
8		Preparing articles for school magazine	Preparing articles for school magazines	A short story/anecdotes/snippets/poem etc.	Ask students to prepare articles for school	

					magazine; material could be either original or edited versions of the original	
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