

**STANDARD XII**

UNIT		Competencies to the developed	Content	Examples / Illustration	Transactional Strategies	Teaching Aids Suggested
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>Using the dictionary independently</p> <p>Using/identifying the whole gamut of a words including usage</p>	<p>MEANINGS</p> <p>Lexical meanings for words</p> <p>Meanings in context</p> <p>Synonyms /Antonyms</p> <p>Independent use of dictionary</p>	<p>collect v.t/i to gather together</p> <p>A large crowd gathered outside to go and get something from a place</p> <p>Collect your books from the library to check the feelings and emotions</p> <p>He managed to collect himself after the initial shock</p> <p>Syn.gather, fetch, control Ant. scatter</p> <p>- collection, collective, collector</p> <p>quick adj. 1. Moving fast;able to do things in a short time</p> <p>2. Active, prompt Syn. agile, brisk Ant. slow, lazy</p> <p>- quickness, quickly</p> <p>USAGE quicker: more quickly. Quicker when we are thinking of length of time. More quickly for speed. Eg. The Shatabdi Exp. takes you there quicker than any other train. The Shatabdi takes you there more quickly than any other train</p>	<p>Give the meaning in context using illustrative sentences</p> <p>Use the words in sentences and ask the children to give the contextual meaning</p> <p>Give various Synonyms &amp; Antonyms for the word</p> <p>Ask the pupils to use the words in sentences</p> <p>Give sentences with a blank, and choices within parentheses to be filled in the blank, and ask pupils to select the word from the choices that will collocate with the word following the blank in the sentence.</p> <p>Eg.He was ..... in cold-blood. (murdered, soon it was a ----- scene, when stones were pelted at the shop windows. ( together, ugly, alone, crowd, pretty, small) Ans.1. Alone together 2. Small crowd 3. Pretty ugly</p> <p>Jigsaw puzzles: Clues are given across and down. Pieces of the jigsaw contain letters which have to be fixed in answer to the clues, and the jigsaw to be</p>	<p>black board, chalk, charts, placards, flash cards, Dictionary</p> <p>Dictionary</p>

		Using the Thesaurus to find Synonyms and Antonyms	Use of thesaurus and Dictionary for Synonyms & Antonyms	Courteous Syn. Civil, affable, polite, refined, urbane, well-bred, well-mannered	completed. To begin with one piece is fixed in place. Give the word/words and ask pupils to locate the	Thesaurus, Dictionary for Synonyms & Antonyms
		Using/identifying words related to computers, media, space, science & technology, pollution/environment	Revision and words related to computers, media, space, science & technology, pollution/environment	Ant discourteous, rude, uncivil, unkind, impolite, ill-mannered, disrespectful	word in the dictionary, with its part of speech, meaning, Synonym/Antonym, derivatives, phrasal verbs, Usage, etc.	black board, chalk, charts, newspapers, magazines, television

		<p>Identifying differences in British English and American English</p> <p>Identifying words in their extensive reading and relating them meaningfully</p> <p>Narrating what they read (speech/writing)</p> <p>Increasing their vocabulary and using words identified while reading</p> <p>Using/identifying words belonging to different semantic networks in speech/writing</p> <p>Using words according to their grammatical function</p>	<p>Corresponding words in American English for words in British English</p> <p>Independent Extensive Reading Words belonging to different semantic fields</p> <p>Grammatical function Words which act as more than one part of speech</p>	<p>virus, hacker, e-mail, spread-sheet, scanner, database; TV commercial, soap-opera, satellite dish, block-buster; launch, count-down, space-craft, satellite, robot, launch-pad, cosmonaut, space shuttle; radio-active, relativity, ultra-violet; global warming, acid rain, deforestation, ozone layer petrol - gas(gasoline) underground - subway pavement - sidewalk flat - apartment ground floor - first floor crisps - chips aeroplane - airplane Newspaper (Supplementary sections - Sports, Business, Science &amp; echnology, Metro plus); Frontline, India Today, Reader's Digest; Abridged versions of classics by Dickens, Goldsmith, etc.;Biographies/A utobiographies of Indian leaders &amp; Scientists Media - TV., Radio, cinema, newspaper, journalism,</p>	<p>Give a list of words and ask students to prepare a Dictionary with the entries in the alphabetical order; this could be a team work</p> <p>Give a list of words and ask students to write down as many synonyms and antonyms as possible, using a thesaurus</p> <p>Use illustrative sentences to explain the terms</p> <p>Ask students to pick out such words related to each field from the media - television, newspaper, magazines, etc.</p> <p>Give the word in British English and the corresponding word in American English</p> <p>Ask students to pick out these words from the newspapers /journals and when they watch various foreign TVchannels, viz. BBC, CNN</p>	<p>black board, chalk, newspapers, journals, television Newspapers, Story books, Journals black board, chalk, verbal instruction black board, chalk, charts</p>
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2		<p>Using syllabification for reading, spelling and speaking purposes, and for knowing the stress pattern</p>	<p>SYLLABIFICATION  Syllabification of polysyllabic words with exercises in spelling and reading and stress patterns</p>	<p>ex-tra-ter-res-tri-al</p>	<p>Use a dictionary which includes the phonetic transcription and explain the syllabification and stress patterns</p>	<p>black board, colour chalk, Dictionary</p>
3		<p>Spelling words correctly  Identifying words in confusing pairs  Identifying differences in spelling in British English and American English</p>	<p>SPELLING  Revision of all spelling rules  More words often misspelt  More words in confusing pairs  More words in British English with the corresponding spelling in American English</p>	<p>grammar, comparative, supplementary, gauge, necessary, harassment; piece peace stationery stationary personal personnel desert dessert diary dairy conscious conscience defence defense axe ax modernise modernize worshipped worshiped backwards backward towards toward</p>	<p>Use examples, drill/exercises, to revise spelling rules  Use the dictionary for spelling  Ask students to use the dictionary to check the spelling  Drill the often misspelt words  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</p>	

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>Giving the expansion for abbreviations and acronyms</p> <p>Using abbreviations/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><b>WORD-FORMAT ION</b></p> <p>Prefix: contra, counter, dia, fore, pan</p> <p>Suffix: -ile, -ling, -let, -ette, -ity, -ise</p> <p>Revision of items learnt earlier</p> <p>Revision and more Abbreviations/Acronyms</p> <p>Revision and more compound words -</p> <p>Phrase compounds</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>contravene, counteract, counterpart, diagnosis, dialect, forefront, fore-see, forehead, pan-Indian, pan-American hostile, fragile, darling, duckling, piglet, kitchenette, ability, captivity, supervise</p> <p>RP, GAE, UK, USA, ESP, RSPV, PTI, PIB, UAE, UGC, UPSC, eg., CSIR, GNP, FIR, etc.;</p> <p>YUP, FERA, SAARC, CRY, SEATO, WUS, ASH</p> <p>good-for-nothing well-to-do son-in-law happy-go-lucky down-to-earth (suit)case, (ham)burger (heli)copter; lab(oratory), ad(vertisement), mike(microphone) (de)tec(tive)</p> <p>news + broadcast = newscast</p> <p>travel + catalogue = travelogue</p> <p>international + police = interpol</p> <p>electro + execute = electrocute</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>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/</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, colour chalk, Newspapers, Journals</p> <p>black board, chalk, 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> <p>black board, chalk, newspapers, journals</p>
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5		<p>Building words with particular suffixes</p> <p>Using/identifying eponyms, euphemisms and cliché</p>	<p>VOCABULARY</p> <p>IMPROVEMENT</p> <p>-cracy, -logy, -gamy, -ist</p> <p>Eponyms - words derived from proper nouns</p> <p>Euphemisms</p> <p>Cliché</p>	<p>aristocracy, bureau-cracy, gerontocracy, gynocracy, monocracy; archaeology, criminology, seismology, pathology, theology; polygamy, monogamy, misogamy; psychologist, anthropologist</p> <p>sadist, sandwich, boycott</p> <p>visually handicapped - blind; home maker - house wife; corporal punishment - beating with a cane</p> <p>sailing in the same boat, to fall on deaf ears, first and foremost</p>	<p>Give the suffix with its meaning (eg. cracy-rule) and generate words from it; use illustrative sentences to explain the meaning of these words</p> <p>Ask students to generate as many words as possible</p> <p>Use riddles (eg. What - cracy involves women? Answer: gynocracy)</p> <p>Give the term and explain the meaning using illustrative sentences</p>	<p>black board, chalk, charts, riddles</p> <p>black board, chalk, charts</p>
6		<p>Using/identifying phrasal verbs/idioms in their speech/writing</p>	<p>MORE PHRASAL VERBS</p> <p>AND IDIOMS</p> <p>Phrasal verbs with 'take'</p> <p>Phrasal verbs with 'call'</p> <p>Special idioms with Adjectives</p> <p>Special idioms with Nouns</p> <p>Idioms with colours</p>	<p>take on, take out, take to, take up; call upon, call by, call for, call in, call off, call out, call up; hard luck, high-handed, fall short, through thick and thin; hot-line, tow the line, give a piece of mind, to be in two minds; bolt from the blue, black list, in the pink, green fingers;</p>	<p>Use phrasal verbs/idioms in meaningful sentences</p> <p>Ask students to do the same</p> <p>Ask pupils to pick out phrasal verbs/idioms from newspapers/magazines</p>	<p>black board, chalk, charts, Newspapers, magazines</p>

7		Giving the meaning of foreign words/phrases used in English Using/identifying foreign words/phrases in speech/writing	FOREIGN WORDS AND PHRASES	in memoriam, lingua franca, viz, versus, via media, sans, alias, sanctum sanctorum, tete-a-tete, adieu, alibi, elite, errata, proforma, protégé, in cognito	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	Meal/meals - Have you had your meals? is wrong. Have you had your meal? is right. Meals means several meals at a time. We usually have three meals a day, but a meal at a time. per month - His salary is Rs.4000/- per month, is wrong. His salary is Rs.4000/- a month, is right. Per in the sense of 'for each' should be used only with Latin words like diem(day), mensem (month) and annum (year).	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
			WORD-FORMATION	Give the base forms of words and		black board,

1	<p style="text-align: center;"><b>B. Grammatical Competencies</b></p>	<ul style="list-style-type: none"> <li>- Identify the pattern</li> <li>- Speak and write sentences</li> <li>- Use them correctly</li> <li>- Name the elements correctly.</li> </ul>	<p>Sentence Patterns- Revision SVO, SVC, SVOA, SVCA, SVOO, etc.</p> <p>Stars Shine I am a teacher I've bought a pen Kala has selected sarees for her birthday He was a driver for some time. Kannan gave me a book.</p>	<ul style="list-style-type: none"> <li>- Give a mixed lot of sentences categorize them a/c to patterns</li> </ul>	<p>Bb Charts Newspaper Cuttings</p>
2		<p>Revision of conditional &amp; concessional clauses</p>	<p>Had he worked hard, he would not have failed. Even though it was difficult, he did it in no time Despite persuasion, his father did not agree He could not albe it he had enough money, buy the computer</p>	<ul style="list-style-type: none"> <li>- Provide various sents. and ask them to classify</li> <li>- Use newspaper articles to point out typical sents.</li> </ul>	<p>Bb Newspaper articles</p>





7		- Use passive sents. with by phrase - Use passive sents. without by phrase - Differentiate the two types.	Passivization - with `by' phrase - without `by' phrase	Othello was written by Shakespeare The fly overs are neatly maintained.	- Give more examples - Classify the two types - Enumerate the rules	Blackboard pictures
1.	<b>C. Listening Competencies</b>	Dividing into two groups	A passage containing six to eight lines with long sentences	When I went to see them/ they were out, / so I went back home.	Listen to the passage and mark the tone groups.	Tape recorder, radio.
2.		Pause	Ease of breath, punctuation marks, etc	The tour was very pleasant.	Listen and identify the pauses	-Do-
3.		Reading a loud	Short passage from the text	Dividing into tone groups – locating the nucleus – deciding the type of intonation – in an arking stress etc.	Listen and take notes.	T.V. Tape-recorder
4.		Listen to CNN Panel discussion	CNN news, panel discussion on topics of current interest.	Anti-terrorism, world peace, etc.	Listen and take notes.	T.V. Tape-reocder
5.		Listens to dialogues	Coherence , pragmatic meaning – form – function – context of situation and culture	Informal dialogues containing about ten moves.	Listen to taped dialogues and answer questions.	Tape recorder.
6.		Listens to Educational Programmes on T.V.	Computer, Environmental, Pollution, etc.	Subject related programmes.	Listen and take notes	T.V., Radio, Tape recorder.

1.	<b>E. Speaking competencies</b>	Acts out a play with proper expression gesture ...		Appropriate language – Tone, Para-linguistic features etc.	Drama acting.	Costumes, A.V. Aids etc.
2.		Participates in group discussions.	Introduces a topic Interrupting someone. Changing the topic. Giving oneself time to think. Different ways of saying something. Hedging – giving opinions has something to say it	I'm going to talk on... My topic is ... Excuse me, may I say something? Oh, by the way, incidentally, I forgot to tell you. Let me see... Well... How shall I put it? In other words, to put it in another way. That's to say. It's difficult to say... well, it all depends... well, I don't know really. So, am I right in saying...? If I understand right...? In conclusion, I'd like to say... let me sum up... Pardon? I'm sorry? I didn't get you...	Lecture Group discussion “ “ “ “	Tape recorder T.V. Radio
3.		Faces interviews	Greeting, Introducing. Giving Information  Disagreeing tactfully.  Projecting one's image.  Admitting ignorance	Good morning/Hello... I'm/My name is... I have passed the Higher Secondary examination. I know typing etc. I'm not sure, actually/in fact, I think, I don't see why. I have successfully completed a project on... I am skilled at... I'm sorry/I don't know I'm not able to solve it.	Role play Pair-work  Interview Interview Interview	Tape recorder, Radio, T.V. Tape recorder, Radio, T.V.

4.		Conducts interviews.	Greeting Introducing Eliciting information Asking for opinion Expressing gratitude	Good morning, please take your seat. Meet Mr. .../This is... Can you tell me about... We would like to know... What do you think/feel about...? Thank you very much. That's very kind of you...	Mock – interviews	Tape recorder, T.V.
5.		Participates in debates	Introducing a topic Developing a topic Agreeing a disagreeing Persuading ... Concluding a topic	Today we are going to discuss the pros and cons of To cite a few examples A case in point let me clarify etc. I think you'd do well to Have you considered everything To conclude, In conclusion I'd like to say to recapitulate...	Mock-Interviews	Tape recorder, T.V.
6.		Gives short speeches	(structuring delivery) Welcome address Vote of thanks	I'm happy to... It's my proud privilege to It's my pleasure to extend a warm welcome. It gives me immense pleasure etc. I am extremely thankful to. Our hearty thanks go to... I'd like to thank.	Role play	T.V., Radio.
7.		Compares a programme	Introducing persons, programmes...	The next item would be I'm happy to present before your	Role Play	
1.	<b>E. Reading Competencies</b>	Guessing meaning of unfamiliar words	Descriptive text	(e.g.) Sports	Individual work	Blackboard

2.		Making notes on a text	Descriptive text	(e.g.) Science	Individual work	Blackboard
3.		Reacting to a text	Literary text	Short story	Group work	Pictures / advertisements
4.		Evaluating a text	Literary text	Essay e.g. Lynd	Group work	Posters/Slogans
5.		Reducing a text by rejecting irrelevant information	Descriptive text	Biography	Whole class discussion	Teenage journals/Reader's Digest
6.		Understanding the communicative value of an utterance	Literary text	Drama	Role play	Props / costumes
7.		Interpreting a text by reading between the lines	Literary text	Short story	Quiz	Young World / Quest
8.		Understanding text organisation (para/discourse)	Argumentative text	Articles from newspaper	Debate	Articles from magazine
9.		Understanding different registers	2 texts	(e.g.) Journalism/ Science	Pair work	Magazines
10.		Understanding graph/tables/charts etc.	Factual text	Text books	Group work	Magazines
11.		Understanding cohesion / coherence	Literary text	Short story	Individual work	Library

12.		Appreciating literature	Literary text	Poem	Whole class discussion	Library
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1.	<b>F. Writing Competencies</b>	Essay Writing	Any Topic	Are examinations necessary?	Brain storming	Model Essay
2.		Note Making	Scientific and factual discourse.	A passage on the First World War	Demonstration	Work Sheets
3.		Summarising	Interesting Texts	A News Item	Using Notes	Work Sheets
4.		Report Writing	Reports	A Tennis Match	Group work	News Paper
5.		Letter Writing	Relevant situations	Congratulating a friend, complaining to a super market	Free composition	Model Letters
6.		Transcoding of Interpretation.	Non-Verbal Information	Tables, Charts, etc	Demonstration	Journals 'India Today'
7.		Project Report	Project	Reading Habits of students	Group work	Project Reports
8.		Punctuation	Continuous Discourse	All Punctuation Marks	Editing	Work Sheets
9.		Writing Advertisements	Advertisements	Advertisement for Amul butter	Brain Storming	Advertisements for magazine
10.		Writing Articles for magazine	Topics of interest to students	Indo-Pak relations	Brain Storming	Popular magazine
1	<b>G. Study Skills</b>	Refer to a dictionary for different kinds of information	Dictionar entries	Sample entries	Individual work	Dictionary
2		Reference skills - Effective use of Library	Library facilities	OPAC system	Group work	Library
3		Accessing Internet	Internet	Websites	Individual work	Computer
4		Information transfer	Verbal /Non-verbal texts	Texts/graph	Pair work	Magazines

5		Note taking	Lectures/ Talks	School Day address	Individual work	Audio Cassettes
6		Note making	Books/Journals	Topics of current internet	Group work	Library
7		Editing / drafting	Essays of students	Students' own composition	Peer correction	Guidelines
8		E-mail/Chat	Messages/ E-mail Language	Chart on a topic	Pair work	Computer
1	<b>H. Occupational</b>	Writing a Report on an event.	Report writing	Cricket match Day, Date, Place score Highlight of the game Reaction of the spectators	Discussion – giving a model	Tape recorded running commentary
2		Writing a message	Presenting Message	Through a conversation	Through a conversation a message is collected or received.	Conversation in the class room
3		Story telling	Picture composition	Any picture	There will be a clear connection between the picture and composition.	Any picture
4		Presenting Non-verbal items.	To present facts, figures in a systematic method	Tables, Diagrams graphs	Group work	News paper Magazine
5		An advertisement	Advertisements	Block / Display Advertisements	All sorts of advertisements	Newspaper
6		Process writing	Any process	(1) Opening a saving Bank Account (2) Method of preparing Tea	Brain storming; Elucidation	Bank Application Form Flow Chart
1	<b>I. Strategic Competencies</b>	General self-assessment - assessing one's language proficiency.	Samples of pupil language	Essays / speech	Self/peer evaluation	Guidelines
2		Drafting - preparing to write the final version of a text	One version of a pupils writing	First draft	Editing	Guidelines

3		Risk taking - feeling confident enough to try something out in English	Areas of doubt	Bravery or braveness	Taking risks Not worrying about mistakes.	
4		Creating time to think	Hesitations	Well,... Umm... Er...	Confidence Building	List of space filling
1	<b>J. Creative Competencies</b>	Writing an essay on a given topic	Essay-writing	Deforestation	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	The light-house/ The Marina	Ask students to write a poem based on a picture, a given topic or an incident	
3		Writing a criticism of important events/happenings	Criticism of an event/happening	Any topical event	Ask students to write their criticism of any given event	
4		Preparing script for an interview	Script for an interview	Interviewing a sports-man	Ask students to write the script for an interview	
5		Preparing the concept for an advertisement	Concept for an advertisement	Concept for an advertisement for a brand of two-wheeler	Ask students to prepare and write the concept for an advertisement for a particular brand	
6		Preparing the script for a children's T.V/Radio programme	Script for a children's T.V/Radio programme	Script for a cultural programme by kids	Ask students to prepare the script for a children's Radio/T.V	



7		Preparing the script for a cartoon-strip	Script for a cartoon-strip	Tom and Jerry cartoon strip	Give a cartoon-strip with pictures alone and ask students to provide the written material	
8		Writing a travelogue	Travelogue	A trip to a hill-station	Ask students to write their experiences about a tour; they could be asked to read similar pieces before attempting to write programme	
9		Providing captions for photographs	Captions for photographs	Any photograph	Ask students to bring some photographs and ask them to give suitable captions; the teacher can give examples	
10		Translating from English to the mother-tongue and vice-versa	Translation	Any piece for translation	Ask students to translate from English to the mother-tongue, the Dictionary could be referred to, if necessary	Dictionary