

Class IX

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none"> comprehend audio/video scripts, read aloud texts and answer comprehension and inferential questions by listening. use English news, films, songs, dramas, role-play, talks on internet, etc., as a resource to develop listening comprehension and understanding of the use of tone/intonation/stress, etc., in speech. meet people and discuss on variety of issues, or listen to record discussions with people from different professions through face to face or electronic media. participate in inter and intra school activities like school exhibitions, annual day celebration, debate competitions, discussions, quiz competitions and sports events. make announcements during school functions, take interviews of people or personalities by framing questions, introduce a speaker; develop news items and present in class or school assembly. organise and participate in discussions, present viewpoints or arguments, express contrasts with logic and reasoning, in the process develop problem solving and reasoning ability; and critical thinking. recite poems with proper stress and intonation. use audio-video or text materials for writing short skits, role plays, street plays and dramatise to communicate messages. refer to dictionary, magazines and periodicals, thesaurus, encyclopedia, electronic media, visit library and consult various resources for improving English language proficiency. 	<p>The learner—</p> <ul style="list-style-type: none"> listens to announcements, instructions, read aloud texts, audio and videos for information, gist and details; responds by answering questions accordingly. listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret, and appreciate. communicates thoughts, ideas, views and opinions verbally and non-verbally. speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. listens to and speaks on a variety of verbal inputs, viz. debate, speech, group discussion, power point presentation, radio programme, interview, mock parliament, etc. reads aloud and recites poems/prose with proper stress, pause, tone, and intonation. reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. reads silently with comprehension and interprets layers of meaning. writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme. writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails. writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like <i>Beti Bachao Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, human trafficking, conservation of environment, childlabour, drug abuse, promotion of literacy, etc. uses appropriate punctuation marks and correct spelling of words while taking down dictation.



- ask questions on the texts read in the class and during discussions; be patient and respectful and take turns while listening to others and expressing their views.
- share experiences of language used outside the classroom as in the market, post office, etc., and share their experiences such as journeys, visits, hobbies, etc.
- understand different registers/use of appropriate words through a variety of listening and speaking activities on topics such as sports, cookery, music, gardening, riding; use these registers in their day-to-day life and use them wherever necessary.
- read and narrate stories, describe incidents with fluency and in sequence.
- take down dictation by listening, attentively, using appropriate punctuation marks.
- to improve their listening and reading skills by taking down notes from passages read aloud, news on TV, during discussions in the class; understand the processes on how to make/take notes after reading a passage/article, etc., and then summarise.
- use map to understand directions, space, and distance; look at graphs, charts, and tables to know how data has been given and interpreted.
- connect the issues in the texts they read to the world outside and think on possible solutions.
- design advertisements and invitations for celebrations, prepare weather reports, news items and discussions by using audio-video support.
- jot down ideas, develop an outline, write the first draft, edit, revise, and then finalise (for writing short and long passages/paragraphs, notices, and reports, using these processes).
- utilise the given visual input and graphs with the clues provided and write passages/paragraphs.
- takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.
- reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
- organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
- interprets map, graph, table to speak or write a paragraph based on interpretation.
- edits passages with appropriate punctuation marks, grammar and correct spelling.
- uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.
- uses words, phrases, idioms and word chunks for meaning-making in contexts.
- understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.
- reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
- explains specific features of different literary genres for interpretation and literary appreciation.
- identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
- writes short stories and composes poems on the given theme or on their own.
- exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics.



- edit writings of self or peers using appropriate punctuation marks such as capital letters, comma, semicolon, inverted commas, grammar, and correct spelling.
- understand and learn to encode and decode texts of different genre through individual, pair, and group reading.
- understand the functions of grammar, the usages for accuracy in language (both spoken and written) by the processes of noticing and identifying them in use and arriving at the rules.
- familiarise with a variety of vocabulary associated with various themes using these in different contexts through various inputs like collocations, word webs, thematic vocabulary, and word puzzles.
- be acquainted with proverbs, phrases, idioms, and their usage.
- use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech and writing.
- imagine and describe characters and situations using prompts, flash cards, verbal clues, pictures, and create stories.
- be exposed to a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and notice onomatopoeic sounds, symbols, simile, metaphors, alliteration, and personification, for appreciation.
- identify comparisons, allusions, poet's or writer's point of view, literary devices, etc.
- undertake group or individual project work of interdisciplinary nature on social, cultural, and common themes to work with language — collection, processing, analysing, interpreting of information, and then presenting orally and in writing.
- know and promote core values such as tolerance, appreciation of diversity and civic responsibility, patriotism through debates, discussions, reading
- uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
- uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up.
- reads poems, stories, texts given in Braille; graphs and maps given in tactile/raised material; interprets, discusses, and writes with the help of a scribe.
- appreciates similarities and differences across languages in a multilingual classroom and society.
- recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.



of biographies, stories of struggles, and episodes of ethics and morality.

- follow the concept of directions on a given map of a locality, town, city, country; tactile or raised material for children with special needs.
- read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society.
- get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school.
- use bilingual and multilingual ways to exchange ideas or disseminating information by taking the help of ICT, PPT, role play, street play, drama, written scripts, etc.



Class X

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities individually or in groups and encouraged to—</p> <ul style="list-style-type: none"> • participate in interactive tasks and activities. • take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening to people around. • engage themselves in conversation, dialogue, discussion and discourse in peer-peer mode, and with teacher on various themes. • participate in role play, short speech and skits; interview personalities, common people for the purpose of collecting views on certain relevant issues, during surveys, project works, etc. • give opinion about classroom transactions, peer feedback with clarity, and provide suggestions for improvement. • read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society. • develop familiarity with workplace culture and language and terminology for different vocational skills like carpentry, mobile repairing, tailoring, etc. • volunteer in organising school functions, assembly, community activities and interactions; prepares schedules, reports, etc. • read literature from different countries, and appreciate the ideas, issues, and themes given there. • read texts independently, comprehend, and respond to or ask questions on the text. • read stories and literary texts — both fiction and non-fiction with understanding for pleasure and enjoyment; discuss on characters, 	<p>The learner—</p> <ul style="list-style-type: none"> • listens to announcements, instructions, read-aloud texts, audio, videos for information, gist and details; responds by answering questions accordingly. • listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret, and appreciate. • speaks with coherence and cohesion while participating in interactive tasks. • uses language appropriate to purposes and perspectives. • talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing. • participates in bilingual or multilingual discourses on various themes. • reads, comprehends, and responds to complex texts independently. • reads stories and literary texts, both fiction and non-fiction, with understanding for pleasure and enjoyment and discusses about these. • appreciates nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions and the poet's or the writer's point of view. • collects evidences and discusses in groups for reading autobiographies, history and science based literary texts. • writes paragraphs, narratives, etc., by planning revising, editing, rewriting, and finalising. • writes reports of functions in school, family, and community activities. • writes personal, official and business letters, articles, debates, paragraphs based on visual or verbal clues, textual inputs, etc. • evaluates content presented in print and in different genres/formats



issues, situations; and if there is a problem, work on the solutions.

- appreciate nuances and shades of literary meanings in a variety of poems like lyric, ballad, ode, limerick, elegy, etc., and the literary devices like onomatopoeic sounds, symbols, metaphors, alliteration, etc., understand comparisons, allusions, poet's or writer's point of view, etc.
- use subject, or contexts, and content related vocabulary to express their understanding of the texts and tasks.
- understand writing is a process-oriented skill which requires drafting, revising, editing for punctuation, grammatical accuracy, spelling, etc.
- understand the grammar in context, functions, and usages noting from examples and discover rules.
- write using symbols, tables, graphs, diagrams, etc.
- contribute in building safe and stress-free environment for learning.
- collect and make use of meaningful resources generated by the learners.
- make use of their experiences and relate with their learning.
- use visual aids, and locally developed learning materials to complement and supplement the textbook and supplementary reader.
- frame questions to assess their comprehension.
- promote core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc.
- develop critical thinking on issues related to society, family, adolescence, etc. This will lead to develop their abilities for problem-solving, conflict resolution, and work collaboratively.
- use multilingualism and translation as a strategy and resource for understanding and learning and participating in classroom transactions.

and presents content using symbols, graphs, diagrams, etc.

- analyses and appreciates a point of view or cultural experience as reflected in the text; presents orally or in writing.
- draws references from books, newspapers, internet, etc., and interprets using analytical skills.
- speaks or writes on variety of themes.
- consults or refers to dictionary, periodicals, and books for academic and other purposes; and uses them in speech and writing.
- provides facts and background knowledge in areas such as science and social science and presents view points based on those facts.
- takes down dictation using appropriate punctuation marks and correct spelling of the words dictated.
- takes and makes notes while listening to TV news, discussions, speech, reading aloud or silent reading of texts, etc., and summarises.
- uses grammatical items appropriate to the context in speech and writing.
- uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation.
- uses words according to the context and delineate it in speech and writing.
- uses formulaic and idiomatic expressions in speech and writing.
- makes use of collocations and idioms in speech and writing.
- identifies significant literary elements such as figurative language—metaphor, imagery, symbol, simile, intention or point of view, rhyme scheme, etc.
- uses the figurative meaning of words and phrases as given in the texts read.
- assesses one's own and peers' work based on developed rubrics.



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| <ul style="list-style-type: none"> • participate in interdisciplinary tasks, activities and projects. • connect and apply their learning to activities, routines, and functions at home and in the community. • maintain diary and journal for recording responses and reflections, develop rubrics with the help of the teacher for self-assessment. • work on the teacher and peer feedback and self-assessment to improve their performance. • understand the concept of directions on a given map of a locality, town, city, country, tactile or raised material for children with special needs. • get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school. | <ul style="list-style-type: none"> • develops questions for collecting data for survey on relevant issues. • writes scripts and participates in role play, skit, street plays for the promotion of social issues like <i>Beti Bachao Beti Badhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation of environment, child labour, drug abuse, and promotion of literacy, etc. • uses bilingual or multilingual ways to exchange ideas or disseminating information with the help of ICT, PPT, role play, street play, drama, written scripts, etc. • recognises and appreciates cultural experiences given in the text in a written paragraph, or in narrating the situations and incidents in the class. • exhibits core values such as tolerance, appreciation of diversity and civic responsibility through debate, discussion, etc. • learns to use Sign Language to communicate and uses Sign Language with fellow learners with hearing impairment in an inclusive set up. • reads the poems, stories, texts given in Braille; graphs and maps given in tactile or raised material; interprets, discusses, and writes with the help of a scribe. |
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