

**ENGLISH
STANDARDS - IX & X**

| Learning Outcome (Competencies to be developed) | Content | Transactional Strategies |
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| <p><u>IX</u> <u>1. Vocabulary</u> Giving the meanings of different words and idiomatic phrases. Identifying the words in different written / spoken contexts Using these words in speech/writing</p> | <p>1.1 Simple lexical meanings for words in the given lesson or poem Correct use of words in different contexts</p> | <p>Say the word / phrase and give the meaning Say the word / phrase and ask for the meaning Fill in the blanks exercises, with the suitable word / phrase chosen from the choices given within brackets <u>Teaching Aids</u> Blackboard, chalk, models, display board, film strips, projector, posters, dictionary</p> |
| <p>Giving synonyms for different Words Giving the antonyms for words Using the dictionary to find the word, its meaning and usage</p> | <p>1. 2 Synonyms for words 1. 3Antonyms for words 1. 4 Use of dictionary with minimal help from the teacher</p> | <p>Give the word and the synonym Give the word & ask for the synonym. Give the exercises to identify the correct meaning of the word in context. Give the word and the antonym Give the word & ask for the antonym Multiple choice exercises, to identify the correct meaning of the word in context. Give the word and ask the students to locate the word in the dictionary</p> |

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| <p>Using words related to civic sense, law and order, computers, media, fine arts and hobbies etc.</p> <p>Identifying words in extensive reading and relating them meaningfully</p> | <p>1.5 Words related to civic sense, law and order, computers, media, fine arts and hobbies</p> <p>1.6 Extensive reading with minimal help from teacher`</p> | <p>Use live models, film strips and pictures from magazines/newspapers to explain the meaning of these words. Use illustrative sentences to explain the terms Classroom activities of group discussion, debates etc to facilitate usage of vocabulary <u>Teaching Aids :-</u> Models, filmstrips, flip charts, diagrams</p> <p>Ask children to bring the material to the class from the school library and supervise their reading <u>Teaching Aids :-</u> Story books and other materials</p> |
| <p>Using words/terms belonging to different semantic networks in speech/writing</p> | <p>1.7 Words belonging to different semantic fields</p> | <p>Give related topics and discuss with situations for usage of words and terms. <u>Teaching Aids :-</u> Pictures</p> |
| <p>Using syllabification for reading, spelling and speaking purposes</p> | <p>1.8 SYLLABIFICATION Syllabification of polysyllabic words with exercises in reading and speaking</p> | <p>Separate the word into its syllables and say aloud; ask students to repeat. Use the blackboard to separate the syllables using colour chalk Associate vocabulary from Science, Maths and Social Studies lessons. <u>Teaching Aids :-</u> Blackboard, coloured chalk, taped cassettes</p> |

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| Spelling words correctly | 1. 9 SPELLING Plural by adding 's' in compound nouns Latin and Greek plurals. Plurals with zero morpheme change | Give the spelling rules with enough examples and practice drill. <u>Teaching Aids :-</u> Blackboard, coloured chalk. |
| Recognising difference between spelling and pronunciation. | 1 . 10 Words often misspelt belonging to confusing pairs Words with 'ph' combination pronounced as 'f' . The letter 'x' in initial, medial and final positions | Give the spelling rules with enough examples and practice drill. <u>Teaching Aids :-</u> Black board, Chalk Word games Say the differences in spelling/meaning for words in confusing pairs by writing on the black board. Use spelling games <u>Teaching Aids :-</u> Tape recorder, Cassette Play the tape recorder to highlight these sounds with illustrative words. Ask students to repeat Extensive drill through listening – reading exercises. |
| Forming words using different prefixes from the base | 1. 11 WORD FORMATION Prefix: inter, multi, anti, out, pre, micro, sub, non | Give the base forms of words and build words with prefixes using illustrative, topical sentences, and ask students to do the same <u>Teaching Aids :-</u> Blackboard, coloured 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 |

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| Forming words using different suffixes from the base | 1.12 Suffix: able, ous, wise, logy, al, gram, some | Give the base forms of words and build words with suffixes using illustrative, topical sentences, and ask students to do the same. |
| Giving the expansion of Abbreviations and Acronyms | 1.13 Abbreviations and Acronyms | Give the abbreviations/ acronyms and their expansions, using sentences |
| Identifying compound words in speech/writing | 1.14 More compound words | Give the meaning for each part of the compound word 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 <u>Teaching Aids :</u> Blackboard, flannel board, cards, newspapers, magazines |
| Using/Identifying words related to cuisine, restaurant, crockery/cutlery, clothes and ornaments | 1 . 15 VOCABULARY IMPROVEMENT Words related to cuisine, restaurant, crockery / cutlery, clothes and ornaments | Use pictures/objects to explain the terms <u>Teaching Aids :</u> Pictures, objects |
| <u>X</u> Identifying phrasal verbs and idiomatic phrases in sentences | 1.16 MORE PHRASAL VERBS | Use phrasal verbs/idioms in meaningful sentences Ask students to do the same. Ask pupils to pick out phrasal verbs/ idioms from newspapers / magazines. <u>Teaching Aids :</u> Blackboard, chart, newspaper, magazines |

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| Using them in meaningful sentences | 1.17 IDIOMS | Interaction with students through topics of interest to facilitate and guide usage. Exercises with fill in blanks or replace with phrase. |
| Giving the meaning of foreign words and phrases used in English Using/Identifying foreign words and phrases in speech / writing | 1.18 FOREIGN WORDS AND PHRASES | Use the foreign words/phrases in sentences and explain the meaning. Ask students to use the words in sentences of their own <u>Teaching Aids :-</u> Charts, blackboard |
| Using words / phrases appropriately in relevant spoken/written contexts (Remedial English) | 1.19 USAGE | Use the phrases in appropriate sentences and give the correct usage Teaching Aids :- Blackboard, charts. |
| Identifying and using figures of speech | 1 . 20 Similes: Metaphors Personification Idioms Onomatopoeia Transferred Epithets | Teacher explains and gives situation for drill in usage. |
| <u>IX</u> Recalling all the sentence patterns | 2.1 GRAMMATICAL SKILLS S V, S V O, S V C, S V O C, S V I O D O and S V A, S V O A, etc. | Teacher elicits identification in text and gives exercise for drill. Teaching Aids :- Blackboard, charts |

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| <p>Differentiating the tenses and their forms</p> <p>1. Simple Tense; present, past and future tense</p> <p>2. Continuous tense : present and past</p> <p>3. Perfect tense: Present and past time</p> <p>4. Perfect continuous tense; present and past</p> | <p>2.2 Understanding the term ‘tense’: verbs referring to</p> <p>1) Present tense 2) Past tense 3) Future tense</p> | <p>Teacher explains with examples.</p> <p>Teacher explains and illustrates giving oral and written drill and follows with free writing exercises using various verbs and tenses.</p> <p>Teaching Aids :- Blackboard, charts, tables</p> |
| <p>Using the verb ‘to be’ in tense form passive voice tense</p> <p>1. Simple present, past, future.</p> <p>2. Continuous present and past only</p> <p>3. Perfect present, past and future</p> | <p>2 . 3 Auxiliary Verbs</p> | <p>Teacher explains the use of auxiliary verb to ‘be’ as having 12 forms in active voice and only 8 forms in passive voice</p> |
| <p>Using active and passive voices</p> | <p>2 . 4 Passive : Without using ‘by....’ phrase</p> | <p>Teaching Aids :- Black board, Tables, Charts</p> |

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| Using more modals and their usages in different association and types of sentences | <p>2 . 5 Modals :</p> <ol style="list-style-type: none"> 1. Dare 2.Used to 3.Need 4. need not | <p>Teacher shows the difference in the use of the modal with / without 'to' in negative and positive sentences and assertive / imperative sentences. Gives extensive activities as practice drill.</p> <p>Teaching Aids :- Blackboard, charts, tables</p> |
| Transforming Sentences from one kind to another | <p>2 . 6 a) affirmative to negative & vice versa</p> <p>b) assertive to exclamatory / interrogative and vice versa</p> | <p>Teacher uses explanation and drill.</p> <p>Teaching Aids :- Blackboard, table charts</p> |
| Converting Direct to Indirect Speech and vice-versa | <p>2 . 7 Direct and Indirect speech (conversion of sentences)</p> | <p>Teacher uses explanation and drill</p> <p>Teaching Aids :- Blackboard, table charts.</p> |
| Using interrogative sentences with question tags and 'wh' words. | <p>2 . 8 Question forms</p> <ol style="list-style-type: none"> a) Question tags V+(Ng)+PN b) Wh-questions Q+V+S/A... Q+v+S+V... c) Embedded qns. V+S+V+IO+NCl d) Imperatives V+NP V+NCl e) Echo questions Statements as questions with rising tune at the end. | |

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| Using Degrees of Comparison | 2.9 Degrees of Comparison – Complex type Types 1, 2, 3. | Teacher explains highlighting the structure and gives practice drill. Teaching Aids :- Blackboard, charts, tables |
| Using rules for the definite article ‘the’ | 2.10 More rules for the definite article ‘the’ Rule No.1 : when we talk about a particular person or thing. Rule No. 2 : A singular noun is meant to represent a whole class Rule No. 3 : Before some proper names a. Oceans and seas b. rivers c. deserts Rule No.4 : Before the names of certain books Rule No. 5 : Before the names of things unique of their kind Rule No. 6 : With superlatives Rule No. 7 : Before musical instruments | Teacher explains and gives examples. Helps students to frame their own sentences using the rules of usage. Teaching Aids :- Blackboard, charts, tables Practice: 1. drill through fill in the blanks 2. Correction of sentences 3. Choose the right answer etc. |

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| <p><u>X</u> Using relative clauses</p> | <p>2 . 11 Relative clauses 1. Who 2. Which 3. That</p> | <p>Teaching Aids :- Blackboard, table, charts.</p> <p>Teacher explains and provides practice drills.</p> |
| <p>Identifying and using conditional clauses types 1, 2, 3.</p> | <p>2 . 12 If clause Type 1 'If' clause Type 2 'If' clause Type 3</p> | <p>Teacher illustrates use of type I clause with real life situation in the class and through pictures and charts.</p> <p>Teaching Aids :- Blackboard, charts , tables Eg. If you give the right answer you will score 5 marks. Teacher gives drill in usage highlighting the terms used.</p> |
| <p>Identifying the sentence by analyzing the clauses.</p> | <p>2 . 13 Identification of Noun clauses -Adj. Clause -Various adverb clauses -Simple compound, complex sentences</p> | <p>Teacher gives the sentences and guides student in analysis.</p> |
| <p>Transforming one type of sentence to another.</p> | <p>2 . 14 Transformation of sentences – simple, compound and complex Types 1, 2, 3, 4 & 5</p> | <p>More practice through drill and exercises</p> <p>Teaching Aids :- Blackboard, tables, charts</p> |

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| <p>Synthesising sentences to form a single sentence</p> | <p>2 . 15 Synthesis of Sentences</p> <ol style="list-style-type: none"> 1. To a single simple sentence 2. To a single compound sentence 3. To a single complex sentence | <p>Teacher gives sentences and guides student in synthesizing them. Gives guided exercises for practice drills.</p> |
| <p><u>IX</u> Using appropriate plural/ past tense morphemes</p> | <p>3.1 Listening skills Plural</p> <ol style="list-style-type: none"> 1.the suffix ‘s’ or ‘es’ is pronounced /s/ after voiceless consonants 2. /z/ after vowels and voiced consonants 3. /iz/ after /dg/, /s/ , /z/. 4.the past tense morpheme realized as /t. d id/ | <p>Teacher pronounces the words and asks student to listen and repeat, reads the words from the black board</p> <p>Teaching Aids :- Charts, Tape recorder</p> <p>Teacher plays tapes and makes students listen and repeat the sounds. Students listen and identify.</p> |
| <p>Identifying the number of syllables in a word</p> | <p>3.2 Polysyllabic words</p> | <p>Teacher pronounces words and makes students listen and identify. Says words with proper stress.</p> <p>Teaching Aids :- Tape recorder</p> |
| <p>Identifying the stressed syllable.</p> | <p>3.3 Word stress – Disyllabic words, stressed on the first, second syllable</p> | <p>Teacher pronounces words and makes students listen and identify. Says words with proper stress</p> <p>Teaching Aids :- Stress cards</p> |

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| <u>X</u> Listening to a dialogue and answer questions | 3.4 Short dialogues | Teacher gives passages and makes students listen to and answer questions. Listens to speeches of renowned persons. Eg. Nehru, Martin Luther, Bill Clinton etc. Teaching Aids :- Tape recorder, landline, mobile |
| Listening to a programme | 3.5 Taped quiz programme | Listens and notes down the points. Teaching Aids :- Tape recorder, Radio |
| <u>IX</u> Using polite Requests | 4. SPEAKING SKILLS 4.1. Polite Requests | Listens to dialogues, practices in pairs. Teaching Aids :- Tape recorder |
| Persuading friends / others | 4.2 Please let me... Why don't you | Tries to persuade by pointing out the benefits, advantages, etc through debates, role plays etc. |
| Encouraging others | 4.3 That's fine/good/lovely. Lovely/great/keep it up. | Teacher uses encouraging expressions often in the class. Creates opportunities for student to use the expressions. |
| Expressing pleasure/ displeasure | 4.4 I'm really delighted. That's great/wonderful. What a nuisance. That isn't good enough. | Suitable mini-dialogues |
| Accepting/refusing to do something | 4.5 I'll do that. O.K. Don't worry I shall help you. I am sorry I can't / it is not possible. | Mini dialogues |

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| <u>X</u> Asking about possibility | 4.6 Is it likely to... ? Is there any possibility/ chance of... ? I think it is going to... It's quite possible. | Teacher creates situations for students to ask about possibility of common occurrences |
| Reporting events/speech | 4.7 It happened like this. He said that... | Reporting messages, school day and other functions etc. Teaching Aids :- Tape recorder |
| Talking about future plans | 4.8 I want to ... I am going to... I'm thinking of | Discuss in pairs future plans. |
| <u>IX</u> Skimming | E. 5.READING SKILLS 5.1 Descriptive Essay | Pair work Teaching Aids :- Newspaper/sports magazine |
| Scanning | 5.2 Factual essay | Group work |
| Predicting | 5.3 Narrative | Teacher guides with pre-reading questions. |
| Identifying the main idea | 5.4 Descriptive essay | Teacher gives clues to pick out main points. |
| Understanding info. stated explicitly | 5.5 Argumentative Essay | Debate, group discussion Teaching Aids :- Newspaper / edit leading articles |
| Understanding info. not stated explicitly | 5.6 Literary text | Teacher guides with with pre- reading questions. Teaching Aids :- Pictures / Posters |

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| <u>X</u> Recognizing cohesive devices | 5.7 Descriptive essay | Teacher elicits procedures through questions. Teaching Aids :- Reader's Digest |
| Understanding unfamiliar words | 5.8 Narrative | Teacher explains through word games. Teaching Aids :- Crossword |
| Understanding instructions | 5.9 Instructional text | Role Play / Demo Teaching Aids :- Pamphlets |
| Appreciating literature | 5.10 Literary text | Teacher guides through questions and related texts. Teaching Aids :- Pictures / Posters |
| <u>IX</u> Writing Telegraphic Messages | F. 6. WRITING SKILLS 6.1 Telegram | Teacher gives format and features of telegraphic writing followed with practice drill. Teaching Aids :- Telegraph forms |
| Writing paragraph based on an outline | 6.2 Outline of a paragraph | Teacher provides demonstrations and follows with guidance in structure of writing. Teaching Aids :- Model paragraph |
| Writing a message based on a telephone conversation | 6.3 Telephone conversation | Role play Teaching Aids :- Blank message Forms |

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| Writing Informal letters Formal letters | 6.4 Situations relating to Family, friends, schools etc. Business/ Editor | Cloze texts. Elicits format through questions and answers. Teaching Aids :- A model letter |
| Using cohesion in discourse | 6.5 Cohesive texts | Reordering jumbled texts Teaching Aids :- Jumbled Texts |
| X Using Punctuation | 6.6 Continuous texts | Explanation followed by guided exercises Teaching Aids :- Work sheets |
| Developing a topic sentence into paragraph | 6.7 Topic sentences | Teacher guides students through eliciting main points and assisting in organizing points. Teaching Aids :- Paragraph from subject Text books |
| Writing a precis | 6.8 Continuous texts | Explanation. Guides students to pick important points through questions, assists in using synthesis. Teaching Aids :- work sheet |
| Writing articles for school magazine | 6.9 Topics of interest to teen-age children | Reporting Teaching Aids :- School magazine |
| IX Referring to the dictionary for synonyms & antonyms | G. 7. STUDY SKILLS 7.1 Dictionary entries | Individual work Teaching Aids :- Dictionary |

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| Abstracting information (longer texts 200 words) | 7.2 Short essay | Group work with guidance Teaching Aids :- Encyclopaedia |
| Drawing/ interpreting graphs | 7.3 Texts/Graphs | Pair work with teacher's guidance Teaching Aids :- Journals/text book |
| Reference Skills – collecting information on a topic from several sources (Internet). | 7.4 Books/pictures/ computers | Group work with guidance Teaching Aids :- Library |
| X Note making | 7.5 Library books | Group work with guidance Teaching Aids :- Library |
| Note taking | 7.6 T.V | Individual work through guided exercises. Teaching Aids :- TV/Radio |
| Editing / Drafting (Precis writing) | 7.7 Unedited texts | Individual work through guided exercises. Teaching Aids :- Symbols for editing |
| IX Preparing and collecting data | H. 8. OCCUPATIONAL SKILLS 8.1. Collecting student's community particulars | Explanation and guidance followed with extensive exercises. Teaching Aids :- Album or a chart |
| Tabulating the data | 8.2 Collect particulars (data) and present in Tabular Form | After reading the paragraph students are asked to collect data in Tabular Form. Teaching Aids :- Table |

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| <u>X</u> Writing a Project Report | 8.3 Child labour | On the basis of the details pupils write a project report with guidance |
| Responding to media calls | 8.4 TV / Radio / Newspaper | Teaching Aids :- Sample Reports Class Discussion Teaching Aids :- Newspaper cuttings TV/Radio Clips |
| <u>IX</u> Keeping a diary | 9. STRATEGIC SKILLS 9.1. Diary entries | Reflection through class discussion Teaching Aids :- Simple diary entries |
| Making conversation | 9.2 Short get-togethers, picnics | Through role-play, dialogues, teacher highlights vocabulary and speech patterns. |
| <u>IX</u> Writing an essay on a given topic | 10. CREATIVE SKILLS 10.1 Essay-writing | Teacher guides students to write an essay on a given topic after oral discussion on main points. Teaching Aids :- Newspapers, books, magazines |
| Providing another title for a known rhyme/poem | 10.2 Giving a title to a rhyme/poem. | Provide a title to a known rhyme/poem, and ask pupils to provide another through guiding into main idea / theme of poem. |
| Completing a story | 10.3 Providing the ending for a story. | Give an incomplete story in writing and ask students to complete it |
| Preparing a write-up based on a television programme | 10.4 Write-up about a television programme | Ask students to watch a particular television programme, and write about it. Give main points through 'what' , 'how' and 'why' response. Teaching Aids :- Television |

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| <u>X</u> Writing greetings for various occasions | 10.5 Writing greetings for various occasions. | Ask students to write greetings for various occasions; Various greeting cards could be perused. |
| Writing Slogan, jingle, caption | 10.6 Write slogans for Rain Harvesting, Eco-vision. Write a jingle for any consumer product. Write a caption on the given passage / story/ picture/ photograph. | Teacher guides through group discussion, practice drill, critical appreciation of T.V / radio advertisements. |
| Preparing Brochures | 10.7 Writes brochures for travel agencies. | Teacher highlights usage of adjectives and descriptions and gives practice drill. |
| Writing Catalogues | 10.8 Catalogues for leading jewellers or book stalls to get various details. | Teacher shows various excerpts features and guides students through class activity and practice drill. |
| Writing Public Notices | 10.9 public notices on auction, change of name, programmes. etc | Teacher shows various excerpts features and guides students through class activity and practice drill. |
| Writing Prospectuses | 10.10 Prospectuses for different educational institutions. | Teacher shows various excerpts features and guides students through class activity and practice drill. |