

## STANDARD XI

UNIT		Competencies to be developed	Content	Examples / Illustration	Transactional Strategies	Teaching Aids Suggested
1	<b>A. Vocabulary Competencies</b>	Giving the meanings of different words Identifying these words in different written/spoken contexts Using these words in speech/writing	MEANINGS Lexical meanings for words Meanings in context Synonyms/Antonyms	persist v.to continue to exist If the cough <i>persists see the doctor</i> to try to do or continue doing something in a determined but often unreasonable way In <i>spite of being told not to watch T.V continuously, he persisted</i> <b>Syn. endure, persevere</b> <b>Ant. desist - persists, persistent, persisting, persistence</b>	Give the meaning in context using illustrative sentences Use the words in sentences and ask the children to give the contextual meaning Give various Synonyms & Antonyms for the word Give Multiple-choice exercises to identify the correct Synonym/Antonym Use crossword puzzles Growing Words game: From the last letter of a word begin a new word, after the third word begin the fourth with any letter from the previous word, This word should include all the letters of the previous word. Eg. new, wall, link, inkling Synonym/Antonym blank letter game: Give the word and the synonym/antonym with blank letters but only one letter filled Eg. bear: e - - - e (endure) feathery: f - - f f - (fluffy) This could be for the other letters of the alphabet too, from A to Z	black board, chalk, charts, placards, flash cards, Dictionary
		Using the dictionary independently Using/identifying the whole gamut of a word including usage	Independent use of dictionary	comprise v.t to have as a part or as a member; to consist of ; to be the parts or members; to form Syn. include, contain, constitute USAGE The Board comprises of the following persons, is wrong. The Board comprises the following persons, is right. 'Comprised of' is a wrong idiom.	Give the word/words and ask pupils to locate the word in the dictionary, with its part of speech, meaning, Synonym/Antonym, derivatives, phrasal verbs, Usage, etc.	Dictionary

	<p>Using/identifying words related to computers, media, business, finance, commerce, sports &amp; games and weather</p> <p>Identifying differences in British English and American English</p>	<p>Words related to computers, media, business, finance, commerce, sports &amp; games and weather</p> <p>Corresponding words in American English for words in British English</p>	<p>palm top, hardware, website, menu, word-processing; small screen, tinsel world, box office, grapevine, tabloid, thriller, feature, leader, yellow press; investment, fluctuation, stock exchange, stock broker; golf, polo, billiards, squash, bowling, snooker, equestrian; humid, foggy, cloudy, tornado, hurricane, windy, freezing, gale holiday - vacation lift - escalator chips - french-fries biscuits - cookies lorry - truck sweets - candy</p>	<p>Use illustrative sentences to explain the terms</p> <p>Give the word in British English and the corresponding word in American English Ask students to pick out these words from the newspapers/journals</p>	<p>black board, chalk, charts</p> <p>black board,</p>
	<p>Identifying words in their extensive reading and relating them meaningfully Narrating what they read (speech/writing) Using/identifying words belonging to different semantic networks in speech/writing Using words according to their grammatical function</p>	<p>Independent Extensive Reading</p> <p>Words belonging to different semantic fields Grammatical function - Words which act as more than one part of speech</p>	<p>Newspaper (Editorial &amp; Letters to the Editor); Journals - Sportstar, Week, Outlook; Abridged versions of classics - Lamb's tales of Shakespeare</p> <p>Hotel - restaurant, café, motel, inn, pub, eatery, fast-food joint well - (noun) Draw water from the well. (verb) Tears welled up in his eyes. (adjective) He isn't well. (adverb) He is well-dressed. Well! (Interjection)</p>	<p>Instruct students to read during their leisure at home Ask the students to write concisely what they have read Ask children to compare notes</p> <p>Give the name of a set and ask the students to generate words belonging to that set Give the different grammatical functions of the same word, using illustrative sentences</p>	<p>Newspapers, Story books, Journals</p> <p>black board, chalk, verbal instruction black board, chalk, charts</p>

2		Using syllabification for reading, spelling and speaking purposes, and for knowing the stress pattern	SYLLABIFICATION Syllabification of polysyllabic words with exercises in spelling and reading, and stress patterns	ex-com-mu-ni-ca-tion	Use a dictionary which includes the phonetic transcription and explain the syllabification and stress patterns	black board, colour chalk, Dictionary
3		Spelling words correctly	SPELLING Revision of all spelling rules Words often misspelt	separate, occasion, privilege, noticeable, measurable, restaurant	Use examples, drill/exercises, to revise spelling rules Use the dictionary to check spelling Misnomer game - Give a list of words and ask students to pick out the misspelt words Drill the often misspelt words	black board, chalk, charts, placards
		Identifying words in confusing pairs  Identifying differences in spelling in British English and American English  Identifying the differences between spelling and pronunciation Identifying the sound/spelling regularity which co-exists with sound/spelling irregularity	Words often confused  More words in British English with the corresponding spelling in American English Differences between spelling and pronunciation Sound/spelling regularity & sound/spelling irregularity  Non-rhyming words	affect effect canon cannon canvas canvass dependent dependant compliment complement focussed focused skilful skillful judgement judgment  'o' in box, 'a' in was, 'au' in because, 'ou' in cough, 'ow' in knowledge all represent the same sound / ? / The letter combination 'oa' in boat, 'ough' in though, represent the sound / ? /  bomb, comb, tomb	Using illustrative sentences, bring out the difference in meaning and thereby the spelling of these words  Write the spelling on the black board and differentiate  Write the various spelling combinations for a particular sound along with a word against each and explain it to the pupils The sounds/words may be taped and played	black board,  black board, chalk, tape-recorder & cassette

4	<p>Forming words using different prefixes from the base</p> <p>Forming words using different suffixes from the base</p> <p>Using these words in speech/writing</p>	<p>WORD-FORMATION</p> <p>Prefix: a-, de-, mal-, pseudo-, co-, hyper-, uni-, sur-</p> <p>Suffix: -ism, -ster, -ious, -ish</p> <p>Revision of items learnt earlier</p>	<p>aloud, atheist, decode, defame, malnutrition, pseudonym, cooperate, hyperactive, uniform, surface, surname</p> <p>communism, trickster, youngster, rebellious, religious, finish, furnish</p>	<p>Give the base forms of words and build words with prefixes/suffixes using illustrative/topical sentences</p> <p>Ask students to pick out such words from the newspapers/journals, and make sentences of their own using these words</p>	<p>black board, colour chalk, Newspapers, Journals</p> <p>black board, chalk, newspapers, journals</p>
	<p>Giving the expansion for abbreviations and acronyms</p> <p>Using abbreviation/acronyms in their speech/writing</p> <p>Using/identifying compound words in their speech/writing</p> <p>Using/identifying words formed by clipping</p> <p>Using/identifying words formed by blending</p>	<p>Revision and more Abbreviations/Acronyms</p> <p>More compound words</p> <p>Noun + Adjective (Participle)</p> <p>Adverb + Noun</p> <p>Noun in Possessive case + Noun</p> <p>Words formed by clipping</p> <p>Front-clipping</p> <p>Back-clipping</p> <p>Front &amp; back clipping</p> <p>Words formed by blending</p>	<p>SOS, VPP, PLO, LPG, ONGC, BHEL, LTTE, IOU, NCC, AIDS; BASIC, MODEM, ORACLE, FORTRAN, INSAT, ISRO, TESOL, TOEFL, GATE</p> <p>homesick, hen-pecked, knee-deep out-patient, insight, postscript sportsman, craftsman, Childs play</p> <p>(tele)phone, (omni)bus, (aero)plane, (motor)bike auto(mobile), exam(ination), fridge (refrigerator), (in)flu(enza)</p> <p><b>breakfast + lunch = brunch</b></p> <p><b>motorway + hotel = motel</b></p> <p><b>smoke + fog = smog</b></p> <p><b>motor + bike = mobike</b></p>	<p>Use the abbreviations/acronyms in illustrative sentences, and give the expansions</p> <p>Ask pupils to give the expansions</p> <p>Ask pupils to pick out abbreviations/acronyms from newspapers/journals</p> <p>Give the meaning for each part of the compound and their combined use with the help of sentences</p> <p>Give the words and explain how they are formed</p> <p>Ask students to pick out such words from the newspapers/journals</p> <p>Give the words and explain how they are formed</p> <p>Ask students to pick out such words from the newspapers/journals</p>	<p>black board, chalk, newspapers, journals, grammar books</p> <p>black board, chalk, newspapers, journals</p> <p>black board, chalk, newspapers, journals</p>

		Using/identifying words formed by backformation	Words formed by back-formation. Mostly verbs formed by reducing nouns or adjectives	<b>edit from editor, baby-sit from baby-sitter, orate from orator, emote from emotion, diagnose from diagnosis</b>	Give the word and the word from which back-formation has taken place Give the word from which back-formation has taken place and ask pupils to supply the word	black board, chalk
5		Building words with particular suffixes	VOCABULARY  IMPROVEMENT -cide -mania -phobia	suicide, genocide, homicide, patricide, matricide kleptomania, bibliomania, zoomania, megalomania zenophobia, acrophobia, claustrophobia, hydrophobia, pyrophobia, anglophobia	Give the suffix with its meaning (eg. phobia-fear) and generate words from it; use illustrative sentences to explain the meaning of these words Ask students to generate as many words as possible Use riddles (eg. What -cide kills oneself? Answer: suicide)	black board, chalk, charts, riddles
		Using/identifying terms referring to character	Terms referring to character	optimistic, pessimistic, introvert, extrovert, pleasant, friendly, sensitive, generous, mean, insensitive, reserved, emotional, reliable, hard-working, ambitious	Give the term and explain the meaning using illustrative sentences Describe a person's attitude and ask pupils to give a suitable label to that person's character	black board, chalk, charts
6		Using/identifying phrasal verbs/idioms in their speech/writing	MORE PHRASAL VERBS AND IDIOMS Preposition and adverbial particle Adjective and Noun Idioms of comparison Idioms of body parts Idioms with common verbs Phrase prepositions	look up, make out, pack in, pin down, slow down, run over, show up; a knotty problem, early bird as black as jet, as cool as cucumber to rack one's brain, to lose one's face, to keep one's fingers crossed to bring the house down, to come clean, to fall in line in obedience to, in response to, by virtue of viva voce, ibidem, alma	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,

7		Giving the meaning of foreign words/phrases used in English  Using/identifying foreign words/phrases in speech/writing	FOREIGN WORDS AND PHRASES	mater, alter ego, bon mot, au pair, au revoir, apropos, bete noire, faux pas, ipso facto disinterested/uninterested  <b>Disinterested means</b> having no personal advantage or gain; detached.	Use foreign words/phrases in sentences and explain the meaning Ask students to use the words in sentences of their own	black board, chalk, charts
8		Using words/phrases appropriately in relevant spoken/written contexts	USAGE	Eg. An umpire <i>should be disinterested</i> . <b>Uninterested -</b> 'not at all interested'. Eg. <i>My son is uninterested in his studies.</i> A judge should be <b>disinterested in a case he is</b> trying; he should not be <b>uninterested</b> . I carried all my <b>luggages, is wrong.</b> I carried all my <b>luggage, is right.</b> <b>Luggage is an uncountable noun.</b>	Use the words/phrases in appropriate sentences and give the correct usage Ask students to use the words in sentences of their own	black board, dictionary, grammar books

1	<b>B. Grammatical Competence</b>	- Use the tenses in the relevant contexts Differentiate between Tenses of the same time - Use different tenses for a specific time aspect	All Tenses-Recapitulation Present Tense Present Perfect Tense Past Tense, etc.	The sun rises in the east. We have completed the given work Yesterday, I didn't go to school	Use time-line or time chart. Create suitable contexts to use tenses Point out certain time adverbials that go with certain tenses (eg: just, already, always, etc.)	Drawing of time line Pictures to create contexts. Use Bb to draw the attention.
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2	<p>Differentiate the three types of 'If' clauses</p> <ul style="list-style-type: none"> <li>- Use the right one according to the given condition.</li> <li>- Avoid mistakes by interchanging the types</li> </ul>	<p>'If' Clauses- All types Revision Open condition Imaginary condition Rejected condition</p>	<p>If I drop this pen, it will break. If I were a bird, I would fly. If I had studied medicine. I'd have become a doctor.</p>	<p>Demonstrate ----- Dramatise the concept using the conditions</p>	<p>Use of the Bb. Pictures. Verbal explanations.</p>
3	<ul style="list-style-type: none"> <li>- Use other words expressing conditions</li> <li>- Capable of using different structures to express one idea.</li> </ul>	<p>Other conditional clauses using 'unless' otherwise', 'In case'. etc. Concessional clause</p>	<p>Unless you work hard, you will not pass the examination. Listen to the English news. Otherwise, you won't improve your listening skill. Though he is strong, he can't lift the iron-ball</p>	<ul style="list-style-type: none"> <li>-Create contexts verbally wherein these words can be used.</li> <li>- Tell stories</li> <li>- describe events or incidents</li> </ul>	<p>Blackboard</p>
4	<ul style="list-style-type: none"> <li>- Use the primary Aux. Verbs as Tense markers, in Qn.tags, short answers, etc.</li> </ul>	<p>Primary and Modal Auxiliaries - Revision</p>	<p>Primary: am, is, are, was, were, etc. Modal: can, could, may, might, must, should, etc.</p>	<ul style="list-style-type: none"> <li>- Give contexts for Primary Auxs.</li> <li>- Give contexts for modal Auxs.</li> </ul>	<p>Blackboard Verbal Explanation.</p>
5	<ul style="list-style-type: none"> <li>- Report an incident or event correctly.</li> <li>- Use the right choice of connectives.</li> <li>-Use variations.</li> </ul>	<p>Reported speech Revision Stylistic variation.</p>	<p>He told me that he would meet me soon. Ravi asked the policeman whether the station was nearby Kala warned her brother not to play in the class.</p>	<p>Dramatise an incident infusing all the types. Point out the exceptions in reporting.</p>	<p>Role play Bb.</p>

6		- Differentiate defining and non-defining RCs. - Use them in right contexts.	Relative clauses - More types. i) Defining ii) Non-defining	My brother who is in Bangalore is a lecturer. (D.R.C.). My brother who is in Bangalore, is a lecturer. (Non defining).	-Create more contexts to introduce Quote examples of definitions in dictionaries	Bb Dictionary
7		- Point out the differences. ;- Use the choicest conjunctions. - Write own sentences	Simple Sentences Complex sentences Compound sentences	It rained heavily. When it rains, don't stand under a tree It rains a lot, but there is scarcity of water.	- Point out the differences. - Define each type. - Get more examples	Bb Charts Newspaper cuttings.
1.	<b>C. Listening Competencies</b>	Rhythmic pattern (refer to living English speech by stannard Allen.	Sentences to illustrate the stress – timed rhythm of English	a) I think he ' wants to' go. It' s, ' not the' one I want. She ' has to' stay in' bed etc.	Listen to the teacher and repeat Read the sentences with rhythm.	Tape recorder, nursery rhymes.
2.		Word stress	a) functional stress b) stress shift	a) object (n) ob' ject (v) produce (n) produce (v) b) ' politics, po' litical, poli' tician etc.	Listen and repeat	
3.		Intonation.	Placing nuclear accent for prominence, to express hesitation, sympathy etc.	I ' hate ' women (I' m insisting on my emotion) ' I hate women (But my brother is fond of them.'	Listens and comment	Tape recorder, Radio
4.		Listens to short talks and takes notes	Man points, sub points, conclusion, opinion etc.	Habit of reading, scientific temper, non-violent struggle, computer.	Listen and fills in a table.	Radio, tape-recorder.



5.		Listens to the BBC	International, national, sports, financial, weather.	Fills in forms.	Recorded BBC News-played 3 times – group work	Tape recorder, T.V.
6.		Listens to panel discussion	Topics of current interest	World peace, anti-terrorism	Listen to different rhetorical modes.	T.V., Radio, Tape-recorder.
7.		Listens to programmes on the T.V.	Ecology, world issues like 'population', places.	Interviews of scientists, National Geographical Channel.	Listens and watches programmes.	T.V., Radio, Tape-recorder.
1.	<b>D. Speaking Competencies</b>	Participates in dialogues at school	With the principal with teachers with friends.	Excuse me –Sir,- Could I have my Higher Secondary mark sheet? May I go early today? Will you give me your maths notebook etc.	Presentation of model dialogue – List of common situation. Pair work	Tape recorder
2.		At the super market	Buying things. Asking the price etc.	I would like to buy a fridge. Don't you have anything cheaper? etc.	Model dialogue – cued dialogue, etc.	Tape recorder.
3.		At the railway station. Bus stop, Airport, etc.	Reservation enquiry. Bus timings. Flight reservation/timings.	When will this bus reach Trichy? Is there any vacancy in today's flight for Bombay?	Model conversations and free conversation.	Tape recorder.
4.		At the restaurant	Asking about preference. Ordering items etc.	What shall we have first? Would you like to have some more?	Model conversation and free conversation.	Tape recorder.
5.		At the post office	Asking about postage charges, etc.	Could you tell me the postage for this parcel? When will it reach Bombay? etc.	Listens to model dialogue and pair-work practice	Tape recorder
6.		At the cinema	About seat vacancy – timings etc.	Could I reserve two tickets for the second show please?	Listens to model dialogue and pair-work practice	Tape recorder
7.		At the Doctor's	Explaining the problem, symptoms, etc.	I'm suffering from severe stomach-ache. Is it anything serious doctor? etc.	Model dialogues. Cued practice	Tape recorder.

8.		Over the telephone	Fixing appointments. Reservation enquiries.	Can I have an appointment this evening? Hello, is it Apollo Hospital?	-Do-	
9.		At the police station	Lodging complaints	I wish to lodge a complaint.	Pair-work. Role-play	Tape recorder
10.		At the Bank	Opening accounts. Depositing money.	I would like to open an S.B. Account? Can you tell me the rate of interest? etc.	Model dialogue. Pair-work.	Tape recorder
1.	<b>E. Reading Competencies</b>	Skimming	Narrative text	Story	Individual work	Pictures
2.		Scanning	Descriptive text	Science	Pair work	Slogans
3.		Predicting	Narrative text	Story/Drama	Role play	Posters
4.		Understanding conceptual meaning (purpose, condition, concession, means, comparison, location)	Argumentative text	Magazine articles on a controversial topic	Group work	Debate
5.		Understanding different registers	Texts from 2 different registers	e.g. newspaper / history text	Whole class discussion	Class library
6.		Linking ideas scattered in a text	Descriptive text	History / geography	Individual work	Blackboard
7.		Reading aloud meaningfully	Public speech	Abraham Lincoln / Churchill / M.L. King etc.	Group work	Competition

8.		Understanding cohesion / coherence	Descriptive text	Sports	Individual work	Worksheets
9.		Understanding paragraph organisation	Narrative text	Biography	Pair work	Pictures
10.		Understanding discourse organisation	Narrative text	Travel	Group work	Travel brochures
11.		Understanding tables/instructions etc.	Descriptive text	Economics, Statistics	Individual work	Collection of different tables / charts
12.		Appreciating literature	Literary text	Poems	Whole class discussion	Class library
1.	<b>F. Writing Competencies</b>	Paragraph Writing	Any topic of interest to student	Population Explosion	Group Work	Paragraphs from various Text
2.		Essay Writing	Any topic	The role of women in modern India	Brain Storming	Essays from Prose Texts
3.		Note making	Scientific factual discussion	A passage on musical instruments	Using Notes	Worksheets
4.		Summarising	Interesting Texts	A cricket commentary	Using Notes	Worksheets
5.		Letter Writing (Business Letter)	Relevant Situations	Ordering books. Describing a festival to a pen friend.	Completions	Model letters
6.		Preparing a C.V.	Bio-data	Age, Qualification	Pair-work	Sample bio-data
7.		Writing catchy slogans for advertisement	Advertisement	“Pepsi Ugal Choice”	Group Work	Advertisement from magazines and newspapers

8.		Report writing	Events	A train accident	Group work	Reports from news paper
9.		Punctuation	Continuous Discourse	All punctuation mark	Supplying missing punctuation mark	Work sheet
10.		Writing Articles for school magazine	Topics of interest to students	My first day in school	Brain storming	School magazine
1	<b>G. Study Skills</b>	Referring to dictionary for different kinds of information	Dictionary entries	Sample entries	Individual work	Dictionary
2		Referencing skills- good use of a Library	Facilities available	Library catalogue; OPAC system etc	Group work	Library
3		Accessing the internet	Internet	Websites	Individual work	Computer
4		Information transfer	Verbal/Non-verbal texts	Texts/Charts	Pair work	Magazines
5		Note taking	Lectures	Public lectures	Individual work	Cassettes/ CD/s
6		Note making	Books/topics	Match fixing	Group work	Library
7		Editing/ Drafting	Rough drafts	Student's own composition	Individual work/peer correction	Guidelines for editing
8		e-mail	Messages /e-mail language	U R OK	Pair work	Computers
1	<b>H. Occupational Competencies</b>	Filling in proforma	Communication Skill	D.D. Challan, M.T. Challan, Bio data (C.V) Application Form	Make the students fill up these forms separately	D.D. Challan M.T. Application Form Biodata etc.
2		Presenting Non-verbal items	Present facts, figures in the smallest systematic method.	Table, Diagram, graphs	By presenting Table / Diagram/ Graph, we can give a clear information of any type (survey / weather report / Results of College, school etc.)	Newspaper Magazine

3		Preparing Advertisements	Advertisement	Classified Adverts from Newspapers	By reading the classified Advertisement, Students will become familiar with advertisements	Adverts from Newspaper
4		To write a report	Prepare a Report	About "Road Accident" in Chennai Write your report including details of number of people injured. The extent of damage caused to vehicles.	Discuss the structure of the report. Aim of report Time and Date occurrence The venue of the event The facts, points cause and Result	Newspaper
5		Writing story	Picture Composition	Any Picture	Picture will unlock the memory. There will be a clear connection between the picture and his composition.	Pictures from magazines
1	<b>I. Strategic Competencies</b>	Expressing beliefs on language learning	Beliefs on language learning	Grammar is difficult	Brainstorming	
2		Experimenting – trying out different learning strategies	Learning strategies	Repetition/guessing	Trial & error	
3		Noting down/writing important items as they occur	Items observed	Errors	Observation	
4		Word coinage – inventing a new word	Words	Co-brother; firm up	Invention	
1	<b>J. Creative writing</b>	Writing an essay on a given topic	Essay-writing	Environmental pollution	Ask students to write an essay on a given topic	Newspapers, books, magazines, television

2		Attempting to write a poem	Writing a poem based on an incident, picture, given topic	A Plane crash	Ask students to write a poem based on a picture, a given topic or an incident	
3		Writing giving an opinion about something	Writing giving opinion about something	Use of plastics	Ask students to write about their opinion on a given issue	
4		Writing a letter to the editor	Writing a letter to the editor, on a local issue	Sewage problem	Ask students to write a letter to the editor on a particular issue	
5		Writing an article for the sports column of a newspaper	An article for the sports column	An article lauding Sachin's feat	Ask pupils to write an article for the sports column of the newspaper	
6		Writing a slogan for advertising a brand/ a movement, etc.	Writing a slogan	Slogan for a brand of tooth-paste	Ask pupils to write a slogan for a brand/movement	
7		Writing a dialogue	Dialogue-writing	A dialogue between a sportsman and a scientist	Ask students to write a dialogue between two given individuals	
8		Writing short skits	Writing skits	A skit on the evils of pollution	Give a situation to the pupils and ask them to prepare a skit	
9		Preparing script for a talk-show over the Television/Radio	Script-writing for a talk show	A talk-show on infanticide	Give a topic for a talk-show and ask pupils to prepare the script	

10		Writing the school play/ script for compering school assembly programmes/ house-parties, etc.	Script-writing for the school play, compering programmes, etc.	Script for any school play	Ask students to prepare the script for the school play, with help from the teacher	
11		Writing drafts for compering T.V/ Radio programmes	Drafts for compering T.V/Radio programmes	Drafts for any programme to be compered	Ask students to prepare the draft for programmes to be compered	
12		Translating from English to the mother-tongue	Translation	Any piece for translation	Ask students to translate from English to the mother-tongue, the Dictionary could be referred to, if necessary	Dictionary