



# ENGLISH LANGUAGE CURRICULUM

IX-XII

Sindh Revised Curriculum 2023-24



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## TABLE OF CONTENTS

CONTENTS	PAGE #
<b>Preamble</b>	ii
<b>Section-1: Introduction</b>	1
<i>Process of Curriculum Development</i>	3
<i>Organization of the Curriculum Framework</i>	4
<i>Statement of Philosophy</i>	6
<b>Section-2: Competencies, Standards, Benchmarks and Students Learning Outcomes</b>	8
<i>Competencies in English</i>	11
<i>Rationale for Competencies and Standards</i>	11
<i>Competency 1: Reading and Critical Thinking Skills</i>	11
<i>Competency 2: Writing Skills</i>	12
<i>Competency 3: Oral Communication Skills</i>	12
<i>Competency 4: Vocabulary and Grammar</i>	13
<b>Section-3: Standards, Benchmarks and Students Learning Outcomes</b>	14
<b>Section-4: Text Types, Themes and Sub-themes</b>	59
<b>Section-5: Approaches and Strategies for Curriculum Implementation in Classrooms</b>	67
<i>Approaches to Teaching for Curriculum Implementation and Achievement of Outcomes</i>	67
<i>Methods and Strategies - Effective Language Lessons</i>	70
<i>Useful Strategies and Activities for Language lessons</i>	71
1. <i>Positive Intension and Integrity</i>	71
2. <i>Personalized Style</i>	71
3. <i>Use of Media and Resources</i>	71
4. <i>Learner Involvement</i>	72
5. <i>Opportunities for the Learners</i>	72
<b>Section-6: Assessment</b>	73
<i>Assessment forms</i>	73
<i>Characteristics of a Good Test</i>	74
<i>Purpose of Assessment</i>	74
<i>Methods of Assessment</i>	75
<i>Constructing a test</i>	78
<i>Marking various test items</i>	79
<i>Marking Scoring Rubrics (a Checklist with Criteria and Points)</i>	79
<i>Recommendations</i>	82
<b>Section-7: Text Writing and Review Process</b>	83
<i>Planning</i>	83
<i>Material Selection and Writing</i>	84
<i>Editing</i>	84
<i>Self-Review and Peer Review</i>	84
<i>Pilot Testing and Revision</i>	84
<i>Quality Assessment Questions</i>	84
<b>Section-8: Teachers Training</b>	87
<b>Glossary</b>	89
<b>Acknowledgement</b>	101



## PREAMBLE

This curriculum framework has been conceived of, and designed as a reference document for use by various stakeholders, i.e. leadership, teachers and learners, textbook writers, reviewers, examiners, and other users of this document. For this purpose, considerable effort has been made to explain the basic components of the framework, the design principles and the rationale for the competencies selected as key learning areas for non-native speakers of English in Sindh. The document is general enough to be used by all school types in Sindh, however, it is specific at the level of benchmarks and student learning outcomes for each grade level for the teachers' guidance.

The present curriculum has been developed to enhance the quality of learning opportunities through formal instruction over the twelve years of schooling in Sindh. It also has separate benchmarks and student learning outcomes for Early years, ages 3 and 4. Language is a developmental process and cannot be confined within the boundaries of the academic year. Hence, benchmarks have been defined for every stage of schooling in Sindh. At the same time, keeping the practical needs of the teachers and school administrators in mind, student learning outcomes have been provided grade-wise. These are measurable outcomes that the teachers and learners can use to gauge their progress towards the benchmarks, at the end of each year of study.

It is expected that while new knowledge and skills will be introduced in each grade, opportunities will be provided for the integration of new knowledge and skills with the students' prior learning. As will be noted by the users, provision has been made for a spiral progression, with recycling of many skills for consolidation purposes. In other words, the learner is enabled to arrive at a 'stable' stage, i.e. the benchmark, through constant repetition and reinforcement.

In order to make this document user friendly, guidelines have been provided for instruction and for materials development, both by the teacher and the textbook writers. Similarly, guidelines have been provided, in a separate section, for the assessment of learning. A notable feature of the document is the glossary at the end to enable users who might not be familiar with the specific terminology used and to read the document with ease; and, in the process, enhance their understanding of various components of a curriculum.

Acknowledging that curriculum development is a dynamic and ongoing process, the reviewed English Language Curriculum 2016 will need to be periodically reviewed and updated in the light of changing realities and growing experience of implementation at the grassroots level.

We look forward to receiving feedback from all the users of this document to make it a dynamic and 'living' document instead of it gathering dust on the shelves.

## SECTION - 1

### Introduction

The information technology has revolutionised our world. It has made communication so easy that many things can now be accessed at the click of a button. This ease has raised the need for command over the common language of communication in the e-world: English. Countries that, till recent times, managed to make considerable progress on the basis of their national languages are now introducing English to enable their people to communicate with the world, have access to the global markets, avail educational opportunities across the world, and become aware of the latest research and technology, amongst a host of other things.

Today, the world, including Pakistan, is turning towards e-technology in all spheres of life. Online banking, shopping, applying for visas or jobs, business transactions, to mention just a few aspects, are now a part of everyday life. Hence, the children who are growing up in today's world will soon need good English skills for their economic and social survival. More than that, education is the key to Pakistan's economic development and progress, and to acquire meaningful education students need to access knowledge available on the internet, avail e-learning opportunities, and do online work, all of which requires strong English language skills. Hence, it is important that all students have access to quality education, with particular emphasis on the provision of strong English language skills.

In view of the requirement of a strong English base for students, in 2006, when education was still a federal subject, a curriculum document, based on Standards, Benchmarks, and Student Learning Outcomes (SLOs), was prepared to introduce the concept of an outcomes-based curriculum. When education became a provincial subject in 2009, this document was adopted by the Bureau of Curriculum and Extension Wing, Sindh, with minor adaptations, for the teaching of English in Sindh. Subsequently, the Sindh Textbook Board started the development of textbooks based on this curriculum.

It was during this process of textbook writing that the need for further strengthening the 2006 English Curriculum document arose. It was felt that in order to make it more user-friendly for teachers, textbook writers, reviewers, and policy makers, in the context of Sindh, the curriculum needed to be reviewed for several reasons: to simplify it, to remove some of the overlaps, to have achievable number of SLOs for each competency, and to have clearly defined progression markers for skills to be taught at each level. This curriculum document aims to achieve this; however, this has been done keeping certain contextual realities in mind and within a very limited timeframe.

In Sindh, as across Pakistan, the contextual realities vary considerably; both teachers and students have varied degrees of command and exposure to English, and the resources available to them for the teaching and learning of English vary from almost none to fairly advanced. It is keeping these realities in mind that changes and adaptations have been made in this document; however, the bar has consciously been set slightly higher than what is realistically possible at this point in time, considering that the government of Sindh is making structural changes and focussing on programmes to enhance the quality of education in the province.



This document, as stated earlier, is not a new document. It has incorporated changes keeping some of the current and future English language needs of the learners in view. Hence, in many respects, the status quo has been maintained. The document has maintained the language competencies, standards, benchmarks, and the students' learning outcomes (SLOs) approach; it has also maintained all the other aspects included in the document. However, minor and major changes have been made where needed, to make the document more meaningful for all stakeholders and kept aligned with NCP (2022-2023). The changes have also been made based on the input received from the stakeholders in the field both from the public and private sector, who spent a considerable amount of time in analysing the contextual realities vary considerably; both teachers and students have varied degrees of command and exposure to English, and the resources available to them for the teaching and learning of English vary from almost none to fairly advanced.

Keeping in view the realities, the changes and adaptations have been made in this document; At that time the 2006 curriculum was introduced, the focus was on teaching students from class I-XII; the concept of kindergarten or Katchi, as it is called in the local parlance, was mainly confined to the urban areas. With rising awareness about education, this concept has gained more popularity; hence, a need was felt to incorporate English at the Katchi level to refer only to the class (es) before class I.

Another change is that while the 2006 English language curriculum document includes Ethical and Social Development as a competency, it does not translate it into SLOs; even the benchmarks identified are the same from Class I to XII. Moreover, it is clearly stated in this competency that it needs to be incorporated and developed across all the other four competencies. Keeping this in mind, and realizing the importance of inculcating ethical and social attributes and values in the students to help them develop as responsible citizens, the benchmarks of competency 5 have been fine-tuned and included at each level. This will keep them constantly in the focus of teachers, textbook writers and material developers.

Additionally, the benchmarks across all the four competencies had to be tightened up to make them compatible with the SLOs and to bring about more consistency across levels. Moreover, the benchmarks needed to be articulated such that they clearly defined the levels that the students were expected to achieve before they could be considered ready for starting the next level.

However, the main area where it was felt that detailed work was needed was SLOs. Considerable time and effort have been invested in identifying and sharpening the SLOs for inclusion in this document. The key factors that guided the process were language learning targets, teaching time available, contextual realities, like material, financial and human resource constraints, and clearly defined progression across classes and levels.

With benchmarks and SLOs having been streamlined, and the Ethical and Social Development competency having been merged with the other four competencies, the next step that seemed to follow logically was making the themes and sub themes compatible with the Ethical and Social Development benchmarks. The only change made in the given themes was to split up some of them for greater clarity. However, some of the sub themes had to be altered to meet the benchmark and class level requirements.

So, while the themes remain constant throughout the levels, the level and degree to which they need to be addressed varies across levels.

Language develops and changes with time; so do the language learning needs, resources and approaches. This document is not cast in stone; like its predecessors, in the next 5 to 10 years, it will have to be revised and upgraded to meet the needs and challenges of the time. However, it is hoped that this document will serve the purpose of meeting the language needs as per the contextual realities of today. Making the document user friendly has been one of the aims of this document. Hence, it is hoped that it will be extensively serve as a key reference point for all stakeholders, including policy makers. But, more than anything else, it is hoped that the document will become the teachers' best friend.

### **Process of Curriculum Development:**

The English teaching field in Pakistan has experienced several paradigm shifts in methodology, at least on paper if not in practice, since 1947. It has moved from the grammar-translation method 1947 onwards, to the Direct Method in the 1960s, to the oral-structural approach (or the audio-lingual method) in the 1970s, to the communicative approach in the 1980s and the 1990s, and to the task-based approach since 1999. Very recently, the English Language curriculum, along with the remaining subjects' curriculum, has been made standards-based. There are four competencies 1) Reading and Critical thinking skills, 2) Writing skills, 3) Oral communication skills; 4) Vocabulary & Grammar. For each competency there is one standard.

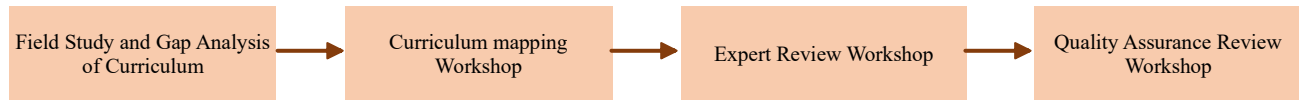
Although the English curriculum 2006 claimed to place greater emphasis on the understanding and use of language in different academic and social contexts, the organization of standards and competencies at each grade level did not show a formulaic principle as written in the curriculum. Consequently, the curriculum became a blend of grammar translation and communicative approaches.

It is the norm in international practice that the curriculum (standards) is reviewed after five or more years (as per requirement). Hence, the National Curriculum 2006 needed a complete review. Moreover, a need was felt to make the SLOs more precise, with clear Command words and to have logical sequencing, so that teachers could easily understand what to teach (the level of content and assessment) and when to teach (pacing).

A study of the educational context, including the teachers and learners, particularly in the public sector schools, was conducted prior to the review of the curriculum. The findings portrayed overlaps and redundancy in the stated SLOs and Benchmarks. In the light of the above findings, suggestions, recommendations, identified constraints, and the limitations of teachers and learners, the English language curriculum review was undertaken, through a systematic process.



## English Language Curriculum (2023-2024) Review Process.



The major findings of study:

1. The SLOs needed to be simplified so that the teachers could comprehend them
2. The number of SLOs needed to be rationalized, keeping the time and human resource constraints in view
3. Progressive development of language should be ensured from one level to the next
4. Phonics should form the basis of SLOs at the initial level
5. It should be aligned with National standards.

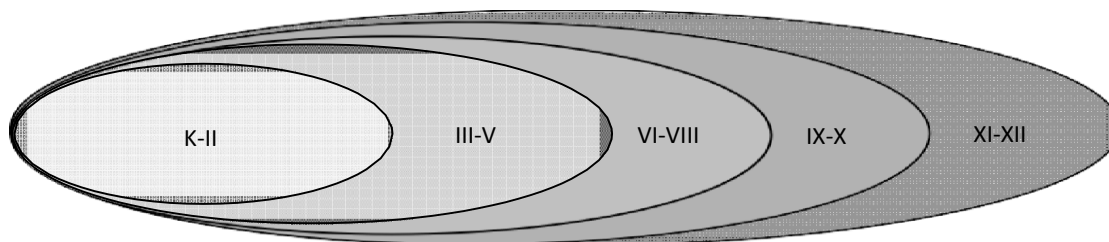
### Organization of the Curriculum Framework:

In terms of the curriculum, education from grades I-XII forms an integral whole. However, for a description of performance, five developmental levels have been identified. The framework has been formulated, keeping in mind the ultimate requirement of Grade XII students' academic, job-related, social and individual language needs. It is very important that curriculum content is relevant to the age and intellectual level of the learners:

## Developmental Levels:

Grades	
K-II	At this level, the young learners are helped to get a solid start in developing readiness for subsequent work and learning in relevant and focused areas of knowledge, skills and understanding. This would steer them into becoming autonomous learners. They should learn aspects of the English language, which are parallel to their current level of command of their own language. Earliest activities are mostly lexical with structural activities playing a systematic role.
III-V	At this level, the learners are introduced to the various forms and functions of language, equipping them with relevant skills for handling knowledge appropriate for their age. The learners acquire initial content knowledge and develop the skills and understanding to build a foundation for later studies. They also require a more structured and coherent approach for abstract and complex materials.
VI-VIII	At this level, a lot of grounding is done and practice given, specially in the basic language work, so that a strong, adequate language foundation is built. Attention is focused on meaningful and effective learning rather than the teacher trying to cover a wide range of areas. This is an important transitional phase; building from primary, and moving towards secondary education.
IX-X	This level builds on earlier work, and the language learnt at the previous level is consolidated. The learners are equipped with skills essential not only for their current needs but also for future academic and social needs. Language, being the base of all knowledge, competency / proficiency in English Language will help learners attain proficiency in other subject areas, hence, reinforcing and enhancing knowledge in other disciplines. social contexts.
XI-XII	This level is the terminal level for those who discontinue education to look for jobs, while others branch off into their respective specialized areas for further study. The language curriculum for this level takes into account the general and specialized language needs of both aforementioned categories. The curriculum is, therefore, designed to cater for these groups. The content and type of reading texts, as well as the skills, functions and vocabulary to be taught are all determined by these concerns.

Figure.





### Statement of Philosophy:

For the majority of Pakistani students, learning the English language is rarely a subconscious process. The learners have few opportunities to absorb the language from the environment to acquire a natural feel for appropriate linguistic structures, vocabulary and style in varied contexts of use, both in academic and social settings. The learners, therefore, need to be provided with formal opportunities to learn the language in an instructional setting, through a well thought-out and organized curriculum. The current curriculum aims to serve as a guide for teachers, learners, textbook developers, assessors and all other users.

It is recognized that the instructional settings vary greatly in terms of teachers' background and proficiency in English, students' background and opportunities for exposure and/or use of English at home and in the community outside the school and classroom context, as well as, the resources available for teaching and learning of English. Moreover, *it is not the students who lack the capacity to learn but the total academic setting whose capacity needs to be built up.* However, it is hoped that the competencies and standards defined in this curriculum will provide a roadmap for the development of both human and financial resources in schools for quality teaching and learning of English to all children in Sindh.

The curriculum is designed, particularly to promote the academic and employment language needs of learners who wish to pursue their higher studies, as well as for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school. The curriculum is multidimensional and incorporates all components of the language, i.e., phonology, grammar, lexis, discourse, and language functions and skills. Emphasis is placed on developing competency in all areas of the language. Skills and micro skills related to a particular standard are identified and developed through various processes and strategies.

The content and the process of learning are structured and integrated in such a way so as to realize the standards for key competencies through spiral progression with a major focus on the development of language skills rather than on content. It is, therefore, recommended that functional, mass media, literary and every day texts be used to provide a context for the teaching of the micro skills and strategies used in listening, speaking, reading and writing. The teaching strategies should ensure that work in speaking, listening, reading and writing is integrated, So that students learn to acquire information and ideas through reading and listening, and to effectively communicate their ideas through writing and speaking.

Listening and speaking skills are to be developed in the classroom context. Besides knowledge of the language, listening comprehension also requires knowledge of the world. The former assists in decoding spoken language whereas the latter helps the learner understand the meaning of what is spoken and related it to the meaning in its own context. Use of authentic materials that suit the learners' needs



should be encouraged. Currently, the understanding of appropriate language use in different contexts is tested through the written exam designed for just this purpose, which may be replaced with assessment methods that particularly focus listening comprehension.

The curriculum also aims to provide language learning and teaching experiences within the national and cultural bounds, while encouraging the learners to be autonomous and lifelong learners.

To summarize, the curriculum places greater emphasis on the understanding and use of the English language in different academic and social contexts than on acquiring knowledge about the language for its own sake. While such an approach acknowledges the importance of imparting knowledge about the language system, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is improved and made effective for various purposes.



## SECTION - 2

### Competencies, Standards, Benchmarks and Student Learning Outcomes defined

**Competency:** A key learning area

**Standard:** The standard defines the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during a minimum of thirteen years of schooling

**Benchmark:** A description of the extent to which a certain standard is required to be accomplished. The word is synonymous to a ‘learning target’. These provide at a glance, the continuum of the English language learning e.g. benchmarks for grades Katchi, I and II define what the students will be able to do by the end of grade II.

**Students Learning Outcomes:** These are built on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Student Learning Outcomes (SLOs) indicate achievement levels in each skill set to be attained by the students as a result of the instruction derived from the standards. In other words, standards are the main boulevards with vivid directions (benchmarks) marked on the maps and SLOs are the specific streets in order to reach a destination. Interestingly, both main boulevards and the streets are traceable and can be verified from a variety of sources. In a similar fashion, standards and SLOs are realistic and attainable levels of achievement stipulated in this document.

The benchmarks and SLOs stated in this document have been redefined and reformulated, as compared to the 2006 document. This has been done keeping in mind, the particular context of this part of the world with regard to school settings, capacity of teachers, connections with the teaching material used in the K-XII classes, etc. Most importantly, logical progression, both in the skill area and grade level has been addressed.

Student learning outcomes build on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Most student learning outcomes progress and develop across grades, where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes, within a competency or across competencies, overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another. Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable.

The aim is to help students achieve these outcomes through extended engagement with texts and language, and by developing a variety of literacy practices over the years of compulsory schooling. To attain a spiral build-up, all the elements in each standard are introduced, focused, revisited, revised and reinforced.

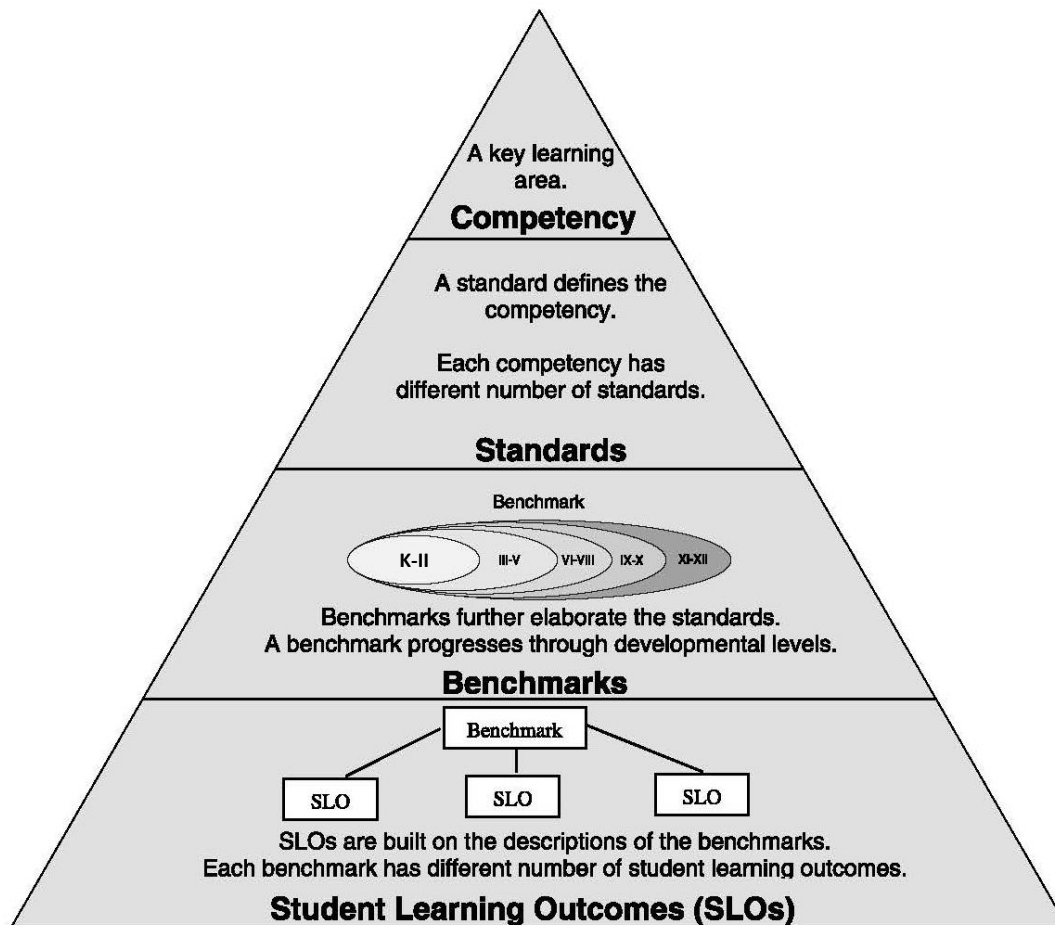


READING	WRITING	LISTENING	SPEAKING
Reading for understanding - Meaning Level	Language Rules & Mechanics	Listening for global understanding	Knowledge and understanding of the spoken language conventions
Reading for Comprehension	Writing Conventions	Listening for acquiring knowledge and understanding of language rules, patterns, and conventions	Use of language for social interaction
Reading for Critical Thinking	Writing for Variety of Purposes and Audiences	Listening for developing academic proficiency	Use of language for academic settings and contexts



This figure illustrates the organization of the curriculum framework:

**Figure.**



**In this document, competencies, standards, and benchmarks are numbered for easy use.**

For example, Competency 1 is Reading and Critical Thinking Skills, and therefore its benchmarks are 1.1, 1.2, 1.3 etc. Each SLO under a specific benchmark is numbered as 1.1.1, 1.1.2, 1.1.3 and so on.

### **Competencies in English language**

The curriculum identifies four competencies/standards in the English language. They are:

Competency 1: Reading and Critical Thinking Skills

Competency 2: Writing Skills

Competency 3: Oral Communication Skills

Competency 4: Vocabulary & Grammar

## Rationale for Competencies and Standards

### Competency 1: Reading and Critical Thinking Skills

**Standard:** Students will learn to read a variety of text types, both fiction and non-fiction, through tasks, activities and vocabulary that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.

#### Rationale:

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be increased through strategies suitable for the purpose of reading and the type of text being read. It is, therefore, essential to sensitize the students to the fact that good reading does not mean reading aloud or learning all the new words in the reading text and answering all the comprehension questions.

Better readers are the ones who are equipped with the skills of purposeful reading. These skills can be developed through awareness raising and practice activities. The aim should be to use texts to teach reading, and not reading to teach texts. Written texts that deal with common human experiences, and contemporary information and issues are proposed as content for the learning of processes, skills and strategies, but the approach of the curriculum goes beyond reading. In fact, the reading component serves as a springboard for the development of integrated language skills, and for enhancing the cognitive and affective domains, enabling the students to think critically and creatively.

One important medium to get the feel for a language and its idiom is its literature; in order to provide this learning experience literary texts need to be included. The aim is not to teach advanced literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts. Hence, the learners should be provided opportunities for understanding expressive and narrative texts, and once initiated into this process they would be able to seek enjoyment through extensive reading on their own.

The chosen material should be contemporary and should reflect the specified themes. All reading material in the text book should require learners to work at a level slightly above their receptive ability, only then will they be stimulated enough to stretch themselves cognitively.

The reading texts should comprise a variety of text types e.g. interpersonal and transactional, expository, descriptive, narrative and argumentative, with literary texts comprising 25% of the reading material.

### Competency 2: Writing Skills

**Standard:** Students will produce with developing fluency and accuracy, academic, transactional, and creative writing, which is focused, purposeful, and shows an insight into the writing process.

#### Rationale:

Writing is a complex communicative activity; at the time one is searching for vocabulary to express one's thought, his or her mind might race ahead to another idea and the new insight may contradict the original ideas. It is, therefore, essential that the final writing is focused, coherent and cohesive, with a clear overall progression. It should take into account the purpose of writing, as well as, the audience for the written piece. In order to present a well written text, it is essential, therefore, that students view writing as a process; and are taught to approach their writing deliberately in three stages. In the pre-writing stage, a topic / text is chosen, narrowed down, ideas generated, gathered and then organized. In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of



revising, the ideas are reorganized, clarified and then, finally, the draft is edited for errors and omissions so as to improve its style.

### **Competency 3: Oral Communication Skills**

**Standard:** Students will understand & articulate widely acceptable pronunciations, stress and intonation patterns and use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.

#### **Rationale:**

Language functions are the purposes for which people speak or write. The purpose may be to present a point of view, to ask for information or any other. Therefore, it is essential to use those appropriate language expressions which are best suited for the communicative purpose. The expression i.e. the form of language that is used is determined by the level of formality of a situation, the type of message which is to be communicated, as well as, the relationship of the addresser and addressee. It is essential that the students are sensitized to the correct conventions of expression in different settings so that they use language appropriately, and according to the occasion and audience.

### **Competency 4: Vocabulary & Grammar**

**Standard:** Students will enhance vocabulary for effective communication; understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure, for developing accuracy in their spoken and written communication.

#### **Rationale:**

Vocabulary and grammar, are the tools for oral and written communication. This tool would be effective if it is supported by sufficient vocabulary to aid expression. Grammatical and phonetic exercises, combined with vocabulary development, are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, speech, and cohesive and coherent written composition are integral parts of a whole; hence, they are all equally important.

### **Appropriate Ethical and Social Development**

This competency was included in the previous curriculum as a separate competency, whereas in the revised curriculum it has been integrated with all the four competencies.

#### **Rationale:**

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. Text content provides a realistic and diverse learning exposure, and is an important mode for developing a personal worldview. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; and inculcate ethical and social attributes, and values relevant in a multicultural society.

## SECTION - 3

### Standards, Benchmarks and Student Learning Outcomes

#### Class IX - X

#### Competency 1: Reading and Thinking Skills

**Standard:** *Students will search for, discover, and understand a variety of text types, both fiction and non-fiction, through tasks, activities and vocabulary that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practice things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

### Benchmarks: Class IX - X

S. No.	Benchmarks
1.1	Recognize patterns of text organization, and functions of various devices used within a paragraph in a text. Read aloud for accurate pronunciation, tone and stress.
1.2	Analyse complex processes, procedures, events, issues, and various viewpoints, to apply reading comprehension and critical thinking strategies for in-depth study of the text.
1.3	Analyse and categorize information from a visual cue or a graphic organizer so as to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.
1.4	Analyse short stories, poems and short plays; make connections between literary texts and their own lives.

### SLOs: Class IX-X

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class IX	Class X
1.1	<b>Benchmark:</b> <i>Recognize patterns of text organization, and functions of various devices used within a paragraph in a text. Read aloud for accurate pronunciation, tone and stress.</i>	
1.1.1	Analyse the order of paragraphs: (Simple texts) <ul style="list-style-type: none"> <li>• Chronological or spatial.</li> <li>• General to specific, specific to general.</li> </ul>	Analyse the order of paragraphs: (Complex texts) <ul style="list-style-type: none"> <li>• Sequential and logical</li> <li>• Most important to least important and vice versa</li> </ul>
1.1.2	Analyse the organizational patterns of simple texts to identify words, phrases or sentences that support the main idea through text types. <ul style="list-style-type: none"> <li>• Definition</li> <li>• Examples</li> <li>• Illustrations</li> </ul>	Analyse complex texts to identify words, phrases or sentences that support the main idea through: <ul style="list-style-type: none"> <li>• Facts</li> <li>• Analogies</li> <li>• Anecdotes</li> <li>• Quotations</li> </ul>



S. No.	Class IX	Class X
1.1.3	Identify and recognize the functions of: <ul style="list-style-type: none"> <li>• Pronoun - antecedent relationships.</li> <li>• Anaphoric and cataphoric references.</li> <li>• Transitional devices used for coherence and cohesion in narrative, descriptive, and process texts.</li> </ul>	Identify and recognize the functions of: <ul style="list-style-type: none"> <li>• Anaphoric and cataphoric references.</li> <li>• Transitional devices used for coherence and cohesion in expository, compare and contrast, and cause and effect texts.</li> </ul>
1.1.4	Discuss and analyse the use of figurative language (Similes and metaphors) in the text.	Discuss and analyse the use of figurative language (Personification and oxymoron) in the text.
1.1.5	Underline the implied meaning e.g. writer's viewpoint, relationships between different arguments, etc.	Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments, etc.
1.1.6	Analyze a simple biography highlighting the main points.	Analyze a simple autobiography highlighting the main points.
1.1.7	Examine third person point of view in narratives	Examine first person point of view in narratives.
1.1.8	Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional texts.	Read with accurate pronunciation, appropriate pitch and voice variation suitable for non-fictional texts.
1.2	<b>Benchmark:</b> <i>Analyse complex processes, procedures, events, issues, and various viewpoints, to apply reading comprehension and critical thinking strategies for in-depth study of the text.</i>	
1.2.1	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and using contextual clues.	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.
1.2.2	Skim simple texts to <ul style="list-style-type: none"> <li>• have a general idea of the text.</li> <li>• infer themes/ main idea.</li> </ul>	Skim complex texts to <ul style="list-style-type: none"> <li>• have a general idea of the text.</li> <li>• infer themes/ main idea.</li> </ul>
1.2.3	Read silently to find main idea and supporting details and to interact with the text: <ul style="list-style-type: none"> <li>• scan for facts and opinions</li> <li>• make simple inferences using context of the text.</li> <li>• distinguish between what is clearly stated and what is implied.</li> <li>• deduce meaning of difficult words from context.</li> </ul>	Read silently to find main idea and supporting details and to interact with the text: <ul style="list-style-type: none"> <li>• scan for facts and opinions</li> <li>• make inferences using context of the text.</li> <li>• distinguish between what is clearly stated and what is implied.</li> <li>• deduce meaning of difficult words from context.</li> <li>• use context to infer missing words/phrases.</li> </ul>

S. No.	Class IX	Class X
	<ul style="list-style-type: none"> <li>• use context to infer missing words.</li> <li>• locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy etc.</li> <li>• identify viewpoints/ ideas and issues.</li> <li>• generate questions to understand text.</li> </ul>	<ul style="list-style-type: none"> <li>• locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy etc.</li> <li>• distinguish fact from opinion such as letters to editors, texts supporting an opinion, etc.</li> <li>• identify issues and their solutions.</li> <li>• generate questions to understand text.</li> </ul>
1.2.4	Use summary skills to extract salient points and develop a mind map to summarize a text.	Use summary skills to summarize a process or procedure by transferring information from the written text to a diagram/flow chart.
1.2.5	Respond to different question types orally and in writing <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> </ul>	Respond to different question types orally and in writing <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> </ul>
1.2.6	Use critical thinking skills to respond orally and in writing to the text read to: <ul style="list-style-type: none"> <li>• relate what is read to own feelings and experiences</li> <li>• explore causes and consequences of a problem or an issue and propose solutions</li> </ul>	Use critical thinking skills to respond orally and in writing to the text read to: <ul style="list-style-type: none"> <li>• give a personal opinion and justify a stance related to viewpoints/ideas/issues in the text</li> <li>• evaluate the material read and convey understanding through speech/writing</li> </ul>
1.3	<b>Benchmark:</b> <i>Analyse and categorize information from a visual cue or a graphic organizer so as to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.</i>	
1.3.1	Analyse information and interpret situations in visuals such as mind maps, bar/line graphs, and diagrams, describing complex processes and procedures and relations, such as comparison and contrast.	Analyse information and interpret situations in visuals such as mind maps, bar/line graphs, and diagrams, describing complex processes and procedures and relations, such as cause and effect.
1.3.2	Interpret the situation in a visual cue, and using concrete sensory details of sights, sounds, and smells of a scene, and	Interpret the situation in a visual cue, and using concrete sensory details of sights, sounds, and smells of a scene, and the specific



S. No.	Class IX	Class X
	the specific actions, movements, gestures and feelings of characters and develop mind map.	actions, movements, gestures and feelings of characters and write a short description based on mind map.
<b>1.4</b>	<b>Benchmark:</b> <i>Analyse short stories, poems and short plays;</i>	<i>make connections between literary texts and their own lives.</i>
<b>1.4.1</b>	Read text to make predictions about storyline/content, characters, using contextual clues and prior knowledge.	Read text to make predictions about storyline/content, characters, using contextual clues and prior knowledge.
<b>1.4.2</b>	Analyse story elements: characters, events, setting, plot, theme and writer’s point of view.	Analyse story elements: characters, events, setting, plot, theme, and writer’s point of view.
<b>1.4.3</b>	Read a story to <ul style="list-style-type: none"> <li>• make connections between their own lives and the characters and their motives.</li> <li>• make inferences and draw conclusions about characters using supporting evidence from the story.</li> <li>• compare characters in a literary selection to near similar ones in real life.</li> </ul>	Read a story to <ul style="list-style-type: none"> <li>• make connections between the events and causes of conflict in the story/text.</li> <li>• make inferences and draw conclusions about characters using supporting evidence from the text.</li> <li>• compare characters in a literary selection to near similar ones in real life.</li> </ul>
<b>1.4.4</b>	Read a poem and give orally and in writing <ul style="list-style-type: none"> <li>• theme and supporting details.</li> <li>• personal response with justification.</li> <li>• paraphrase/summary.</li> </ul>	Read a poem and give orally and in writing <ul style="list-style-type: none"> <li>• theme and supporting details.</li> <li>• personal response with justification.</li> <li>• paraphrase/summary.</li> </ul>



## Class IX-X

### Competency 2: Writing Skills

**Standard:** *Students will produce, with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful, and shows an insight into the writing process.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22



### Benchmarks: Class IX – X

S. No.	Benchmarks
2.1	Analyse composition using various techniques of effective text organization.
2.2	Write a variety of descriptive, persuasive, expository, compare and contrast, and cause and effect essays, for different purposes and audiences.
2.3	Use summary skills to write a summary/précis of simple passages/poems.
2.4	Write a variety of interpersonal, intrapersonal, and transactional texts in informal and formal contexts.
2.5	Revise and edit own/peer writing for appropriate organizational patterns as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings, and transitional devices.

### SLOs: Class IX-X

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class IX	Class X
2.1	<b>Benchmark:</b> <i>Analyse composition using various techniques of effective text organization.</i>	
2.1.1	Identify audience and purpose in a piece of writing.	Identify audience and purpose in a piece of writing.
2.1.2	Identify the use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, etc.	Identify the use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, etc.
2.1.3	Analyse descriptive, narrative, and compare and contrast essays to identify the <ul style="list-style-type: none"> <li>• purpose and main idea, and transitional devices related to each type.</li> <li>• introductory, body and concluding paragraphs</li> <li>• required elements in the introductory paragraphs</li> </ul>	Analyse expository, persuasive, and cause and effect essays to identify the <ul style="list-style-type: none"> <li>• purpose and main idea, and transitional devices related to each type.</li> <li>• introductory, body and concluding paragraphs</li> <li>• required elements in the introductory paragraphs</li> </ul>

S. No.	Class IX	Class X
	<ul style="list-style-type: none"> <li>• clear topic sentence and supporting details</li> <li>• matching of paragraph details with the topic and thesis statement</li> <li>• required elements in the concluding paragraphs</li> <li>• overall unity in the essay in relation to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• clear topic sentence and supporting details matching of paragraph details with the topic and thesis statement</li> <li>• required elements in the concluding paragraphs</li> <li>• overall unity in the essay in relation to the topic</li> </ul>
2.2	<p><b>Benchmark:</b> <i>Write a variety of descriptive, narrative, expository, persuasive, compare and contrast, and cause and effect essays, for different purposes and audiences.</i></p>	
2.2.1	<p>Write a descriptive essay of at least four paragraphs on a given topic based on the following guidelines:</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas.</li> <li>• select the ideas to be covered.</li> <li>• write an introductory paragraph with a clear thesis.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation.</li> <li>• use appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• incorporate evidence (characteristics, quotations, etc.).</li> </ul>	<p>Write an expository essay of at least four paragraphs on a given topic based on the following guidelines:</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas.</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation.</li> <li>• use appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• gather topic related information from reliable source</li> <li>• consider various perspectives related to the topic</li> </ul>



S. No.	Class IX	Class X
	<ul style="list-style-type: none"> <li>chronological / sequential / spatial order of arranging detail. (most important to least important and vice versa, general to specific)</li> </ul>	<ul style="list-style-type: none"> <li>organize your findings in a logical manner</li> </ul>
<p>2.2.2</p>	<p>Write a simple narrative essay of at least four paragraphs on a given topic, describing an event or incident, following the conventions of essay writing.</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>brainstorm for ideas.</li> <li>select the ideas to be covered.</li> <li>write an introductory paragraph with a clear thesis statement.</li> <li>use a separate paragraph for each topic area.</li> <li>write a clear topic sentence for each key idea.</li> <li>use appropriate transitional devices within and between paragraphs.</li> <li>add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>where and when the event/incident took place.</li> </ul> <p>what happened, include significant details. what is its significance at the personal, societal level.</p>	<p>Write a cause-and-effect essay of at least four paragraphs on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing.</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>brainstorm for ideas.</li> <li>select the ideas to be covered.</li> <li>write an introductory paragraph with a clear thesis statement.</li> <li>use a separate paragraph for each topic area.</li> <li>write a clear topic sentence for each key idea.</li> <li>use appropriate transitional devices within and between paragraphs.</li> <li>add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>use correct conventions of grammar and punctuation.</li> <li>use appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>briefly describe the event, thing, action, or idea.</li> <li>identify the problem/issue.</li> <li>state its impact &amp; propose a solution</li> </ul>
<p>2.2.3</p>	<p>Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems.</p>	<p>Write a persuasive essay of at least four paragraphs, on a given topic based on guidelines:</p> <p><b>General</b></p>

S. No.	Class IX	Class X
	<p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• general facts.</li> <li>• similarities &amp; differences.</li> <li>• impact of similarities and/or differences.</li> </ul>	<ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• list ideas and arguments that support opinion.</li> <li>• organize ideas and supporting arguments in a clear, structured and logical manner</li> <li>• use persuasive lexis (range of words) to enhance ideas.</li> <li>• use special devices to support arguments (e.g. appeal to logic reasoning, emotion or ethical belief, or personal anecdote).</li> <li>• anticipate and respond to opposing arguments with factual evidence etc.</li> </ul>



S. No.	Class IX	Class X
2.3	<b>Benchmark:</b> <i>Use summary skills to write a summary/précis of simple passages/poems.</i>	
2.3.1	Use summary skills to write a summary of a simple passage	Use summary skills to write a précis of a simple passage
2.3.2	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose.	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose.
2.3.3	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas).	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas). Add own thoughts/opinions/feelings.
2.4	<b>Benchmark:</b> <i>Write a variety of interpersonal, intrapersonal, transactional texts and research report in informal and formal contexts.</i>	
2.4.1	Write an application to the class teacher / principal for various academic purposes using correct format, layout, and tone.	Write an application for various academic and social purposes using correct format, layout, and tone.
2.4.2	Analyse letters to the editor complaining about a problem/issue to note the differences of conventions, vocabulary, style and tone.	Analyse letters to the editor in the newspaper explaining and presenting an idea, a point, or an opinion.
	Write a letter to the editor complaining about a problem/issue.	Write a letter to the editor explaining and presenting an idea, a point, or an opinion.
	Use the appropriate format, layout, and tone.	Use the appropriate format, layout, and tone.
2.4.3	Compare and contrast various informal emails to note differences of conventions, vocabulary, style, and tone.	Analyze various formal emails to note the differences of conventions, vocabulary, style, and tone.
	Write an informal email to a friend/class fellow asking/requesting for something that you need.	Write a formal email to an organization/institution asking/requesting for information/clarity about something.
2.4.4	Clearly fill in various types of forms requiring basic information.	Clearly fill in various types of forms requiring detailed information.
2.4.5	Conduct a research project at a small scale to identify problem(s) and their causes and by collecting views and perceptions, and write a report.	Conduct a research project at small scale to identify problems and find out its solution(s) by collecting views and perceptions, and write a report.

S. No.	Class IX	Class X
2.5	<b>Benchmark:</b> <i>Revise and edit own/peer writing for appropriate organizational patterns as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings, and transitional devices.</i>	
2.5.1	<b>Revise own and peers' writing to ensure that it has:</b> the required organizational pattern. appropriate transitional devices. clarity of expression.	<b>Revise own and peers' writing to ensure that it has:</b> the required organizational pattern. appropriate transitional devices clarity of expression
2.5.2	Proofread and edit their own and peers' work for errors of: <ul style="list-style-type: none"> <li>• subject/verb agreement.</li> <li>• pronoun antecedent reference.</li> <li>• correct word form.</li> <li>• punctuation.</li> <li>• spelling.</li> </ul>	Proofread and edit their own and peers' work for errors of: <ul style="list-style-type: none"> <li>• subject/verb agreement.</li> <li>• pronoun antecedent reference.</li> <li>• correct word form.</li> <li>• punctuation.</li> <li>• spelling.</li> </ul>

## Class IX-X

### Competency 3: Oral Communication Skills

**Standard:** *Students will understand & articulate widely acceptable pronunciations, stress and intonation patterns and use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

### Benchmarks: Class IX – X

S. No.	Benchmarks
3.1	Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.
3.2	Use simple conventions of spoken discourse (listening and speaking) to communicate in various academic and social settings, in formal and informal talks, and individual/pair discussions.
3.3	Conduct basic level interviews and deliver basic level presentations, using basic interviewing and presentation techniques, and evaluate own and peers presentations.

### SLOs: Class IX-X

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class IX	Class X
3.1	<b>Benchmarks:</b> <i>Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.</i>	
3.1.1	Use the pronunciation key (in a dictionary) and/or listen to words in standard online dictionaries to pronounce words with developing accuracy.	Use the pronunciation key (in a dictionary) and/or listen to words in standard online dictionaries to pronounce words with developing accuracy.
3.1.2	Recognize silent letters in words and pronounce them with developing accuracy.	Recognize silent letters in words and pronounce them with developing accuracy.
3.1.3	Recognize and use varying intonation patterns as aids in spoken language to: <ul style="list-style-type: none"> <li>• show attitude.</li> <li>• highlight focus in meaning.</li> </ul>	Recognize and use varying intonation patterns as aids in spoken language to: <ul style="list-style-type: none"> <li>• show attitude.</li> <li>• highlight focus in meaning.</li> </ul>



S. No.	Class IX	Class X
3.2	<b>Benchmark:</b> <i>Use simple conventions of spoken discourse (listening and speaking) to communicate in various academic and social settings, in formal and informal talks, and individual/pair discussions.</i>	
3.2.1	Ask and respond to questions of academic and social nature.	Seek and offer advice.
3.2.2	Ask for and express preferences, emotions, and wishes, by giving reasons.	Ask for and express needs and requirements by giving reasons.
3.2.3	Listen attentively and respond accordingly to simple ideas in a discussion.	Listen attentively and respond accordingly to complex ideas in a discussion.
3.2.4	Listen to and respond to short narrative texts using a variety of strategies for example, discussion, role play etc.	Listen to and respond to short expository texts using a variety of strategies for example, discussion, debate etc.
3.2.5	Perform a role play using dialogues and actions on social issues.	Act out a play on social issues.
3.2.6	Express satisfaction/ dissatisfaction (fully and partially) politely.	Express agreement/disagreement, approval/disapproval (fully and partially) politely.
3.2.7	Share information and ideas.	Support or modify one's opinions with reasons.
3.2.8	Negotiate solutions to problems, for example, misunderstandings and disputes.	Use polite form to negotiate and develop consensus
3.2.9	Demonstrate the use of simple conventions of: public speaking. debates.	Use the simple conventions to communicate in public speaking. debates.
3.3	<b>Benchmark:</b> <i>Conduct basic level interviews and deliver basic level presentations, using basic interviewing and presentation techniques, and evaluate own and peer presentations.</i>	
3.3.1	Display appropriate body language, dress, and posture.	Display appropriate body language, dress, and posture.
3.3.2	Use appropriate expressions and interviewing techniques to conduct and give short informal interviews to a friend or relative on specific topics, by: <ul style="list-style-type: none"> <li>• preparing and asking relevant questions.</li> <li>• using appropriate reciprocal language effectively.</li> <li>• taking notes and compiling the responses.</li> <li>• Use rhetorical questions for the purpose of interview.</li> </ul>	Use appropriate expressions and interviewing techniques to conduct and give short formal interviews for admission to a college by: <ul style="list-style-type: none"> <li>• preparing and asking relevant questions.</li> <li>• using appropriate reciprocal language effectively.</li> <li>• taking notes and compiling the responses.</li> <li>• Use rhetorical questions for the purpose of interview.</li> </ul>

S. No.	Class IX	Class X
3.3.3	Prepare for a group presentation by negotiating verbally to identify roles in preparations for the presentations.	Prepare for an individual presentation on a given topic.
3.3.4	<p>Create and deliver simple group presentations on various themes, problems, and issues:</p> <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• identify theme and focus</li> <li>• structure ideas and arguments in a coherent logical fashion</li> <li>• support a subject or topic with effective factual information</li> <li>• develop and use cue cards</li> <li>• deliver the presentation</li> <li>• use rhetorical questions for the purpose of presentations.</li> </ul>	<p>Create and deliver simple individual presentations on various themes, problems, and issues:</p> <ul style="list-style-type: none"> <li>• brainstorm</li> <li>• identify theme and focus</li> <li>• structure ideas and arguments in a coherent logical fashion</li> <li>• support a subject or topic with effective factual information</li> <li>• develop and use cue cards</li> <li>• deliver the presentation</li> <li>• use rhetorical questions for the purpose of presentations.</li> </ul>
3.3.5	<p>Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criteria for:</p> <ul style="list-style-type: none"> <li>• clear and cohesive main idea.</li> <li>• consistent organization of ideas.</li> <li>• sufficient supporting details.</li> <li>• effective communication style.</li> <li>• appropriate dress and body language.</li> <li>• appropriate interaction with audience and eye contact.</li> </ul>	<p>Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criteria for:</p> <ul style="list-style-type: none"> <li>• clear and cohesive main idea.</li> <li>• consistent organization of ideas.</li> <li>• sufficient supporting details.</li> <li>• effective communication style.</li> <li>• appropriate dress and body language.</li> <li>• appropriate interaction with audience and eye contact.</li> </ul>



**Class IX - X**  
**Competency 4: Vocabulary & Grammar**

**Standard:** *Students will enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

### Benchmarks: Class IX – X

S. No.	Benchmarks
4.1	Use the dictionary to look for meanings of simple lexical items & use the lexical items in context with correct spellings. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize the factors related to translation.
4.2	Recognize grammatical functions and concepts of tenses and aspect, transitional devices, and modal verbs, and use them in their speech and writing.
4.3	Use appropriate capitalization and punctuation marks and rectify errors in capitalization and punctuation in writing.
4.4	Recognise, change, and use various types of sentence structures.

### SLOs: Class IX-X

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class IX	Class X
4.1	<b>Benchmark:</b> Use the dictionary to look for meanings of simple lexical items & use the lexical items in context with correct spellings. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize the factors related to translation.	
4.1.1	Enhance and use appropriate vocabulary and correct spelling. (e.g. use new words in reading texts in their own sentences, and in subsequent writing and speaking tasks)	Enhance and use appropriate vocabulary and correct spelling. (e.g. use new words in reading texts in their own sentences and in subsequent writing and speaking tasks)
4.1.2	Identify vocabulary as per its functions in different contexts.	Use vocabulary as per its functions in different contexts.
4.1.3	Illustrate the use of dictionary/online resources for finding appropriate meaning and correct spellings.	Illustrate the use of dictionary/online resources for finding appropriate meaning and correct spellings.



S. No.	Class IX	Class X
4.1.4	Identify and use simple transitional devices for description, narration and comparison and contrast.	Identify and use transitional devices for order and reason, cause and effect and argumentation.
4.1.5	Recognize common roots and use that knowledge to derive meanings of simple new words.	Recognize common roots and use that knowledge to derive meanings of new words at higher level.
4.1.6	Recognize common prefixes and suffixes; use that knowledge to determine the meaning of simple unfamiliar words.	Recognize common prefixes and suffixes: use that knowledge to determine the meaning of unfamiliar words at higher level.
4.1.7	Distinguish idiomatic expressions from everyday speech.	Make sentences using common/ previously learnt idioms.
4.1.8	Explore the use of synonyms (using a dictionary or online resources) with various meanings in simple sentences.	Use synonyms in making sentences.
4.1.9	Identify homophones and use them in your own sentences.	Identify homonyms and use them in your own sentences.
4.1.10	Use the knowledge of literal and figurative meaning, grammar, gender, and syntax to translate sentences from English to Urdu/Sindhi.	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Sindhi.
4.1.11	Understand that most phrases and idioms cannot be translated literally from one language to another.	Understand that most phrases and idioms cannot be translated literally from one language to another.
4.2	<b>Benchmark:</b> <i>Recognize grammatical functions and concepts of tenses and aspect, transitional devices, and modal verbs, and use them in their speech and writing.</i>	
4.2.1	Revise the use of collective, countable and uncountable nouns.	Revise the use of material and abstract nouns.
4.2.2	Demonstrate the use of rules of change of number of nouns learnt earlier at the simple text level. (a part of body), arms	Demonstrate the use of rules of change of number of nouns at higher level.
4.2.3	Identify, and demonstrate use of relative pronouns. (that, who, whom, whose, which)	Spot errors in context with respect to use of relative pronouns. (that, who, whom, whose, which)
4.2.4	Revise the rules for the use of <i>a</i> , <i>an</i> and <i>the</i> , wherever applicable in speech and in writing.	Revise the rules for the use of <i>a</i> , <i>an</i> and <i>the</i> (also advance usage of <i>the</i> ) wherever applicable in speech and in writing.
4.2.5	Revise and illustrate the use and selected functions of modal verbs. (ability and permission)	Illustrate the use and selected functions of modal verbs. (request and advice)

S. No.	Class IX	Class X
4.2.6	Revise the rules of forming past and past participles of regular verbs.	Forming past and past participles of irregular verbs.
4.2.7	Recognize the rules of infinitives and infinitive phrases. Illustrate the correct usage in writing.	Illustrate the correct usage of gerunds and gerund phrases in writing.
4.2.8	Revise the rules of, and illustrate the use of tenses learnt earlier.	Revise the rules of and illustrate the use of tenses learnt earlier.
4.2.9	Revise and change degrees of a variety of adjectives.	Use varying degrees of a variety of adjectives in speech and writing.
4.2.10	Follow the rules of the royal order of adjectives in sentences and use them.	Rectify errors in following the royal order of adjectives.
4.2.11	Form adjectives from nouns and verbs.	Form nouns and verbs from adjectives.
4.2.12	Identify, form and use degrees of comparison of adverbs.	Identify, form and use degrees of comparison of adverbs at the text level.
4.2.13	Recognize varying positions of adverbs in sentences according to their kinds and importance and use them appropriately in sentences.	Recognize varying positions of adverbs in sentences according to their kinds and importance and use them appropriately in sentences/writing.
4.2.14	Revise the use of prepositions of position and time; also, use of since and for.	Revise the use of prepositions of movement and direction. Also, illustrate the use of compound prepositions.
4.3	<b>Benchmark:</b> <i>Use appropriate capitalization and punctuation and rectify errors in capitalization and punctuation in writing.</i>	
4.3.1	Rectify faulty capitalization and punctuation in given passages.	Rectify faulty capitalization and punctuation in given passages.
4.3.2	Recognize and use comma to separate a subordinate clause which precedes a main clause.	Use comma to separate a defining and non-defining relative clause.
4.3.3	Recognize and use quotation marks to enclose parts of a quotation.	Recognize and use quotation marks to enclose unusual or peculiar terms.



S. No.	Class IX	Class X
4.4	<b>Benchmark:</b> <i>Recognise, change, and use various types of sentence structures.</i>	
4.4.1	Identify and differentiate between main, subordinate and relative clause at sentence level.	Use main, subordinate and relative clauses to make sentences, and in paragraphs.
4.4.2	Make and convert affirmative, negative, and interrogative sentences.	Make, use, and convert exclamatory and imperative sentences.
4.4.3	Identify and use simple and compound sentences.	Make simple and compound sentences.
4.4.4	Revise the rules of type 1 & 2 conditional sentences.	Revise the use of conditional sentences. Revise the rules of type 3 conditional sentences.
4.4.5	Revise and convert sentences from active voice to passive voice.	Revise and convert sentences from passive voice to active voice.
4.4.6	Revise the rules of and change the narration of statements, exclamations, wish, hope, apology and promise, and use them in their writing tasks.	Recognize the rules of and change the narration of selected sentence types: questions, requests, and orders.

**Class XI - XII**  
**Competency 1: Reading and Thinking Skills**

**Standard:** *Students will search for, discover, and understand a variety of text types, both fiction and non-fiction, through tasks, activities and vocabulary that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22



### Benchmarks: Class XI – XII

S. No.	Benchmarks
1.1	Analyse patterns of text organization, and function of various devices used within and beyond a paragraph in a text.
1.2	Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and critical thinking strategies.
1.3	Gather, analyse, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills, like visual cues, graphic organisers etc
1.4	Analyse and evaluate short stories, poems, short plays, biographies and novel extracts and relate how texts affect learners' life.

### SLOs: Class XI – XII

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class XI	Class XII
1.1	<b>Benchmark:</b> <i>Analyse patterns of text organization, and function of various devices used within and beyond a paragraph in a text.</i>	
1.1.1	Analyse the text to identify the theme/general subject, key idea/ central thought, thesis statement (topic sentences), and supporting details.	Analyse the text to identify the theme/general subject, key ideas, thesis statement, topic sentences and supporting details.
1.1.2	Recognize that topic sentences emerge from the thesis statement.	Recognize that topic sentences emerge from the thesis statement.
1.1.3	Analyse paragraphs according to text type, to identify sentences that support the main idea through definition	Analyse paragraphs according to text type, to identify sentences that support the main idea through definition

S. No.	Class XI	Class XII
	example/ illustration comparison and contrast facts, analogies, anecdotes and quotations.	example/ illustration cause and effect facts, analogies, anecdotes and quotations
1.1.4	Revise the functions of pronoun - antecedent relationships. anaphoric and cataphoric references. transitional devices used for coherence and cohesion in various text types.	Revise the functions of pronoun - antecedent relationships. anaphoric and cataphoric references. transitional devices used for coherence and cohesion in various text types.
1.1.5	Analyse the order of arranging paragraphs according to text type: <ul style="list-style-type: none"> <li>• chronological or spatial.</li> <li>• logical and sequential.</li> <li>• general to specific, specific to general.</li> <li>• most important to least important and vice versa.</li> </ul>	Analyse the order of arranging paragraphs according to text type: <ul style="list-style-type: none"> <li>• chronological or spatial.</li> <li>• logical and sequential.</li> <li>• general to specific, specific to general.</li> <li>• most important to least important and vice versa.</li> </ul>
1.2	<b>Benchmark: <i>Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and critical thinking strategies.</i></b>	
1.2.1	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions, and contextual clues.	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions, and contextual clues.
1.2.2	Skim text to have general idea of the text. infer theme/ main idea.	Skim text to have general idea of the text. infer theme/ main idea.
1.2.3	Read silently and apply critical thinking to interact with the text, using appropriate intensive reading strategies (while- reading) to: <ul style="list-style-type: none"> <li>• extract main idea and supporting detail.</li> </ul>	Read silently and apply critical thinking to interact with the text, using appropriate intensive reading strategies (while-reading) to: <ul style="list-style-type: none"> <li>• extract main idea and supporting detail.</li> <li>• make simple inferences using context of the text and prior knowledge.</li> </ul>



S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• make simple inferences using context of the text and prior knowledge.</li> <li>• distinguish between what is clearly stated and what is implied.</li> <li>• deduce meaning of new words/phrases from context.</li> <li>• use context to infer missing words.</li> <li>• scan to locate an opinion.</li> <li>• distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.</li> <li>• Locate examples to support an opinion. (appeal to emotions, appeal to logic or ethical and social belief)</li> <li>• Recognize arguments and counter arguments.</li> <li>• Explore viewpoints/ideas and issues.</li> <li>• Follow instructions in maps and user instruction manuals and forms requiring real life information.</li> <li>• Generate questions to understand text.</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between what is clearly stated and what is implied.</li> <li>• deduce meaning of new words/phrases from context.</li> <li>• use context to infer missing words.</li> <li>• scan to locate an opinion.</li> <li>• distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.</li> <li>• Locate examples to support an opinion. (appeal to emotions, appeal to logic or ethical and social belief)</li> <li>• Recognize arguments and counter arguments.</li> <li>• Explore viewpoints/ideas and issues.</li> <li>• Follow instructions in maps and user instruction manuals and forms requiring real life information.</li> <li>• Generate questions to understand text.</li> </ul>
<b>1.2.4</b>	<p>Use summary skills to extract salient points through</p> <ul style="list-style-type: none"> <li>• a mind map.</li> <li>• a diagram</li> <li>• flow chart, or cloze paragraph.</li> </ul>	<p>Use summary skills to extract salient points through</p> <ul style="list-style-type: none"> <li>• a mind map.</li> <li>• a diagram.</li> <li>• flow chart, or cloze paragraph.</li> </ul>
<b>1.2.5</b>	<p>Respond orally and in writing to the text to:</p> <ul style="list-style-type: none"> <li>• give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.</li> <li>• relate what is read to his or her own feelings and experiences.</li> <li>• explore causes and consequences of a problem or an issue and propose various solutions.</li> <li>• evaluate the material read.</li> </ul>	<p>Respond orally and in writing to the text to:</p> <ul style="list-style-type: none"> <li>• give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.</li> <li>• relate what is read to his or her own feelings and experiences.</li> <li>• explore causes and consequences of a problem or an issue and propose various solutions.</li> <li>• evaluate the material read.</li> </ul>

S. No.	Class XI	Class XII
1.2.6	<p>Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> <li>• literal/ textual/ factual</li> <li>• interpretive</li> <li>• inferential</li> <li>• evaluative</li> </ul>	<p>Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> <li>• literal/ textual/ factual</li> <li>• interpretive</li> <li>• inferential</li> <li>• evaluative</li> </ul>
1.3	<p><b>Benchmark:</b> Gather, analyse, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills, like visual cues, graphic organisers etc</p>	
1.3.1	Utilize appropriate informational print and electronic sources to collect information.	Utilize appropriate informational print and electronic sources to collect information.
1.3.2	Analyse information in a text and present through line/bar/pie graphs and diagrams.	Analyse and information in a text through line/bar/pie graphs and diagrams.
1.3.3	Interpret the line/bar/pie graphs and diagrams in the written form.	Interpret the line/bar/pie graphs and diagrams in the written form.
1.4	<p><b>Benchmark:</b> <i>Analyse and evaluate short stories, poems, short plays, biographies and novel extracts and relate how texts affect learners' life.</i></p>	
1.4.1	Make predictions about storyline/content, characters, using contextual clues and prior knowledge.	Make predictions about storyline/content, characters, using contextual clues and prior knowledge.
1.4.2	Analyze the poem, drama or a story in terms of themes, characters, and purpose.	Interpret the poem, drama, and story in relation with author's position and message.
1.4.3	Read a text to make connections between characters, events, motives and causes of conflicts.	Read a text to make connections between characters, events, motives and causes of conflicts.
1.4.4	Recognize the author's purpose and point of view and their effects on the texts.	Recognize the author's purpose and point of view and their effects on the texts.
1.4.5	<p>Read a story to</p> <ul style="list-style-type: none"> <li>• make connections between their own lives and the characters and their motives.</li> </ul>	<p>Read a story to</p> <ul style="list-style-type: none"> <li>• make connections between the events and causes of conflict in the story/text.</li> </ul>



S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• make inferences and draw conclusions about characters using supporting evidence from the story.</li> <li>• compare characters in a literary selection to near similar ones in real life.</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences and draw conclusions about characters using supporting evidence from the text.</li> <li>• compare characters in a literary selection to near similar ones in real life.</li> </ul>
<b>1.4.6</b>	Read a poem and give orally and in writing. theme and supporting details. <ul style="list-style-type: none"> <li>• personal response with justification.</li> <li>• paraphrase/summary.</li> </ul>	Read a poem and give orally and in writing. theme and supporting details. <ul style="list-style-type: none"> <li>• personal response with justification.</li> <li>• paraphrase/summary.</li> </ul>
<b>1.4.7</b>	Discuss and analyse the use of figurative language (Similes and Metaphors) in the text.	Discuss and analyse the use of figurative language (Personification and Oxymoron) in the text.
<b>1.4.8</b>	Analyze a simple biography highlighting the main points.	Analyze a simple autobiography highlighting the main points.
<b>1.4.9</b>	Examine third person point of view in narrative	Examine first person point of view in narrative.
<b>1.4.10</b>	Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.	Comment on implied meaning, e.g. writer's viewpoint, relationships between different arguments.

**Class XI - XII**  
**Competency 2: Writing Skills**

**Standard:** *Students will produce, with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful, and shows an insight into the writing process.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22



### Benchmarks: Class XI – XII

S. No.	Benchmarks
2.1	Analyse and evaluate to write their own composition using various techniques of effective text organization.
2.2	Write informative, argumentative, expressive, analytical, creative essays, personal statements, reports and extended narratives for multiple purposes and audiences.
2.3	Use paraphrasing and summary skills to write summary/précis of simple passages/poems.
2.4	Write a variety of interpersonal and transactional texts e.g. letters / applications / job advertisements, forms, emails and reports for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
2.5	Revise and edit own/peer writing for appropriate organizational patterns, as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings and transitional devices.

### SLOs: Class XI – XII

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class XI	Class XII
2.1	<b>Benchmark:</b> <i>Analyse and evaluate to write their own composition using various techniques of effective text organization.</i>	
2.1.1	Identify audience and purpose in a piece of writing.	Identify audience and purpose in a piece of writing.
2.1.2	Identify the use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, clustering etc.	Identify the use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, clustering etc.
2.1.3	Analyse an essay's purpose and main idea, theses statement, topic sentences, supporting details and transitional devices.	Analyse an essay's purpose and main idea, theses statement, topic sentences, supporting details and transitional devices.

S. No.	Class XI	Class XII
2.1.4	<p>Analyse informative, cause &amp; effect (Advance level), expressive &amp; process essays to identify the:</p> <ul style="list-style-type: none"> <li>• purpose and main idea, and transitional devices.</li> <li>• introductory, body and concluding paragraphs</li> <li>• required elements in the introductory paragraphs</li> <li>• clear topic sentence and supporting details</li> <li>• matching of paragraph details with the topic and thesis statement</li> <li>• required elements in the concluding paragraphs</li> <li>• overall unity in the essay in relation to the topic</li> </ul>	<p>Analyse analytical, argumentative, creative essays &amp; personal statement to identify the:</p> <ul style="list-style-type: none"> <li>• purpose and main idea, and transitional devices.</li> <li>• introductory, body and concluding paragraphs</li> <li>• required elements in the introductory paragraphs</li> <li>• clear topic sentence and supporting details</li> <li>• matching of paragraph details with the topic and thesis statement</li> <li>• required elements in the concluding paragraphs</li> <li>• overall unity in the essay in relation to the topic</li> </ul>
2.2	<p><b>Benchmark:</b> <i>Write informative, argumentative, expressive, analytical, creative essays, personal statements, reports and extended narratives for multiple purposes and audiences.</i></p>	
2.2.1	<p>Write an informative essay of on a given topic based on guidelines:</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas.</li> <li>• select the ideas to be covered.</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> </ul>	<p>Write an analytical essay on a given topic based on guidelines:</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas.</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul>



S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• choose a topic (not too narrow or too broad).</li> <li>• gather extensive information.</li> <li>• include relevant facts and data.</li> <li>• support facts with evidence.</li> </ul>	<p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• choose a topic (not too narrow or too broad).</li> <li>• include background information and context.</li> <li>• include relevant facts and data.</li> <li>• support facts with evidence.</li> </ul>
<p>2.2.2</p>	<p>Write a creative essay on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing.</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• briefly describe the event, thing, action, or idea.</li> </ul>	<p>Write an argumentative essay on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing.</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• choose a clear and controversial topic</li> </ul>

S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• identify the problem/issue</li> <li>• state its impact &amp; propose a solution</li> </ul>	<ul style="list-style-type: none"> <li>• use facts, statistics, examples, and opinions to support arguments.</li> <li>• acknowledge opposing viewpoints and counterarguments.</li> <li>• employ persuasive language to make points effectively.</li> </ul>
2.2.3	<p>Write an expressive essay on a given topic based on the following guidelines:</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• incorporate evidence (characteristics, quotations, etc.).</li> <li>• chronological / sequential / spatial order of arranging detail.</li> <li>• order of importance (most important to least important and vice versa, general to specific)</li> </ul>	<p>Write extended narrative essay on a given topic, describing and event or incident, following the conventions of essay writing.</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement at the end of the paragraph.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• where and when the event/incident took place</li> <li>• what happened, include significant details</li> <li>• significance at the personal, societal, country level.</li> </ul>



S. No.	Class XI	Class XII
2.2.4	<p>Write a process essay on a given topic based on following guidelines:</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement at the end of the paragraph.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• incorporate evidence (characteristics, quotations, etc.).</li> <li>• chronological / sequential / spatial order of arranging detail.</li> <li>• order of importance (most important to least important and vice versa, general to specific)</li> </ul>	<p>Write a personal statement given topic.</p> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• brainstorm for ideas</li> <li>• select the ideas to be covered</li> <li>• write an introductory paragraph with a clear thesis statement at the end of the paragraph.</li> <li>• use a separate paragraph for each topic area.</li> <li>• write a clear topic sentence for each key idea.</li> <li>• use appropriate transitional devices within and between paragraphs.</li> <li>• add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> <li>• use correct conventions of grammar and punctuation &amp; appropriate vocabulary.</li> <li>• use.</li> </ul> <p><b>Specific</b></p> <ul style="list-style-type: none"> <li>• be authentic</li> <li>• craft your personal statement into story form.</li> <li>• list achievements &amp; specific details.</li> <li>• focus your creative energy on your first paragraph.</li> </ul>
2.2.5	<p>Write an informal report based on guidelines:</p> <ul style="list-style-type: none"> <li>• choose and narrow a topic for a report.</li> <li>• select the information to be used.</li> <li>• organize facts into an outline.</li> </ul>	<p>Write a formal report based on guidelines:</p> <ul style="list-style-type: none"> <li>• choose and narrow a topic for a report.</li> <li>• select the information to be used.</li> <li>• organize facts into an outline.</li> </ul>

S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• write an effective introduction and conclusion.</li> <li>• revise for clarity, organization, and appropriate vocabulary, conventions, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• write an effective introduction and conclusion.</li> <li>• revise for clarity, organization, and appropriate vocabulary, conventions, punctuation and grammar.</li> </ul>
2.3	<b>Benchmark:</b> Use paraphrasing and summary skills to write summary/précis of simple passages/poems.	
2.3.1	Use paraphrasing skills to write a summary of a passage.	Use paraphrasing skills to write a précis of a passage.
2.3.2	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose.	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose.
2.3.3	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas).	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas). Add own thoughts/opinions/feelings.
2.3.4	<p>Write précis following the rules of précis writing.</p> <ul style="list-style-type: none"> <li>• read the comprehension carefully.</li> <li>• note down the important points.</li> <li>• make a rough draft of the précis.</li> <li>• cover all the essential points using simple and precise language in coherence.</li> <li>• draft the final précis once all the points have been included.</li> <li>• give an appropriate title.</li> <li>• one-third of the original passage.</li> </ul>	<p>Write précis following the rules of précis writing.</p> <ul style="list-style-type: none"> <li>• read the comprehension carefully.</li> <li>• note down the important points.</li> <li>• make a rough draft of the précis.</li> <li>• cover all the essential points using simple and precise language in coherence.</li> <li>• draft the final précis once all the points have been included.</li> <li>• give an appropriate title</li> <li>• one-third of the original passage.</li> </ul>
2.4	<b>Benchmark:</b> Write a variety of interpersonal and transactional texts e.g. letters / applications / job advertisements, forms, emails and reports for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.	
2.4.1	Analyse and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.):	Analyse and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.):



S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• identify the parts of a business letter.</li> <li>• recognize the audience and purpose.</li> <li>• provide clear and purposeful information and address the intended audience appropriately.</li> <li>• use appropriate vocabulary, style and tone.</li> <li>• emphasize the central idea(s).</li> <li>• follow the conventions of business letter with formats, fonts, and spacing.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the audience and purpose.</li> <li>• provide clear and purposeful information and address the intended audience appropriately.</li> <li>• use appropriate vocabulary, style and tone.</li> <li>• emphasize the central idea(s).</li> <li>• follow the conventions of business letter with formats, fonts, and spacing.</li> </ul>
2.4.2	<p>Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter:</p> <ul style="list-style-type: none"> <li>• identify the skills required for a specific job and match/organize information to suit that purpose.</li> <li>• recognize the purpose of writing job applications, resumes' and covering letters.</li> <li>• follow the conventions and style of resume'/ covering letter with format, fonts, and spacing.</li> <li>• emphasize the skills and accomplishments.</li> <li>• clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application.</li> <li>• use appropriate style/tone</li> </ul>	<p>Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter:</p> <ul style="list-style-type: none"> <li>• identify the skills required for a specific job and match/organize information to suit that purpose.</li> <li>• recognize the purpose of writing job applications, resumes' and covering letters.</li> <li>• follow the conventions and style of resume'/ covering letter with format, fonts, and spacing.</li> <li>• emphasize the skills and accomplishments.</li> <li>• clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application.</li> <li>• use appropriate style/tone</li> </ul>
2.4.3	<p>Write a formal email using the correct convention, style of expression and tone.</p>	<p>Write a formal email using the correct convention, style of expression and tone.</p>
2.4.4	<p>Conduct a research project to identify issues and their causes by collecting views and perceptions, and write a report.</p>	<p>Conduct a research project to identify issues, their causes and possible solutions by collecting views and perceptions, and write a report.</p>

S. No.	Class XI	Class XII
2.5	<b>Benchmark:</b> <i>Revise and edit writing for appropriate organizational patterns, as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings and transitional devices.</i>	
2.5.1	Review and analyse a written text to see that it: <ul style="list-style-type: none"> <li>• is focused and purposeful.</li> <li>• has an appropriate writing style.</li> <li>• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>• uses appropriate transitional devices &amp; vocabulary</li> <li>• has varied sentence structure and length.</li> </ul>	Review and analyse a written text to see that it: <ul style="list-style-type: none"> <li>• is focused and purposeful.</li> <li>• has an appropriate writing style.</li> <li>• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>• uses appropriate transitional devices &amp; vocabulary</li> <li>• has varied sentence structure and length.</li> </ul>
2.5.2	Proofread and edit own and peers' work to ensure correctness/appropriacy of: <ul style="list-style-type: none"> <li>• sentence structure</li> <li>• use of pronoun</li> <li>• subject / verb agreement</li> <li>• verb / tense consistency</li> <li>• adjectives and adverbs</li> <li>• transitional devices within and between paragraphs</li> <li>• redundancy</li> <li>• conventions of format.</li> </ul>	Proofread and edit own and peers' work to ensure correctness/appropriacy of: <ul style="list-style-type: none"> <li>• sentence structure</li> <li>• use of pronoun</li> <li>• subject / verb agreement</li> <li>• verb / tense consistency</li> <li>• adjectives and adverbs</li> <li>• transitional devices within and between paragraphs</li> <li>• redundancy</li> <li>• conventions of format.</li> </ul>



## Class XI - XII

### Competency 3: Oral Communication Skills

**Standard:** *Students will understand & articulate widely acceptable pronunciations, stress and intonation patterns and use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

### Benchmarks: Class XI – XII

S. No.	Benchmarks
3.1	Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.
3.2	Use simple conventions of spoken discourse (listening and speaking) to communicate in various academic and social settings, in formal and informal talks and individual/pair discussions.
3.3	Demonstrate use of appropriate conventions for giving a job interview. Create and deliver individual/group presentations on various themes, problems and issues and evaluate own and peer presentations.

### SLOs: Class XI - XII

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class XI	Class XII
3.1	<b>Benchmark:</b> Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.	
3.1.1	Listen to words to pronounce them with developing accuracy by following the standard accent.	Listen to words to pronounce them with developing accuracy by following the standard accent.
3.1.2	Recognize silent letters in words and pronounce them with developing accuracy.	Recognize silent letters in words and pronounce them with developing accuracy.
3.1.3	Recognize and use varying intonation patterns as aids in spoken and written discourse to: <ul style="list-style-type: none"> <li>• show the right attitude.</li> <li>• highlight focus in meaning.</li> <li>• divide speech into thought groups</li> </ul>	Recognize and use varying intonation patterns as aids in spoken and written discourse to: <ul style="list-style-type: none"> <li>• show the right attitude.</li> <li>• highlight focus in meaning.</li> <li>• divide speech into thought groups</li> </ul>

S. No.	Class XI	Class XII
3.2	<b>Benchmark:</b> <i>Use simple conventions of spoken discourse (listening and speaking) to communicate in various academic and social settings, in formal and informal talks and individual/pair discussions.</i>	
3.2.1	Present and explain one's point of view clearly.	Support or modify one's opinions with reasons.
3.2.2	Share information and ideas.	Clarify, rephrase, explain, expand and restate information and ideas.
3.2.3	Acknowledge others' contribution	Exhibit appropriate conventions of interruptions.
3.2.4	Modify, elaborate, and extend a statement made by others.	Summarize the main points of a discussion for the benefit of the whole group.
3.2.5	Use polite forms to negotiate and reach consensus.	Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
3.3	<b>Benchmark:</b> <i>Demonstrate use of appropriate conventions for giving a job interview. Create and deliver individual/group presentations on various themes, problems and issues and evaluate own and peer presentations.</i>	
3.3.1	Pre-empt interview questions for university admission and prepare appropriate responses following the guidelines and answers rhetorical questions appropriately.	Pre-empt the questions for a job/internship interview and prepare appropriate responses following the guidelines and answers rhetorical questions appropriately.
3.3.2	Demonstrate the interview following the appropriate conventions.	Demonstrate the interview following the appropriate conventions.
3.3.3	<p>Prepare a group presentation based on the following guidelines.</p> <ul style="list-style-type: none"> <li>• plan your presentation</li> <li>• think about the audience</li> <li>• exhibit presentation purpose</li> <li>• arrange the content of presentation in topics and sub-topics</li> <li>• use bullet points to present content.</li> </ul>	<p>Prepare an individual presentation based on the following guidelines.</p> <ul style="list-style-type: none"> <li>• plan your presentation</li> <li>• think about the audience</li> <li>• exhibit presentation purpose</li> <li>• arrange the content of presentation in topics and sub-topics</li> <li>• use bullet points to present content.</li> <li>• include facts/data/information in sequential order.</li> </ul>

S. No.	Class XI	Class XII
	<ul style="list-style-type: none"> <li>• include facts/data/information in sequential order.</li> <li>• use simple and concise language.</li> </ul>	<ul style="list-style-type: none"> <li>• use simple and concise language.</li> </ul>
3.3.4	<p>Deliver a presentation based on the following guidelines.</p> <ul style="list-style-type: none"> <li>• Introduce self and topic</li> <li>• present with clarity the main point or subject of the presentation.</li> <li>• support the topic or subject with effective factual information. use appropriate etiquettes of interacting with the audience.</li> <li>• structure ideas and arguments in a coherent, logical manner.</li> <li>• make appropriate use of various audio-visual aids.</li> <li>• maintain eye contact.</li> <li>• Use rhetorical questions for the purpose of presentations.</li> </ul>	<p>Deliver a presentation based on the following guidelines.</p> <ul style="list-style-type: none"> <li>• Introduce self and topic</li> <li>• present with clarity the main point or subject of the presentation.</li> <li>• support the topic or subject with effective factual information.</li> <li>• use appropriate etiquettes of interacting with the audience.</li> <li>• structure ideas and arguments in a coherent, logical manner.</li> <li>• make appropriate use of various audio-visual aids.</li> <li>• maintain eye contact.</li> <li>• Use rhetorical questions for the purpose of presentations.</li> </ul>
3.3.5	<p>Self-evaluate the effectiveness of own presentation with respect to the following aspects:</p> <ul style="list-style-type: none"> <li>• delivery of the main points.</li> <li>• sufficient factual information to support the main points.</li> <li>• structuring of ideas and arguments in a coherent and logical fashion.</li> <li>• interaction with the audience.</li> <li>• appropriate use of various audio-visual aids.</li> </ul>	<p>Self-evaluate the effectiveness of own presentation with respect to the following aspects:</p> <ul style="list-style-type: none"> <li>• delivery of the main points.</li> <li>• sufficient factual information to support the main points.</li> <li>• structuring of ideas and arguments in a coherent and logical fashion.</li> <li>• interaction with the audience.</li> <li>• appropriate use of various audio-visual aids.</li> </ul>



S. No.	Class XI	Class XII
3.3.6	<p>Evaluate and comment orally on the following aspects of peer presentations:</p> <ul style="list-style-type: none"> <li>• clear and cohesive main idea.</li> <li>• effective speaking style.</li> <li>• appropriate body language, dress, and posture.</li> <li>• appropriate interaction with the audience.</li> </ul>	<p>Evaluate and comment orally on the following aspects of peer presentations:</p> <ul style="list-style-type: none"> <li>• clear and consistent organization of all ideas.</li> <li>• sufficient supporting details.</li> <li>• appropriate body language, dress, and posture.</li> <li>• appropriate interaction with the audience.</li> <li>• effective speaking style and suitable tone.</li> <li>• appropriate selection and use of audio-visual aids.</li> </ul>

**Class XI - XII**  
**Competency 4: Vocabulary & Grammar**

**Standard:** *Students will enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication.*

*Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.*

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22



### Benchmarks: Class XI – XII

S. No.	Benchmarks
4.1	Use the dictionary/online resources to look for meanings of simple lexical items & use the lexical items in context with correct spellings. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize factors related to translation.
4.2	Recognize all previously taught grammatical functions and concepts of tenses and aspect, transitional devices and modal verbs, and use them in their speech and writing.
4.3	Apply rules of earlier learnt punctuation marks and recognize the usage of punctuation marks at an advance level.
4.4	Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.

### SLOs: Class XI - XII

**Note:** The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class XI	Class XII
4.1	<b>Benchmark:</b> <i>Use the dictionary/online resources to look for meanings of simple lexical items &amp; use the lexical items in context with correct spellings. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize factors related to translation.</i>	
4.1.1	Illustrate the use of dictionary/corpus/online resources for finding appropriate meaning and correct spellings.	Illustrate the use of dictionary/corpus/online resources for finding appropriate meaning and correct spellings.
4.1.2	Locate the synonyms/antonyms of the given word in the context and use them in their own writing and speech.	Locate the synonyms/antonyms of the given word in the context and use them in their own writing and speech.
4.1.3	Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts.	Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts

S. No.	Class XI	Class XII
4.1.4	Use knowledge of roots and affixes (prefixes and suffixes) to determine the meaning of new words, and to form standard words.	Use knowledge of roots and affixes in combination with the knowledge of context clues to derive the meaning of unfamiliar/new words, in various contexts.
4.1.5	Use commonly used idiomatic structures in their speech and writing.	Use commonly used idiomatic & phrasal structures in their speech and writing.
4.1.6	Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Use contemporary Idioms and proverbs in context orally and in written.
4.1.7	Distinguish between the literal and figurative meanings of words in the text.	Use the words with its literal and figurative meanings both orally & in writing.
4.1.8	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Native language.	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Native language.
4.2	<b>Benchmark:</b> Use <i>previously taught grammatical functions and verbs, and use them in their speech and writing.</i> <i>concepts of tenses and aspect, transitional devices and modal</i>	
4.2.1	Make sentences showing cataphoric and anaphoric references in simple sentences.	Make sentences showing cataphoric and anaphoric references in paragraphs.
4.2.2	Spot and fix errors in faulty pronoun antecedent agreement at basic level (sentences)	Spot and fix errors in faulty pronoun antecedent agreement at basic level. (text)
4.2.3	Revise and illustrate the use of all previously learnt modal verbs.	Revise and illustrate the use of all previously learnt modal verbs.
4.3.4	Identify errors with regular and irregular verbs in faulty texts.	Identify and rectify errors with regular and irregular verbs in faulty texts.
4.2.5	Use verbs transitively and intransitively according to the context/situation.	Illustrate the application of rules relating to transitive/intransitive verbs according to the context.
4.2.6	Spot errors in the use of degrees of adjectives in writing.	Spot and rectify errors in the use of degrees of adjectives in writing.
4.2.7	Identify, and illustrate use of adjective phrases and clauses.	Illustrate use of, adjective phrases and clauses appropriately and accurately.



S. No.	Class XI	Class XII
4.2.8	Illustrate the correct usage of various degrees of comparison of adverbs.	Recognize and use varying positions of adverbs in sentences according to kinds and importance, and illustrate in writing.
4.2.9	Use varying positions of adverbs in sentences according to their kinds and importance.	Use adverbial phrases/clauses appropriately and accurately.
4.2.10	Use adverbial phrases/clauses appropriately and accurately.	Spot and fix errors in various uses of prepositions in different contexts.
4.2.11	Illustrate the use of prepositions of position, time, and movement and direction in texts.	Illustrate the use of prepositions of position, time, and movement and direction in texts.
4.3	<b>Benchmark:</b> <i>Apply rules of earlier learnt punctuation marks and recognize the usage of punctuation marks at an advance level.</i>	
4.3.1	Spot errors in punctuation at paragraph level (self and peer editing)	Spot and rectify errors in punctuation at paragraph level (self and peer editing)
4.3.2	Use comma to mark a dependent word or word group that breaks the continuity of the sentence	Use comma to mark a dependent word or word group that breaks the continuity of the sentence and to separate an attribution from a direct quotation.
4.3.3	Recognize and use colon to separate two phrases or independent clauses.	Use colon for all previously learnt functions.
4.3.4	Recognize and use semicolon in sentences.	Use semicolon (in separating clauses) to write reference lists and bibliography.
4.3.5	Use quotation marks to enclose titles of published works and titles of their sub divisions.	Illustrate the use of quotation marks to enclose titles of published works and titles of their sub divisions.
4.3.6	Recognize and use omission marks or ellipses to signify the omission or deletion of words in sentences.	Illustrate the use of dash to mark a parenthesis or a position to give strong emphasis to mark off a contrasting or summarizing statement.
4.3.7	Use square brackets in different contexts	Use omission marks or ellipses to signify the omission or deletion of words in sentences.

S. No.	Class XI	Class XII
4.4	<b>Benchmark:</b> <i>Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.</i>	
4.4.1	Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing. (essays, assignments, letters)	Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing. (essays, assignments, letters and report writing)
4.4.2	Use conditional sentences in paragraphs.	Use conditional sentences in paragraphs.
4.4.3	Illustrate the use of both active and passive voices in various writing tasks. (letter, report, essays)	Analyse how voice is used (active or passive) in various text types.
4.4.4	Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.	Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.

## SECTION - 4

### Text Types, Theme and Sub-themes

#### Text Type

It is essential that students are exposed to a variety of text types. This will allow them to develop the language needed for a variety of purposes. It will help them appreciate and understand that different types of contexts require a variety of vocabulary and structures, and style and expression for effective delivery. Hence, such exposure and understanding will provide them the needed support in the production of language.

This section gives various text types, the range of purpose or intentions, and the examples of writing of each text type. The choice of the types will depend on the writer's purpose and the target language that needs to be focused. However, the text types, purposes and examples given below are by no means exhaustive; the purpose of listing them here is to set the mental ball rolling.

S. No.	Text Types	Purpose	Examples
1.	Descriptive	To describe a person, object, place	Articles in magazines/ newspapers/ on the internet Brochures
2.	Narrative	To entertain, imagine, enlighten, share experiences	Stories Play scripts Anecdotes Autobiographies Media accounts of incidents
3.	Expository	To provide information or explanation	Informative articles Reports Reviews
4.	Process	To explain steps in an orderly manner for carrying doing/ making something	Recipes Manuals
5.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/ disadvantages, harms/benefits Advertisements showing the above
6.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles
7.	Interpersonal and Transactional Communication	To communicate and share ideas, feelings, information	Dialogues Formal and informal notes, e-mails, letters Forms



A variety of text types and themes/ sub themes should be used when identifying/ developing texts, materials, tasks and activities. Additionally, the context and level of the intended audience, and contextual norms and values should be given due consideration when determining text types and content.

## Themes and Sub Themes

The themes and sub themes listed below have been aligned with the Ethical and Social Development benchmarks. The purpose of including the themes and sub themes is mainly to guide teachers, textbook writers and material developers in using grade and level appropriate material. They can also be of use to independent assessors. Moreover, coverage of these themes and sub themes will help inculcate and nurture some of the ethical and social attitudes and values relevant to the Pakistani context. They can also promote awareness, understanding, and tolerance at the global level, and gender equality and cross-cultural neutrality.

The list below does not suggest or indicate any direct relationship between a particular theme and language skill focus. In fact, where needed, more than one theme can be covered in a particular text, task or activity. A point to note is that this list not exhaustive; other existing, new and emerging themes can be incorporated.

It is recommended that the following sub themes be used by the textbook writers and teachers while selecting material and designing activities and tasks for the teaching of all the four competencies, so as to inculcate these aspects in the minds of the students for them to develop as ethically and socially sound members of the society, through constant reinforcement of these values and attributes.

## Themes and Sub-themes

S. No.	Themes	IX-X	XI-XII
1.	Ethics	<ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Character building</li> </ul>	<ul style="list-style-type: none"> <li>• Trust-worthiness</li> <li>• Self-discipline</li> <li>• Austerity</li> </ul>
2.	Values	<ul style="list-style-type: none"> <li>• Respecting self &amp; others</li> <li>• Awareness about child rights</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting child rights</li> <li>• Respecting diversity</li> <li>• Promoting harmony for diverse culture</li> </ul>
3.	Peaceful Coexistence/ Peace Education	<ul style="list-style-type: none"> <li>• Peace &amp; justice</li> <li>• freedom for all</li> </ul>	<ul style="list-style-type: none"> <li>• Global citizenship</li> <li>• Conflict resolution</li> </ul>
4.	People and Places	<ul style="list-style-type: none"> <li>• Places of historical/ cultural importance and of interest around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Travelogues</li> </ul>
5.	Patriotism/ National Pride	<ul style="list-style-type: none"> <li>• Democratic citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Democratic citizenship</li> </ul>

S. No.	Themes	IX-X	XI-XII
6.	Role Models	<ul style="list-style-type: none"> <li>Contributions of notable National leaders</li> </ul>	<ul style="list-style-type: none"> <li>Contributions of notable world leaders.</li> </ul>
7.	Nature	<ul style="list-style-type: none"> <li>Praising nature</li> <li>Caring for the nature.</li> </ul>	<ul style="list-style-type: none"> <li>Preservation of nature</li> <li>National natural heritage.</li> </ul>
8.	Environmental Education	<ul style="list-style-type: none"> <li>Effects of environmental pollution contributing to society's decay.</li> <li>Effective use of water resources</li> </ul>	<ul style="list-style-type: none"> <li>Effect of water resources on Agriculture</li> <li>Effect human activities on Climate</li> <li>Effect of climate change on the society.</li> </ul>
9.	Gender Equality	<ul style="list-style-type: none"> <li>Promote gender equality</li> <li>Societal impact of gender equality</li> <li>Awareness about women rights</li> </ul>	<ul style="list-style-type: none"> <li>Gender equity and equality</li> <li>Balanced participations in decision making.</li> </ul>
10.	Dignity of Labour	<ul style="list-style-type: none"> <li>Value of different Labour</li> </ul>	<ul style="list-style-type: none"> <li>Labour and different legislations regarding their rights</li> </ul>
11.	Festivals and Cultural Events	<ul style="list-style-type: none"> <li>World festivals</li> </ul>	<ul style="list-style-type: none"> <li>World sports events</li> <li>Events as source of economy</li> </ul>
12.	Travel	<ul style="list-style-type: none"> <li>Tourism and its impact on society</li> </ul>	<ul style="list-style-type: none"> <li>Travelogues</li> </ul>
13.	Media	<ul style="list-style-type: none"> <li>Social media</li> </ul>	<ul style="list-style-type: none"> <li>Media for information and reflection</li> </ul>
14.	Technology	<ul style="list-style-type: none"> <li>Digital marketing</li> </ul>	<ul style="list-style-type: none"> <li>Technologically smart &amp; tech-savvy</li> <li>Artificial Intelligence</li> </ul>
15.	Education and Careers/ Occupations	<ul style="list-style-type: none"> <li>Career Awareness</li> <li>Emerging careers</li> </ul>	<ul style="list-style-type: none"> <li>Connections between specialization and career choices</li> <li>Entrepreneurship</li> </ul>
16.	Healthy Lifestyle	<ul style="list-style-type: none"> <li>Drug Abuse &amp; its Prevention</li> <li>Household financial management</li> </ul>	<ul style="list-style-type: none"> <li>Self-discipline and control</li> <li>Self-grooming</li> </ul>
17.	Things Harmful for Health		<ul style="list-style-type: none"> <li>Managing stress, anger and people</li> </ul>
18.	Population Growth	<ul style="list-style-type: none"> <li>Impact of population on national economy</li> </ul>	<ul style="list-style-type: none"> <li>Population and economic activities</li> <li>Importance of population census in planning and development</li> </ul>



S. No.	Themes	IX-X	XI-XII
19.	Safety	<ul style="list-style-type: none"> <li>Awareness and prevention from emerging crimes.</li> </ul>	<ul style="list-style-type: none"> <li>Learning to say 'no'</li> </ul>
20.	Crisis Awareness and Management	<ul style="list-style-type: none"> <li>Natural Disaster Crisis Management: Mitigation, Response, and Recovery</li> </ul>	<ul style="list-style-type: none"> <li>Role of youth and civil societies in crisis management</li> </ul>
21.	Participatory Citizenship	<ul style="list-style-type: none"> <li>Civic responsibilities</li> <li>Civic sense and civic activities</li> </ul>	<ul style="list-style-type: none"> <li>Youth empowerment.</li> </ul>
22.	Life Skills	<ul style="list-style-type: none"> <li>Time Management</li> </ul>	<ul style="list-style-type: none"> <li>Managing change</li> <li>Practicing positive work ethics</li> </ul>

### Suggested literature for class XI-XII

Class: XI			
Genre (Poetry)			
S.No.	Poetry Scheme	List of Poems	Poets
1	Sonnet	1. Sonnet composed upon Westminster bridge	1. William Wordsworth
2	Ballad-	2. Ozymandias	2. PB Shelly
3	Lyric-	3. Abbot of Canterbury	3. Anonyms
4	Free Verse	4. Lucy Gray	4. William Wordsworth
		5. Mother to son	5. Langston Hughes
		6. Still, I Rise	6. Maya Angelou
		7. The Lamb	7. William Blake
		8. The character of happy life	8. Sir Henry Wotton
		9. Sur Khahoree	9. Shah Abdul Latif Bhitai (RA)
		10. I had reached your doorstep	10. G Allana
		11. Don't Quit	11. Edgar A. Guest
		12. Good Timber	12. Douglas Malloch
		13. Hope Is the Thing with Feathers	13. Emily Dickinson
		<b>Note: Text book will include Sonnet= (01), Ballad= (02), Lyrics= (03), Free Verse= (01)</b>	
Genre (Drama)			
S.No	Drama Scheme	List of Dramas	Dramatist
	Abridged and simplified Extracts	As You Like It	William Shakespeare
		Man and Superman	GB Shaw
		Visit To A Small Planet	Gore Vidal



**Note: Text book will include drama= (01)**

**Genre (Short Stories)**

S.No	List of Short Stories	Writer
1	Appointment in Samrre	Somerset Maughan
2	My Bank Account	Stephan Leacock
3	Tales from Gulistan	Shaikh Sadi
4	The Day The Dam Broke	James Thurber
5	The Necklace	Maupassant
6	Sindhi Folk Tales	NA Baloch
7	Short Travelogue	Altaf Shaikh
8	A Detective Tale	Arthur Conan Doyle

**Note: Text book will include Short Stories= (05)**

**Genre (Prose -Essay)**

S.No.	Prose Scheme	List of Prose	Writer
1	Abridged and simplified Extract	Once more to the lake	E.B White
2	Abridged and simplified Extract	Self-reliance	Ralph Waldo Emerson
3	Abridged and simplified Extract	Essay on friendship	Montaigne
4	Abridged and simplified Extract	Two races of man	Charles Lamb
5	Abridged and simplified Extract	Science and Culture	T.H. Huxley

**Note: Text book will include Prose-Essay= (02)**



**Class: XII**

S.No.	Poetry Scheme	List of Poems	Poets
1	Ode	1. Lament for a Soldier (by Khalid Hasan)	1. Faiz Ahmed Faiz
2	Dramatic Monologue	2. Seven Ages of Man	2. William Shakespeare
3		3. Lines from Rustam and Suhrab	3. Mathew Arnold
4	Elegy	4. The Age of Infancy	4. Allama Muhammad Iqbal
5	Heroic Couplet	5. Sur Sasee	5. Shah Abdul Latif Bhitai (RA)
6	Blank Verse	6. Sur Sarang	6. Shah Abdul Latif Bhitai (RA)
7		7. Ulysses	7. A. Tennyson
	Lyric	8. Stop all the clocks	8. W.H Auden
	Epic	9. You Die Slowly	9. Pablo Neruda
		10. Verses of Sachal Sarmast	10. Authentic translation of indigenous poet
		11. Verses of Khuwaja Ghulam Farid	11. Authentic translation of indigenous poet
		12. Poem of Shaikh Ayaz	12. Authentic translation of indigenous poet
		13. Poems Selection of Jalaudin Rumi	13. Authentic translation of indigenous poet
		14. If	14. Rudyard Kipling

**Note: Text book will include Ode= (01), Dramatic Monologue= (01), Elegy= (01), Blank Verse= (02), Epic = (01), lyric = (01)**

**Genre (Novel)**

S.No	Novel Scheme	List of Novels	Novelist
1	Abridged and simplified Extracts	Great Expectations	Charles Dickens
2	Abridged and simplified Extracts	Animal Farm	George Orwell

**Note: Text book will include (Abridged and simplified Extract) Novel= (01)**

**Genre (Short Stories)**

S.No.	List of Short Stories	Writer
1	Devoted Friend	Oscar Wilde
2	How Much Land a Man Needs	Leo Tolstoy

3	Icarus and Daedalus	Josephine Preston Peabody
4	The Fun They Had	Issac Asimov
5	The Day The Dam Broke	James Thurber
6	The Machine Stops	EM Forster
7	Sindhi Folk Tales	NA Baloch
8	Short Travelogue	Mustansar Hussain Tarrar

**Note: Text book will include Short Stories= (05)**

#### Genre (Prose -Essay)

S.No	Prose -Essay Scheme	List of Prose -Essay	Writer
1	Abridged & simplified Extract	Conquest of Happiness	Bertrand Russell
2	Abridged & simplified Extract	Of Study	F. Bacon
3	Abridged & simplified Extract	I have a Dream	Martin Luther King-II
4	Abridged & simplified Extract	Patruss ke mazzamine	Patruss Bhukhari
5	Abridged & simplified Extract	Of friendship	F. Bacon

**Note: Text book will include Prose-Essay= (02)**

#### Note:

The role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. So, for this some suggested literary texts are included to use as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation). Reasons for using literary texts in second /foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed & the placement of literature is made as a tool rather than an end in teaching English as a second or foreign language.

Thus, using and selecting literary texts to language teaching is to make the reader familiar with benefits of different genres of literature (i.e. poetry, short fiction, drama and novel) These are valuable authentic material for cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the English language classroom context.



## Recommendations

The prescribed literature in English curriculum especially in reading skills is to entertain, educate, inspire, and to communicate ideas and emotions. It makes readers to explore complex themes, human culture and experiences both within and beyond contexts.

### **For board examination, at the completion of academic year for grades XI and XII**

- Examination paper of subject English for class XI year and XII will consist of language skills components
- Section “A” will be objective (MCQs) and section “B” will be subjective (Descriptive) sections based on language and literary text components.
- It is recommended that 50% content should be allocated to Language part 50% content should be allocated to literature part (piece of text for literal, inferential and evaluative comprehension) covering different learning competency

## SECTION - 5

### Approaches and Strategies for Curriculum Implementation in Classrooms

Curriculum for teaching English demands that language skills and competencies be developed as a result of the instruction carried out in educational institutions. This section of the document spells out the difference among the core language skills and competencies and explains other related skills.

Essentially, the aim of all instruction in a language classroom is attaining a certain degree of proficiency and mastery of the language by the learners. Proficiency in the language can be quantified in many concrete ways, and can be observed and assessed. This is why classroom instruction is tied with standards and benchmarks in order to clearly determine the desired level of proficiency to be achieved. Besides standards and benchmarks, outcomes of classroom instruction to be accomplished as part of language skills-building by the learners are also interpreted to simplify the specific level of masteries.

The reason to repeat this explanation is to help the classroom teacher realize the fact that a curriculum is simply a design for a series of instruction-based tasks carried out in the classrooms and beyond. A curriculum helps in maintaining a uniform level of learning and achievement levels as an outcome of classroom instruction. Besides, it also ensures quality and fair teaching and learning opportunities for the learners. In addition, a curriculum provides access to shared knowledge and understanding of the content areas. In conclusion, the curriculum is a document to be used as a teaching resource and guide to refer to frequently.

### Approaches to Teaching for Curriculum Implementation and Achievement of Outcomes

#### Approach Explained

Philosophical belief and understanding of what teaching is, and *'how to teach'* can be termed as an approach to teaching. Approaches to teaching are the broadest tier, which most often consist of psychological, biological, sociological, political and contextual aspects. Therefore, approaches form the basics and explain themselves in the form of practical, real and doable methodology.

The goals and aims of developing mastery level of language skills in learners is directly proportional to the quality of teaching. Similarly, quality of teaching largely depends on teachers' philosophies and beliefs about teaching in general, and teaching of the content areas in particular. The goals and aims included in the curriculum can be attained in almost all the contexts of teaching if approach and instructional strategies are purposefully and deliberately employed by the teachers.

This section covers some effective and easy-to-practice approaches in order to make this document more user friendly and increase the opportunities for teachers to confidently design their lessons in line with the standards and outcomes. The approaches are categorized into two distinct parts;



- Approaches to Teaching
- Approaches to Language Teaching

## The Approaches to Teaching and Learning

**Inductive Approach:** Inductive Approach to teaching is the most vital approach to adopt in teaching if the teacher wishes to develop independent learners, critical thinkers and active problem solvers. The gist of inductive approach is that it advocates on leaving learners to derive and infer meaning on their own and reach some logical conclusion to a case or a problem. Theoretically, it is constructivism; from the perspective of instructional strategies, it is activity-based learning. Questions, cases, and problems are its raw material.

**Deductive Approach:** This approach to teaching language begins by providing rules to learners, followed by examples, then practice. Compared to the Inductive Approach which is more learner-centred, the Deductive Approach is usually teacher-centred in presenting new language and content, and therefore sometimes may be suitable with lower level learners who need a clear base or who are not trained in finding rules for themselves.

**Experiential Learning:** This is a cyclic approach to learning which passes through four phases. Experiential learning emphasizes that every act be followed by reflective observation. The reflections are analytically reviewed to refine the strategy and actions. Finally, they are put together into action again and the cycle is repeated.

Adopting an inductive approach in teaching and promoting experiential learning approach amongst learners creates a culture of lifelong learning which encourages children to take risks, design their own learning and enhance achievement levels of learning. Both the approaches clearly define that learning is a developing phenomenon. Hence, knowledge should be constructed through a variety of real-life experiences, and the experiences are to be reviewed in a systematic manner – experiential learning cycle.

Simply, the approaches inspire you to create opportunities and design lessons in such a manner that learners are encouraged and appreciated to construct knowledge and develop deeper understanding of the concepts. They are groomed to reflect on their learning, analyze their strategies and revise their planning. Learning is deepened when learners are facilitated and appreciated to think and correct their mistakes rather than discouraged.

## The Approaches to Language Teaching

Teaching of languages has long been studied in the field of education. A large number of studies from past several decades have extensively researched and explored the nature of language teaching and learning. The beginning of the studies on teaching English as foreign and second language may be traced back from post-World War II, when war prisoners and others were taught to learn English in camps. Due

to such events, a number of methods and techniques were proposed and then extensively used. At the same time, the advancement in the field of education in the form of research and influence of psychology, new language teaching approaches and philosophies were put forward. Immigration, an increase in cultural exchanges, swift mode of communications and transportations, spread of industries, and innovations in technology considerably contributed in bringing forward new approaches and methods in language teaching. Despite a number of shortcomings in each method, no method was out rightly discarded or rejected. Thus, the context of teaching, content of teaching and audience are the most essential and crucial elements to be taken into consideration before deciding on any method.

The standards and outcomes can be attained if varied and eclectic approaches are employed in classroom instruction. A broader view and deeper understanding of the language teaching approaches will facilitate in attaining the outcomes.

Natural Approach, Functional Notional Approach and Communicative Language Teaching Approach are the most relevant to the context of English language teaching in this region as they are theoretically rich and practically doable. They are underpinned by sound psychological basis, which note how languages are acquired and learnt in effortless and natural manner rather than in a drilling and artificial manner.

1. ***The Natural Approach*** is a second language acquisition philosophy, which is the proponent of learning second languages in a natural manner. To elaborate, it advocates that acquisition of the second language begins from the period of implicit and subconscious learning where learners pick up a language by actively interacting with the users. As a matter of fact, learners grow in the environment of the second language where they are exposed to wider opportunities to use the target language. This approach further stipulates that along with affective development and traits, orientation to the target language in the manner of *comprehensible input* helps build deeper and effortless linguistic competency than mere understanding and collection of the rules and isolated bits of the second language.

To understand it pedagogically, learners from our contexts and situations should be exposed to rich language in an unconscious manner, which does not aim to teach language directly and as a hard component. Providing listening – read aloud from classroom teachers and reading opportunities, less focus on the scores but on the achievement level, effective teaching strategies such as wall dictation, use of visuals, community-based teaching especially for teens and adult learners are instrumental in classroom instruction in the natural manner.

2. ***Communicative Approach to Language Teaching*** is a more obvious and clearer form of the natural approach in teaching and learning a language. It is the most referred to approach or method in the ELT discipline; a buzzword. Most significantly, this approach encourages learning a second language with the focus on motivation and confidence building as the prime requirements; and compromising accuracy over fluency as a bargain in order to sustain interest of the learners. The shift from accuracy to fluency is one of the core tenets of this theory. However, it does not restrict itself to it. The approach is progressive in nature, and proposes that



language is an evolving social phenomenon mastered by its utilization in reciprocal, interactive and communicative manner. Thus, teaching of language should be embedded in social contexts and situations so that learners can use it effectively as a daily discourse rather than only a literary competency to be used in restricted situations.

Practically speaking, the tasks, activities and instructions should be planned and designed in a manner where learners have prospects to use language naturally and systematically. For example, if writing skills are to be built in the learners, the tasks using writing processes should be designed where they get to interact with real audience and writing for a purpose. Role plays, drama, debates, discussions, presentations, creating posters and advertisements, panel discussions, conversations in real life situations etc. are some of the powerful strategies which are underpinned by communicative language teaching approach.

- 3. *The Functional-Notional Approach*** is the way of planning and delivering instruction in linguistically sizeable manner. In this approach, teaching of language is focused on the notion of application of language. Each bit of language (beyond the issue of L1 or L2) is intended to produce and impact differently affecting discourse, conversation and communication. Similarly, situations, relationship of interlocutors (participants of a conversation), discourse, audience and purpose affect on the selection of correct language items for expression. Real life situations are referred to as functions; for instance, greetings, use of language to negotiate in an argument, complimenting someone, use of language to turn down invitations politely, etc.

### **Methods and Strategies – Effective Language Lessons**

Theories and approaches provide logical standings of any phenomenon; they explain under what principles a phenomenon operates. Methods and strategies evoke clearer and vivid pictures of theories and approaches explaining how the philosophical or theoretical framework is implemented.

As explained earlier, Communicative Language Teaching and Functional Notional are both approaches and methods. In addition to them, Task based Learning – TBL is another powerful method of delivering language lessons.

***Task Based Learning – TBL:*** Task based learning is a stage-based language learning and teaching method. TBL focuses on the authentic use of language to build communicative competency. It engages learners in *doing* the language, rather than passively learning it. It weans away from *form* and isolated learning of chunks to more meaningful and authentic use of the language.

TBL lessons are designed into three distinct stages. ***Pre-Task, Task Cycle and Post Task***



## Useful Strategies and Activities for Language Lessons

Language development is a process which becomes effortless when it is simulated in real life situations – the immersion and acquisition approach. It becomes more fascinating when a wide range of strategies and activities are employed in language lessons. Therefore, it is highly recommended to blend a lesson with rich, diverse and challenging activities to accomplish linguistic competency and mastery. At the same time, the style of teaching – technique (the fashion in which a teacher manipulates and conducts a lesson) is what mars or makes, builds or breaks what needs to be attained in a lesson. Even an excellent, tested and tried activity carried out in half-hearted or less skilled manner can effect on the intended result and performance of the learners. Thus, beliefs about learners’ learning, views on progress and performance, acknowledgement of learners’ strengths and weaknesses in planning and designing the lesson, ability to involve all the learners in the lessons, sustaining their interests and motivation are the essential characteristics of an effective and efficient language teacher. These characteristics are what shape and mould the course of a lesson more powerfully compared to only following a globally acclaimed theory or method.

The following techniques and traits may guide and assist in becoming an effective language teacher.

### 1. Positive Intention and Integrity

Planning and designing activities with earnest promise to help all learners succeed in their own capacity is what actually impacts learners even before the lesson starts. Integrity and positive intention have subtle but profound impact on the learners. Intuitional trait shapes the opinion even before the display of performances or actual pieces of evidences; hence well-intentioned teachers are warmly welcomed and revered by the learners.

### 2. Personalised Style

Using learners’ names to call them makes them feel that their teachers care for them. Knowing all the learners and their areas of interests increases bonding between teachers and their learners. Paying focused attention to learners’ responses especially during the language lesson instils a sense of self-trust in the learners and they start feeling that they are doing well and making progress in the lessons.

### 3. Use of Media and Resources

Use of wide array of resources not only help learners experience a variety of mediums but also enhances their linguistic competency by exposing them to different sets of texts, semantics, structures, audiences, authors and purposes. Additionally, it conveys the message that the language learners can tap into resources that are handy to them for developing their language mastery. There is a range of indigenous, and most often low-cost resources that can be used in language lessons. These range from magazines, books, newspapers, postcards, audio visual supplies, cards, posters, charts, realia, radio, television, drama, plays, interviews, technology, social media, cell phones, etc.



#### 4. Learner Involvement

Facilitating learners in their work, going to their seats and showing genuine interests in their work than policing increases their interests and sustains their attention to the task. Spreading the discussion in whole group, in the feedback session in non-linear fashion saves learners from distraction in thoughts.

#### 5. Opportunities for the Learners

Taking stock of and analysing the share as a teacher you had and the share the learners claimed in a lesson determines the opportunities you created for your learners to practise language. Teacher Talking Time (TTT) over Student Talking Time (STT) is a serious reflection point in language lessons especially when working in under-resourced classrooms in foreign and second language contexts where languages are mostly taught as a subject. Besides, giving opportunities to learners to practise independently and freely – with zero focus on correction - boosts self-esteem and make learners confident in using the target language. Besides the techniques mentioned above, the following strategies can impact the quality of instruction and make a lesson successful in attaining the intended SLOs.

**Scaffolding** – It is a system of support created in a lesson by using activities and exercises, which enable learners to initially work with some assistance, and later on, develop insights into the task and work independently. For example, providing an information gap activity with little support embedded in the task and with prior language experiences.

Another specific example is that if you aim to build paragraph writing skill covering the SLOs, which focus on producing a unified piece of text, theme sentence, topic sentence, etc, you provide exercises to the learners asking them to

- a) write the topic sentence for the paragraph, \
- b) add connectors,
- c) order/arrange sentences in the paragraph etc.

This will work as scaffolding for the learners to develop mastery in paragraph writing.

**TIPS** – Think, Ink, Pair and Share is another interesting way of engaging learners in tasks getting them to work more and generate a lot of ideas. You first ask them to think on a given aspect of the language item, ask them to write in their own words, pairing them with peers to discuss and improve it and finally sharing it with the whole group.

**Kinaesthetic Activities** - Activities like role play, debates, panel discussions, presentations, poster presentations, documentary making are some of the most powerful and effective strategies in developing independent language learners. These activities, if expanded and presented to real audiences profoundly help learners in becoming confident and proficient users of the target language. Environments in these activities fascinate the learners to act and perform voluntarily in contrast to drilling, repetition and construed dialogue activities under the Direct Method. The essence of these activities is preserved in learners' use of language compared to providing pre-written scripts to them.

## SECTION - 6

### Assessment

The Sindh Education and Literacy Department (SELD) has notified the assessment policy 2015. As per the Assessment Policy and School Education and Curriculum ACT 2015, Assessment has been clearly explained and its implementation is defined upfront. The key features and principles of the assessment policy are;

1. All continuous/internal and external assessment and examinations shall be aligned with the curriculum: content, skills, attitudes, performance standards, benchmarks and students learning outcomes for improved content validity.
2. The examination at the key exit points 3, 5, 8 and external examination at 9, 10, 11 and 12 shall employ the contemporary approaches and techniques in assessments, technology and research.
3. The policy shall be applied for all types of student's assessments, classroom based, continuous, examinations, external achievement testing for increased validity, reliability, transparency, fairness and comparability.
4. The overall measures to ensure transparency, validity, reliability, reduced systemic errors & elimination of malpractices in school based and external board examinations shall be implemented to enhance the quality of assessment, examinations and lead to improved student learning outcome.

Keeping in view the above documents related to Assessment, reviewers focused on the 2016 English curriculum to prepare students for an assessment of their acquisition and use of language skills rather than memorization of the textbook contents. Discouraging rote learning will enable students to approach different texts independently. Skill-based assessment using unseen texts and materials is, therefore, recommended for testing students' ability to use language in spoken and written communication.

#### Assessment forms

The two forms of assessment recommended are

**Periodic/ Formative Assessment:** It is an on-going process throughout the academic session, and is generally done through homework, quizzes, class tests and group discussions. Periodic assessment tests encourage most students to do more revision work. It helps the teacher to assess students' performance and learning in relation to course objectives, and also to improve his/her own teaching accordingly. The teacher must provide feedback to the students on a regular basis.

**End- of- term / Summative Assessment:** It is the traditional end-of-term or final examination. It involves the whole course and determines promotion of the most suitable candidates to a higher class, course or university. Conducting only end-of-term assessments is of little benefit; it helps neither the



students, who have not been trained to take examinations, nor the teachers who remain unaware about success/failure of their methodology and the course content. The same variety of assessment tools should be used for both types of assessments.

### Characteristics of a Good Test

A good test has the following characteristics:

**Validity:** It tests what it is supposed to test. The test items should be closely related to curriculum objectives to ensure content validity.

**Reliability:** This is of two kinds: **inter-rater reliability and test-retest reliability**. If the test is reliable, the students will get similar grades if they take the test on another occasion without any additional language training. Reliability can be achieved through providing the assessors with clear and easy to use marking schemes, as well as, their training, wherever possible, in using these marking schemes.

**Practicality:** A good test is easy to administer. An effort should be made, particularly in large- scale testing, to ensure that testing conditions are uniform across a range of contexts in which the test is administered. Also, the testing conditions should be similar to the conditions under which standardization and norming has taken place during the test development stage. Testing is closely related to teaching. A good test can have a beneficial backwash effect in terms of focusing the teaching on curriculum objectives (SLOs).

The assessment system for the present curriculum should include:

- A clear statement of the specific purpose(s) for which the assessment is being carried out.
- A wide variety of assessment tools and techniques that measure students' ability to use language effectively for different purposes.
- Criteria to be used for determining performance levels for the SLOs for each grade level.
- Procedures for interpretation and use of assessment results to evaluate the learning outcomes.

### Purposes of Assessment

Primary purpose of all assessment, periodic (formative) or end-of-term (summative), is improving the teaching-learning and assessing by providing feedback to both teachers and students.

More specifically, assessment helps the teachers to

- Check the knowledge the students already have so that teachers know from where to start teaching.
- Find out students' strengths and weaknesses.
- Explore the cause of students' weaknesses and address them through improved teaching methodology and/or materials.



- Find out if feedback to students is helpful and effective.
- Compare the ability of students of one school with the ability of students of a similar grade in other schools.

## Methods of Assessment

Students' abilities and acquired skills can be tested through a range of assessment methods, and the process of selecting the most appropriate one must consider the purpose of a particular assessment, time and resources available, and age and developmental level of the students. A fully planned and balanced test can include any combination of objective and subjective methods. A brief description and merits and demerits of some commonly used assessment methods and their tools are given below.

### Selected Response (Objective type):

Students select the answer to a question from two or more given choices. Their short response time allows more information to be assessed in a short time. Scoring is quick and objective, since teachers need only check if the single correct or best answer was identified for each item.

Assessment tools: Multiple Choice Items, Binary Choice Items, Matching Items, and Interpretive Exercises.

### *Multiple-choice items*

The different types of multiple-choice items are

- Correct answer type: It assesses knowledge and comprehension.
- Best answer type: This measures higher order thinking such as reasoning and critical analysis.
- Multiple response type: It assesses knowledge, comprehension and critical thinking. This is used in dealing with questions to which more than one clearly correct answer exists.
- Incomplete statement: This measures knowledge, skills and higher order thinking. The stem is an incomplete statement rather than a question.

If we analyse tests in which multiple choice items are used, we find that in most cases, the items test 'knowledge' only. Multiple-choice items must test application or analysis along with knowledge and comprehension. However, it is recommended that only correct answer type and best answer type multiple choice items should be used.

An example of Multiple-choice items for listening comprehension may include students listening to a dialogue and choosing an option from the choices given:

*When is Ahmed going to visit his uncle in Karachi?*

- On Friday*
- Over the weekend*
- Next month*
- After his exams*



### ***Binary Choice Items***

These items, such as marking statements as True or False can be used to assess knowledge, values and opinions depending on which binary choices are given. Guessing allows students a 50% chance of being right. These need to be avoided at higher grades.

An example of Binary Choice Item for reading comprehension may include students reading a text and choosing an option from the choices given:

*When Ahmed saves some amount from his pocket money, his savings*

- a. *Decrease*
- b. *increase.*

### ***Matching Items***

These effectively assess students' knowledge and associations/relationships of one or more concepts or linguistic items, and can assess a great amount of factual information within a single topic.

For example, students may read a text about some countries in South Asia and their capital cities. They are then asked to match items from column A with those in column B.

COLUMN – A	COLUMN – B
COUNTRIES	CAPITALS
1. <b>Bangladesh</b>	A. Islamabad
2. <b>Bhutan</b>	B. Dhaka
3. <b>Nepal</b>	C. Colombo
4. <b>Pakistan</b>	D. Thimphu
5. <b>Sri Lanka</b>	E. Katmandu

### ***Interpretive Exercises***

Interpretive exercises contain brief information or data, followed by a variety of questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, a story, tables, pictures and graphic organizers. Multiple questions about the same information allow higher cognitive skills and their application to be measured in great depth.

#### **Interpretive exercises:**

- Can assess interpretation, analysis, application, critical thinking, and other reasoning skills separately from content knowledge of the subject.
- Allow students to focus on applying and connecting knowledge.
- Use information in formats that students encounter daily such as pictures, maps, charts, figures, tables and newspaper articles, which increase meaning and relevance of the exercise.
- Help test the development of reading ability.

## Constructed Response (Semi-objective and Subjective type)

This requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking along with their ability to use language in oral or written communication. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain reliability.

- a) **Brief constructed response items (Semi-objective):** These require students to provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

Assessment tools: Fill-in items, short answers

### *Fill-in Items*

Fill-in items assess more knowledge and factual information in less time. These ask students to label diagrams or write a one-word answer to a short question. These cannot check understanding or higher order thinking.

### *Short Answers*

Short-answer items are questions that call for students to write short answers (3-4 sentences at most). They assess knowledge, understanding and reasoning. It is important to decide what knowledge, ideas and skills are to be tested and then allocate marks accordingly. *Short answers* may test more than recognition and recall, and they demand a certain amount of coherence in the answer. They are more objectively scored than an essay and provide less opportunity for guessing.

- b) **Constructed response: Restricted response, extended response (Subjective)**

Assessment tools: Essay-type questions

### *Essay-type questions*

These may have students construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response. These essay-type questions are easier to construct, provided appropriate command words are used, than objective and semi-objective type questions but require a lot of time and skill in marking. Clear criteria need to be developed to ensure consistency of marking by different assessors.

- c) **Performance tasks:** These require students to construct a more extensive response to a well-defined task, often involving deep understanding and/ or higher order thinking skills needed in real-world application. Performance tasks can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play. Another example is project work that can evaluate a range of skills such as research skills, analysis and synthesis of information, presentation skills etc.



### Teacher observation

Informal teacher observation is so common that it is often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Non-verbal communication, such as inattention, looks of frustration, and other cues, gives greater insight than verbal feedback. However, formal observation is important in assessing both products and skills in performance tasks such as oral presentations and interviewing skills. Planned observation focuses on specific behaviour(s). The teacher can do it as a spectator or as a participant. Observational tools include a listing of pre-selected behaviours/skills. After observing, the teacher checks off whether each item listed was shown or not shown. Pre-determined assessment criteria should be worked out.

### Student assessment

- a) **Self-assessment:** In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. As part of their self-reporting, students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students.
- b) **Peer assessment:** This develops collaborative learning with students helping their peers through providing feedback on their work. Often some prior training of students is required in using the marking criteria for peer assessment to be of maximum benefit to the students. This is a very useful technique in large classes where the teacher cannot mark the work of each student in the class.

### Constructing a test

The way teachers test affects the way students learn. Tests should be written well in advance of an assessment. Also, care should be taken to ensure that the test adequately includes the whole area of understanding and abilities in relation to the curriculum objectives. A teacher should have a bank of questions previously written or write parallel items. A question has to be clearly written so that students know exactly what response is required. An examination question, clearly worded using the appropriate command words defines the student's task exactly.

### Steps in constructing a test

The steps outlined below will help in writing better tests:

- Decide the purpose of the test.
- State the objectives of the test.
- Produce a 'grid' or a table of test specifications clearly identifying what is to be tested in relation to the syllabus objectives.
- Decide on type of questions to be used.
- Write the test items making sure that the items test what they are supposed to test (Validity).
- Devise a marking scheme which is easy to understand and use.
- Do an item analysis to find out the validity and reliability of the test.



## Marking various test items

It is important to understand the nature of the various test items and the criteria by which they are marked. A marking scheme must be made and consulted while marking the scripts; otherwise, the results will be unreliable.

It has often been noticed that assessors use their own criteria for marking exam papers at secondary and higher secondary level. While it is acknowledged that all assessors have wide experience of teaching and assessment, training of assessors in large-scale testing is recommended to reduce subjectivity and ensure reliability of scoring of student scripts.

### Marking selected response items (Objective type)

Objective items are either right or wrong, so there is no difficulty in marking them. Spelling, knowledge of grammar and sentence construction can all be tested using objective type items.

### Marking constructed response items (Semi-objective, Subjective type items)

#### a) *Marking brief constructed response items (semi-objective items)*

Semi-objective items are easier to mark than the essay type as we can break the task up into two or three smaller portions and allocate marks for each section; thus marks are distributed according to the importance of a particular step.

#### b) *Marking constructed response items (essay type items)*

The most difficult items to mark are essay type items as markers vary in their opinion over the marks a particular student deserves for his/her essay type answer. Essay type items may be used to test creativity, opinion or interest etc., in addition to other writing skills. These item types should not be used to test those objectives, which can be tested more reliably by other means, for e.g. marking spelling mistakes at the cost of ignoring creative use of language that has a variety of vocabulary.

### Making Scoring Rubrics (a Checklist with Criteria and Points)

Carefully planned marking schemes and focused rubrics guide essay marking and help in reducing subjectivity and ensure accurate professional judgment. The rubric should preferably be shared with the students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.


**Table 6.1: Sample rubric for marking essays at grade X level**

Content: Convincing, pertinent, specific, perceptive	5	2.5
Point of View: Clear, consistent, appropriate in approach	3	1.5
Essay Organization: Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion	5	2.5
Language use and style: Sentence Structure: Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). Diction: Vocabulary appropriate for grade level, vivid, precise. Style: Interesting, original, expression suited to content, flow	5	2.5
Mechanics: Correctness in punctuation, spelling, and grammar	2	1
<b>TOTAL</b>	<b>20</b>	<b>10</b>

**Note:** Rubrics for other grades can be made using or improvising this sample.

### Sample rubric for assessing Oral Communication

Put a tick in the appropriate column 5-1 scale

5= Excellent 4= Very good 3= Good 2= Satisfactory 1= Unsatisfactory

S. No.	Factors (Components)	5	4	3	2	1
1	Pronunciation					
2	Intonation					
3	Pauses					
4	Use of gestures					
5	Relevance					
6	Fluency					
7	Accuracy					

### c) *Marking Performance tasks*

Observation, peer and self-assessment are particularly useful in assessing performance tasks. Rubrics such as the following can be worked out for various performance tasks.

**Table 6.2: Sample rubric for assessment of students' oral presentations**

***Performance Criteria***

<b>Put a (✓) in the column when students demonstrate the skills</b>	<b>St: roll no.</b>	<b>St: roll no</b>	<b>St: roll no</b>
Introduction was short, clear and interesting			
Topic was clearly explained			
Used relevant information			
Used facts and examples to support claims			
Spoke clearly and distinctly			
Was confident throughout the presentation			
Maintained eye contact with the audience			
Used visual aids (charts, OHP, slides) effectively			
Handled questions and comments properly			
Note: this can be adapted as • “Agree/Disagree/Don’t Know” for peer evaluation. Description and marks for criteria 1-9 for analytic marking			

By using a set of clearly defined criteria and the standards for rating performance on them, the outcome of an assessment may be a list of marks. However, using the performance criteria, it would be easy to explain the ability of each candidate being examined in relation to the particular benchmarks and SLOs in the curriculum document.

**Assessing language skills**

Competencies, Standards and Benchmarks in the curriculum document should serve as the basis for teaching and assessment. The aim of assessment, as stated earlier, is to find out students’ progress through ongoing formative assessment in class, using teacher-made tests, and their overall achievements of the benchmarks for each developmental level through end-of- year final examinations or summative assessment.

**Assessing affective traits, ethical and social values**

These include attitudes, values, motivation, social relationships, classroom environment, and concept of one’s own academic ability. Positive, well-developed affective traits motivate students to learn effectively now and in the long-term. Students have a better self-concept, higher productivity and become more involved citizens of their society. In addition, they learn to analyze themselves and refine behaviours and disposition.



## Recommendations

English language is being examined through a board examination, at the end of grades X and XII.

- There will be two papers, Paper A/1 and Paper B/2.
- Paper A/1 to consist of reading comprehension and critical thinking.
- Paper B/2 to consist of writing skills, grammar and sentence structure.
- Each paper to have objective and subjective sections.
- It is recommended that 60% marks should be allocated to knowledge and understanding: 40% marks should be allocated to application.

**Note:** It is recommended that all Examination Boards in Sindh collectively decide on the pattern of examination based on the English Language Curriculum 2016.

## Planning the Assessment

In planning assessments to be taken by the general student population, including ELLs, the general principles of good assessment practices apply. The purpose of a test must be clear in order for valid interpretations to be made on the basis of the test scores. A second criterion for validity is a precise and explicit definition of the construct the test is intended to measure. For K-12 assessments, state documents, such as curriculum frameworks, may clarify knowledge and skills stated in the standards. Considering, the initial development of assessment specifications is utterly important. Domain of Knowledge and Skills States are likely to have documented content standards for the subject area to be assessed. Test developers should review these documents carefully and note the degree to which each standard calls for the ability to read, write, speak, or listen in English. However, it will be beneficial to define expectations for test questions in detail in item specifications. The item specifications contain detailed notes about acceptable vocabulary, content limits, and focus for each of SLO assessed.

The weight of a task or content category is generally decided by the importance of the assessed task relative to the other tasks on the test and the degree to which the tasks tap content described in the state's standards. Domain of Knowledge and Skills to determine possible weightings. A careful rationale for weighting to apply to all students' responses, taking both content knowledge and language skills into account.

## Cultural Background and Diversity

The educational agency for which an assessment is developed should be able to provide information about the cultural backgrounds of its test-taking population, including ELLs. Content standards may also refer to exposure or knowledge about cultural or regional history or literature. If possible, test material should include references & representation of diversity in passages, context setting, and illustrations. Before Large-Scale Field Tests, Small-scale pilot tests may also provide useful information on how students respond to the items in the data collection format.

## SECTION - 7

### Textbook Writing and Review Process

Writing a textbook is not an easy job; writing a good textbook is even more difficult; it is a job that requires knowledge and an in-depth understanding of the teaching/ learning situation and process. In the context of Pakistan, it also requires that the writer should be sensitive to the national and region-specific cultural norms. Additionally, due to varying factors, it is also important to incorporate brief but detailed guidelines for the teacher in the textbook to support them in translating the content of the textbook into meaningful language learning, as against mere rote memorization and passing of exams. The textbook writers also need to adopt/ adapt materials as per the specific learning objectives at a particular developmental level and the contextual realities, including the limited English language skills of the teachers.

All this requires that the task of textbook writing be assigned to individuals who have the requisite background, experience, and expertise in English language teaching and in materials writing, and who are capable of developing a variety of well-structured, skills-balanced material that caters for a complete developmental level, not just for a single class level. It is important that the material chosen should be contemporary and should reflect the specified themes. Moreover, the reading texts should comprise a variety of text types that relate to the SLOs of the given class; for example, where descriptive or narrative writing is the focussed SLO, the exposure to such text types be provided in the reading texts.

Although it is not desirable to have rigid rules for textbook development, certain basic guidelines that the textbook writers can find useful are listed below:

#### Planning

- Consider the number of periods (class hours) in an academic year allocated to the teaching of English Language.
- Read carefully the curriculum document to become aware of the competencies and standards for the development of English language skills during 12 years of schooling.
- Review the benchmarks of all the competencies for the specific developmental stage for which the textbooks are to be written.
- Review the SLOs for each grade level within the given developmental stage.
- Identify the learning outcomes for each unit of the textbook.
- Decide the key skills, sub-skills, grammar points, etc. to be included in each unit.
- Select topics from the given themes/ sub-themes as appropriate for the achievement of a particular language outcome.
- Avoid an overload of topics; instead add more activities as these are a better way of realizing the targets of the SLOs.
- Decide the weightage to be given to different skills within each unit.



- Decide on the kind of activities appropriate for the text type, age level, and the SLOs.

### Material Selection and Writing

- Select a range of authentic reading texts in a variety of styles. If required, adapt these texts to match the age and grade level of the students. Give complete reference details for the selected texts.
- Write the texts, where necessary, to match the age and grade level of the students.
- Develop activities on selected skills, sub-skills, vocabulary, grammar, etc. Make sure the activities a) are in line with the SLOs for a particular grade; b) provide sufficient independent and integrated language practice of listening, speaking, reading, and writing.
- Include sufficient review exercises.
- Provide a progress test after two or three units to assess the SLOs focused upon in these units.
- Decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer.

### Editing

- Ensure clarity of instructions, illustrations, captions, etc.
- Check for uniformity of format in each unit (level headings, etc.).
- Edit for grammar, spelling and typographical errors.

### Self-Review and Peer Review

#### Ensure

- The accuracy and authenticity of facts.
- The content's relevance to SLOs.
- Appropriateness to the Pakistani context.
- Variety and appropriateness of activities.
- Due attention to variety in themes, such that the ethical and social development component is appropriately covered.
- Pilot Testing and Revision
- Get selected teachers to try out the materials in their classrooms.
- Revise the materials according to the feedback received from the teachers.

### Quality Assessment Questions

The quality assessment questions given below can be used by the textbook writers to evaluate their textbooks, and by the review team to assess the quality of the textbook:

1. Is the textbook material related to the goals of the curriculum?
2. Are teachers' guidelines included?
3. Layout
  - a) Is it attractive, appealing and user friendly?
  - b) Is it colourful?

- c) Does the book have the adequate page size, line spacing, font size, titles, and sub-titles?
  - d) Does it use a consistent format throughout, in language, content, and activities?
4. Does it have
- a) An introduction explaining how to use the textbook?
  - b) A detailed content page?
  - c) A vocabulary index?
  - d) Do the illustrations (maps, pictures, drawings, graphs) help in understanding the content better?
5. Content
- a) Is the content accurate, authentic and up to date?
  - b) Is the content culturally and contextually relevant?
  - c) Is the content relevant to the needs, age and level of understanding of the students?
  - d) Is the content suitable for the skills it is supposed to develop?
  - e) Is the language readable, understandable, and easy to follow? Appropriate for the students who will use it?
  - f) Does the content provide sufficient English language exposure and practice through
    - A variety of text types /genres?
    - A variety of spoken and written language forms (both formal and informal)?
  - g) Does it include current issues, problems, and events?
  - h) Does it reflect coverage of the ethical and social development dimension?
  - i) Does it avoid biases? i) religion ii) national origin iii) gender iv) occupation v) class vi) any other.
6. Methodology
- a) Do the activities / exercises encourage students to
    - Think
    - develop their skills
    - be creative?
  - b) Are activities
    - suitable for the needs of the learner?
    - such that they ensure student participation in real life issues?
7. Is a variety of assessment strategies suggested e.g. fill-in-the-blanks, binary choices, multiple-choices, short answers (all levels), essay type answers, memorized answers, project work, exhibitions, open-ended and divergent responses, etc.?
8. Do the text, questions, and suggested activities stimulate interest that would lead to further study?
9. Review and revision
- a) Is there a built-in review system?
  - b) Is the review system sufficient to develop an awareness of what is learnt?



- c) Are the review activities effective to recall and check previous learning?
- d) Do the review exercises engage students to develop their creativity and engage them in higher order thinking?
- e) Is the review system adequate to prepare for terminal tests?
- f) Are there samples for tests and exams after a few units?

## SECTION - 8

### Teachers Training

Pakistan is a country where people speak a large variety of languages; English is often the third or fourth language of many people in this country. Moreover, it is not a language that is commonly spoken or understood across the country, as the lingua franca is Urdu. In this context, the majority of the English language teachers in Pakistan have limited proficiency in English, in general, and a low proficiency in speaking English, in particular. Secondly, the teachers rarely have an idea of what is meant by a curriculum; let alone the fact that the curriculum is the road map following which the language targets can be achieved to a considerable extent. This requires that the teaching training programmes be revisited to address these two vital matters that can have a deep impact on how English is taught in the Pakistani classrooms.

As stated earlier, the majority of the English language teachers in Pakistan have limited proficiency in speaking in English. This has strong implications for the teaching and learning of English in Pakistan. For one, due to this limitation of language, teachers are hesitant to carry out activities that require them leaving their comfort zone; additionally, they are reluctant to try out new things that require additional English skills. For another, it is a well-known fact that students learn most of their English from listening to and interacting with the teacher; there being limited other opportunities available to them, both inside and outside the classroom. Hence, to enhance the quality of English language teaching and learning, it is extremely important that teacher training programmes, wherever possible, should incorporate a component for improving the English language proficiency of teachers. In addition to improving the language of the teachers, the inclusion of such a component will make them more aware of the errors that are likely to occur in foreign/ second language learning; they can use this awareness to improve the general linguistic environment in their schools and classrooms.

Next comes the issue of awareness about the curriculum. For the successful implementation of the SLO based curriculum, it is important that both pre-service and in-service teacher training programmes should include the familiarization of the teachers with the new curriculum as an integral part of their training programme. Not only this, the teachers should also be trained with respect to the implementation of the curriculum at the classroom level, in varied teaching and learning contexts, and how the document can assist them in developing effective lesson plans.

In the general context, the overall objective of the teacher training programmes should be to develop critically aware “self-directed”, reflective, and analytical teachers, who do not merely passively teach a text book but are willing to adapt and supplement the existing material with their own teaching materials and classroom activities. However, for all this to materialise, short in-service teacher training programmes will have to be conducted with the aim of enabling teachers to understand and teach the new curriculum, use the prescribed textbooks, and handle supplementary materials. Similarly, longer teacher education programmes, at the diploma and bachelor’s level, will also need to focus on



introducing the teachers to the new curriculum and its underlying philosophy and principles, and the related methodology and assessment procedures.

A curriculum, no matter how good it is, will not deliver the desired results unless the textbooks are written accordingly. But what matters most is how the curriculum is understood and translated in the classroom by the teacher. A teacher with good English language skills and an understanding of how important it is for students to achieve the language learning targets in a particular class and after a particular level can make all the difference to how the future generations of this country learn English



## GLOSSARY

<b>Absolute Adjective</b>	Adjectives that do not have degrees e.g. alive, honest.
<b>Accelerated reading</b>	Accelerated reading under timed conditions in order to develop fluency along with comprehension.
<b>Affix</b>	A component part of a word which is added to a root word. An affix can be a prefix or a suffix e.g. disables, development, unemployment.
<b>Alliteration</b>	The repetition of consonant sounds-usually at the beginning of words to create poetic effect. e.g. “The sun set slowly “has the alliteration of/s/.
<b>Anagram</b>	A word or phrase formed from another by transposing or rearranging the letters e.g. <i>Action – act, on, cat, tin; north – thorn, rot, horn.</i>
<b>Analogy</b>	A likeness in some ways: Between things that are otherwise unlike e.g. human heart and a pump. Similarity between two things or situations e.g. <i>sheep is to lamb as cat is to kitten.</i>
<b>Anecdote</b>	A brief narrative of an interesting, unusual or biographical event often used to illustrate a point.
<b>Antecedent</b>	A noun or a word that a pronoun refers to e.g. This is a <i>book</i> . <i>It</i> has nice stories.
<b>Antithesis</b>	Contrast of ideas e.g. <i>to err is human, to forgive divine.</i>
<b>Apposition</b>	A construction consisting of two or more adjacent units that have identical referents and serve the same grammatical function e.g. In the sentence, “Mr. Jamil, our neighbor, works in a factory”, <i>Mr. Jamil</i> and <i>our neighbor</i> are words in apposition.
<b>Appropriate</b>	Numerous correct linguistic choices used in speech and in writing, according to purpose and situation.
<b>Aside</b>	Words spoken by an actor which the other actors are not supposed to hear. These are usually spoken to the audience.
<b>Aspect</b>	Aspect in a verb shows whether the action or state is complete or not e.g. “ <i>she is playing badminton</i> ” (progressive aspect) “ <i>They have succeeded</i> ” (perfect aspect).
<b>Audience</b>	The person or persons receiving a speech or a piece of writing.
<b>Aural</b>	Stimulation of hearing.
<b>Authentic Texts</b>	Oral and written texts that occur naturally in the target language environment and that have not been created, structured or edited specifically for language learners.
<b>Back wash effect</b>	The effect of testing on teaching and learning. Backwash can be harmful or beneficial. If test content and testing techniques are at variance with the course objectives, then the back wash is harmful, e.g. if the skill of writing



	is tested only by multiple choice items, then the students will not practice the skill of writing itself.
<b>Benchmark</b>	An indication of what the students will be able to accomplish at the end of each developmental level in order to meet the standard.
<b>Blurb</b>	A brief description on the jacket of a book.
<b>Brainstorming (brain storm)</b>	A creativity technique of generating ideas to solve a problem. A pre-writing technique in which students, either alone or in groups, think of, or write down all words or phrases that come to mind, then chose to expand the range of available ideas, for a given topic.
<b>Cartoon strip</b>	A sequence of drawings telling a story in a newspaper or comic book.
<b>Cataphoric and anaphoric references (see also pronoun antecedent relationship)</b>	An expression that co-refers with a later expression in the discourse is said to have a cataphoric reference e.g. <i>A little girl</i> , Salma, was playing on the swings. (the description, <i>a little girl</i> , is provided in advance of the name). An expression that co-refers with an earlier expression in the discourse is said to have an anaphoric reference e.g. The monkey took the banana and ate <i>it</i> . ( <i>it</i> refers to the banana, mentioned earlier)
<b>Clause</b>	A collection of words containing a subject and verb which forms part of a sentence. A clause may be independent/ main or dependent/subordinate. An independent/ main clause is a complete statement and can stand by itself e.g. I plan to enroll for summer school. A dependent/ subordinate clause is not a complete statement and cannot stand by itself e.g. Since I want to enroll for summer school.
<b>Cliché</b>	An expression often used that its originality and effectiveness has been lost e.g. <i>white as snow</i> , <i>all in all</i> .
<b>Climax</b>	A high point of interest or suspense in a story; point where the rising action reverses and becomes the falling action of the story.
<b>Cloze</b>	An assessment or activity of reading or listening comprehension that involves having the student supply words which have been systematically deleted from a text e.g. "This is an ---- of cloze text. ---- Fourth word in --- - is deleted for ---- to fill in ---- missing words.
<b>Competency</b>	A key learning area.
<b>Consonant Cluster</b>	A series of consonants pronounced together e.g. the sound /spl/ in <i>splash</i> , /st/ in <i>stamp</i> .
<b>Cognate</b>	Words that are the same or nearly the same in spelling, pronunciation, and meaning in two different languages e.g. English and Urdu words <i>telephone</i> , <i>pen</i> , <i>bus</i> , <i>cricket</i> are cognates.
<b>Coherence/ Cohesion</b>	Coherence refers to the unity of meaning(s) within and between sentences; while cohesion refers to unity of grammatical and lexical relationships among the elements of a sentence or between sentences.
<b>Cohesive devices</b>	Various devices used to make clear the relationship between the parts of a sentence, between sentences, or between paragraphs e.g. repetition of key words, use of reference words, sequence markers, and transitional devices



<b>Collocate/ collocation</b>	Words that typically co-occur or usually go together e.g. <i>heavy rain, pitch dark</i>
<b>Colloquial/ colloquialism</b>	Conversational, informal language e.g. <i>what's up, etc.</i>
<b>Complex sentence</b>	A sentence made up of one main clause and at least one subordinate clause e.g.
<b>Compound preposition</b>	Two or more words working together as a one-work preposition e.g. <i>in front of, out of.</i>
<b>Compound sentence (see also Complex sentence)</b>	A sentence made up of two or more independent clauses but no subordinate clauses e.g. <i>My friend invited me to a party, but I do not want to go.</i>
<b>Compound word/ noun</b>	A combination of two or more words (nouns) that function as a single unit of meaning e.g. <i>bookshop, timetable.</i>
<b>Communicative functions</b>	Reasons for communication e.g. <i>to compliment, to apologize, to agree.</i>
<b>Conflict</b>	The struggle between opposing forces that brings about the action within a story or drama. Conflict can be internal or external.
<b>Connected speech</b>	The changes that influence the pronunciation of individual words in natural, fluent speech. This is because fluent speech flows with a rhythm and the words bump into each other. To make speech flow smoothly the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning and end of those words e.g. <i>a chair 'n a table.</i>
<b>Connotation (see also Denotation)</b>	The attitudes and feelings associated with a word as opposed to its literal meaning e.g.
<b>Context</b>	The setting in which speech or writing takes place.
<b>Contextual clues</b>	Sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.
<b>Contraction</b>	A word shortened by leaving out some letters. The missing letters are indicated by an apostrophe e.g. <i>I'll</i> for <i>I shall</i> , <i>don't</i> for <i>do not</i> .
<b>Creative writing/ text</b>	A term used to distinguish certain imaginative or different types of writing e.g. poems, stories, and autobiography.
<b>Critical thinking</b>	Critical thinking is the practice of thinking things through, in which one carefully describes something (an event, a book, a person, etc) and evaluates it according to some relevant criterion, considering significant alternatives
<b>Dangling modifiers</b>	A phrase or clause which says something different from what is meant because words are left out or misplaced. The meaning of the sentence,



	therefore, is left "dangling." e.g. "After reading the original study, the article remains unconvincing"
<b>Denotation</b> (see also <b>Connotation</b> )	The literal or "dictionary" meaning of a word.
<b>Derivation</b>	A process of deriving words from the entry word in a dictionary.
<b>Dewey decimal</b>	A classification system to classify library materials. It organizes human knowledge into ten main classes or topic areas.
<b>Digraph</b>	A group of two successive letters that represent a single sound e.g. ph for the sound /f/.
<b>Diphthong</b>	A sequence of two vowels in the same syllable e.g. <i>the sound/ei/in age</i> , <i>the sound/ai/in right</i> , etc.
<b>Direct object</b>	A noun or pronoun that receives the action of a verb or shows the result of the action. It answers the question "What?" or "Whom?" after an action verb e.g. "She helped <i>me</i> ", "we watched <i>a play</i> ".
<b>Discourse</b>	Connected speech or writing which is longer than a conventional sentence.
<b>Ellipses</b>	Three dots in a row signify that words or figures are missing. If there are four dots in a row, the fourth dot signifies a full-stop.
<b>Entry</b>	The basic section of a dictionary which deals with a single word and is arranged in alphabetical order. An entry deals with every aspect of the word, including: spelling, pronunciation, grammar, meaning or meanings, expressions (idioms) that include the word, and the derivatives of the word.
<b>Entry word</b>	A head word - one of the thousandsof words that are arranged in alphabetical order in a dictionary
<b>Etymology</b>	(The study of) the origin of words. How their meaning changes or develops over time and how they fall in to disuse.
<b>Expository (Text)</b>	Text written to explain and convey information about a specific topic.
<b>Fable</b>	A story intended to enforce a useful truth, especially one in which animals speak and act like human beings.
<b>Figurative language</b>	Expressive use of language in non-literal form to produce striking effect e.g. simile, metaphor, imagery.
<b>Fluency</b>	To read or speak smoothly without hesitation and with comprehension.
<b>Format</b> (see also <b>layout</b> )	The way a document / piece of writing or presentation is arranged.
<b>Formulaic expression</b>	A type of word or phrase expressing greetings, farewells, and apologies, e.g. <i>hello</i> , <i>goodbye</i> , <i>sorry</i> .
<b>Freewriting</b>	Writing quickly, without stopping, without editing, or self-correcting to discover what one knows, thinks, or feels. The purpose is to develop confidence, creativity and fluency.



<b>Front to back</b>	Refers to how text runs from the front to the back side of a page.
<b>Function and Co-function</b>	A function is the purpose for which language is used e.g. <i>to gratitude, to invite, to ask.</i> A co-function responds to these functions e.g. <i>to accept gratitude, to accept or decline an invitation, to reply.</i>
<b>Gapped summary</b>	A summary with gaps to be filled in by the learner. It is used for structured or guided response from the learner.
<b>Generate questions</b>	Generating questions involves teaching students to ask their own questions. This strategy improves students' active processing of text and comprehension. For example, a student might be taught to ask main idea questions that relate to important information in a text.
<b>Genre</b>	A type of literature, such as a novel, poem, a play or a short story.”
<b>Gerund</b>	A verb ending in –ing and used as a noun or an adjective e.g. “swimming is good for health.
<b>Grammatical function</b>	Purposes for which words and structures are used from grammar point of view e.g. the grammatical function of an adjective is to modify a noun.
<b>Graphic organizer</b>	Graphic organizer Pictorial devices (such as diagrams, graphs, maps, etc.) used to summarize or illustrate concepts and show interrelationships among information and concepts in a text.
<b>Graphical unit</b>	Graphical unit A section of text that visually stands out as a separate part on the page. It is normally contrasted with meaningful unit where a part of text is identified with meaning.
<b>Graphical features</b>	Visual elements used to aid text e.g. <i>pictures, diagrams, tables, etc.</i>
<b>Group dynamics</b>	Phenomena that occurring groups based upon their interactions and interrelations.
<b>Guideword</b>	A word printed at the top of the page of a dictionary or other reference book to indicate the first or last item on that page.
<b>Guided writing</b>	Writing in which the teacher provides support to the learner where ever required. The purpose is to teach a specific skill or strategy.
<b>Hard c</b>	The /k/ sound represented by the letter <i>c</i> in <i>cat, car, act, etc.</i>
<b>Hard g</b>	The /g/ sound represented by the letter <i>g</i> in <i>goat, again, legal, etc.</i>
<b>Homonym</b>	A word which is spelled and pronounced identically to another word, but which has a different meaning e.g. spring - a water spring, spring - a season, spring - to jump, spring – a stretchable coil.
<b>Homophone</b>	A word which is spelled differently from another word, but which is pronounced identically e.g. hoarse versus horse; or two versus, to or too.
<b>Imagery</b>	Figurative language used to produce mental pictures and appeal to senses e.g. He could still hear the melody in his imagination.
<b>Indefinite pronoun</b>	A pronoun that does not refer to a specific person/ place/ thing e.g. all, anybody, anything, each, and everybody.



<b>Indirect object</b>	An indirect object precedes the direct object and tells to whom or for whom the action of the verb is done, and who is receiving the direct object. There must be a direct object to have an indirect object e.g. She gave us the report.
<b>Inference</b>	The reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation.
<b>Inferential question</b>	A question that asks a responder to draw a conclusion.
<b>Inter-rater reliability</b>	The consistency with which two or more judges/assessors rate the performance of test takers.
<b>Intransitive verb</b>	An intransitive verb is an action verb (i.e. it is neither a linking verb nor an auxiliary verb) which does not require a direct object e.g. The boy laughed.
<b>Irony</b>	Saying [or writing] one thing, whilst meaning the opposite e.g. to say well done when someone did not perform well.
<b>Item analysis</b>	Analysing each item on a test to determine the proportion of students selecting each answer. It helps to evaluate students' strengths and weaknesses, and may point to problems with the tests' validity and to possible bias.
<b>Key idea</b>	
<b>Keyword</b>	Word or words that relate to a particular topic. A key word helps find out the required information.
<b>Layout (see also format)</b>	Visual presentation of text.
<b>Left to right</b>	Left to right Refers to how text in English runs from left to right across the page.
<b>Legend</b>	Legend (1) A traditional story or collection of related stories popularly regarded as true but actually containing a mixture of fact and fiction. (2) A key to understand information about the colors and symbols used in a map.
<b>Lexical items</b>	Lexical items an item of vocabulary which has a single element of meaning. It may be a compound word, phrase, idioms, multiword, prefabricated chunk, etc.
<b>Lexical set</b>	Lexical set A group or family of words related to one another by some semantic principle: e.g. mutton, chicken, beef are all different types of meat and form a lexical set
<b>Linguistic exponent</b>	Various language expressions that can be used to perform one communicative function e.g. In order to "express regret", one may say I am sorry, I'm very sorry + that clause, I regret + noun, I regret + Verb + ing, etc.
<b>Linking verb</b>	A verb that does not show an action. Rather, it links or establishes a relationship between the subject and additional information about the subject e.g. be, appear, become, feel, seem, smell, taste, and sound.
<b>Long and short vowel</b>	(i) Relative duration of a vowel sound e.g. the /i/ sound in ship is short; the /i:/ sound in sheep is long. (ii) A vowel sound associated with the name of the



	vowel letter (examples: a in lane, e in lean, i in line, o in bone, u in lute); note that long u imperfectly expresses the letter name of u.
<b>Metaphor</b>	A figure of speech in which one thing is described in terms of another e.g. All the world's a stage.
<b>Mind map</b>	A diagram used to represent words and ideas linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, and decision making.
<b>Minimal pair</b>	A pair of items differing by one phonological feature; e.g. sit/set, ship/sheep, pen/pan, fan/pan, pan/pat
<b>Modal verb</b>	An auxiliary verb like can, may, must etc. that modify the main verb and expresses possibility, probability etc.
<b>Modifier</b>	An adjective or adverb that describes a word or makes the meaning of the word more specific. In English there are two parts of speech which are modifiers; adjectives and adverbs. Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, and other adverbs.
<b>Myth</b>	An imaginary story that helps explain events in nature.
<b>Narration</b>	Direct and indirect speech.
<b>Narrator (speaker)</b>	The person (named or unknown) who is telling a story.
<b>Narrative(text)</b>	Text which conveys a story or which relates events or dialogue.
<b>Neuter gender</b>	A grammatical gender that includes nouns which refer to things that do not have natural distinction of sex e.g. chair, table.
<b>Non-verbal (Communication)</b>	Communication without the use of words, using, for example, sound effects, music, gesture, facial expression, posture, or other elements to contribute particular shades of meaning.
<b>Open ended question (see also Question types)</b>	A type of question intended to produce a free response rather than a structured or one word response.
<b>Panel discussion</b>	A kind of interaction in which a group of people discuss a topic in the presence of an audience.
<b>Pantomime</b>	A performance using gestures and body movements without words.
<b>Parallelism</b>	The phrasing of language so as to balance (grammatically) ideas of equal importance. Parallelism may apply to phrases, sentences, paragraphs, longer passages or whole selections e.g. eat, drink and be merry.
<b>Persuasive types of paragraphs)</b>	Writing that convinces the designated audience to support a point of view, make a decision, or take an action.
<b>Phrasal verb</b>	A verb that is made up of a verb together with a preposition or an adverb e.g. Get up, finish with somebody, fish for something, pull out, put up with somebody/something. These present particular problems for learners, as their meaning often bears no relation to the usual meaning of the verb alone.



<b>Phrase (see also Clause)</b>	A set of words which is a single indivisible unit and makes its sense clear only when used in a sentence e.g. to supply goods, into the house.
<b>Plot</b>	The careful sequencing of events in a story generally built around a conflict. Stages of plot include exposition, rising action, climax, falling action and resolution.
<b>Point of view</b>	A term from literary studies which describes the perspective or source of a piece of writing.
<b>Post-reading</b>	A group of reading strategies employed after reading a text such as responding to the text, providing a title.
<b>Pre-reading</b>	A group of reading strategies employed before reading a text such as predicting the content, anticipating vocabulary.
<b>Pre-writing</b>	The thinking and planning the writer does before drafting, which includes considering the topic, audience, and purpose; gathering information; choosing a form; determining the role of the writer; and making a plan.
<b>Problem consonants</b>	Consonant sounds that pose problem for learners. These can vary in different linguistic backgrounds.
<b>Pronoun-antecedent relationship/ agreement</b>	The connection between the pronoun and what it refers to e.g. In the sentence, “This is my book. It is interesting”, book is antecedent for the pronoun it. A pronoun must agree with its antecedent in number and gender.
<b>Purposeful</b>	A text/ activity or task for real life purpose. Learning should not focus on mechanical drills; rather it should always be in a meaningful context with a clear purpose.
<b>Question types</b>	Types of comprehension question including (1) "right there" (literal/ textual/ factual), (2) “bring out meaning” (interpretive) “think and search” (inferential), (3) "author and me" (personal response), and (4) "on my own" (open ended).
<b>Reading readiness strategies</b>	Skills that help prepare learners (non-readers) for the task of reading such as, holding a book, phonemic awareness, discerning shapes, conventions of print, etc.
<b>Reciprocal ability</b>	Ability to form a response while listening.
<b>Reference words</b>	Words (usually pronouns and nouns) that refer to other words, phrases or clauses in the same text e.g. Look at the following example: “Something’s gone wrong with my computer. I can’t find a solution. Do you have an idea?” The words solution and idea are reference words because they refer to the problem identified as something’s gone wrong with my computer.
<b>Relative pronoun</b>	A pronoun that "relates" a subordinate clause to the rest of the sentence. A relative pronoun links two simple sentences (or clauses) into a single complex clause e.g. (1) This is a house. Ali built this house. (2) This is the house that Ali built.
<b>Resolution</b>	The ending of a story where conflicts are resolved and loose ends are tied together.



<b>Roleplay</b>	An instance or situation in which one deliberately acts out or assumes a particular character or role. Role play is used as a means to teach language for various communicative purposes
<b>Root/ root word (see also Stem)</b>	The meaningful base form of a complex word as it appears after all affixes are removed. A root may be independent or free, as <i>read</i> in <i>unreadable</i> , or may be dependent or bound, as <i>-liter-</i> in <i>illiterate</i> .
<b>Salutation</b>	Any one of the various conventional forms of address with which a letter is begun, such as My Dear Friend, Dear Sir.
<b>Sensory details</b>	Details perceived by sight, hearing, smell or any mode by which one perceives stimuli outside or within the body.
<b>Scanning</b>	A type of reading used to locate a particular piece of information without necessarily attending to the other parts of a text.
<b>Sequence marker</b>	A word or phrase that shows the sequence of information or ideas in a passage e.g. firstly, secondly, then, after that.
<b>Setting</b>	The time and place of the action of a story.
<b>Show-and-tell</b>	The process of showing an audience something and telling them about it. It is an elementary school technique for teaching young children the skills of public speaking. Usually, children will bring an item from home. They will explain to the class why they chose this item, where they got it from, and other relevant information.
<b>Sight word</b>	A word that is immediately recognized as a whole and does not require word analysis for identification.
<b>Simile</b>	A figure of speech in which one thing is directly likened to another e.g. as hard as nails.
<b>Soft c</b>	The /s/ sound that the letter c represents in city, percent, race, etc.
<b>Soft g</b>	The /j/ sound that the letter g represents in gentle, giant, age, etc.
<b>Sound pattern</b>	The regular (permissible) combinations of sounds in any language e.g. /str/, /sk/, /dr/.
<b>Skimming</b>	Getting the main idea of a story by looking quickly for the main topics and ideas. One can look at titles, headings, bold and italic words, and picture captions.
<b>Speech bubbles</b>	A graphic convention used in comic books, strips, and cartoons to allow words to be understood as representing the speech or thoughts of a given character.
<b>Standard</b>	Standard A description of a particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.
<b>Stem (see also derivation and root)</b>	The form of a word as it appears after all affixes are removed e.g. the combination of the basic form of a word (called the root) plus any derivation but excluding inflectional elements. This means, alternatively, that the stem is the form of the word to which inflections can be added, if applicable. For example, the root of the English verb form destabilized is stabil- (alternate



	form of stable); the stem is de·stabil·ize, which includes the derivational affixes de- and -ize, but not the inflectional past tense suffix -(e)d.
<b>Stress</b>	The relative emphasis given to certain syllable(s) in a word. Such syllables are uttered with more than usual force e.g. apPEAR, acCEPT, TIMber.
<b>Student Learning Outcome</b>	A statement that describes what students will be able to do as a result of instruction at a particular grade
<b>Style</b>	Aspects of writing (or speech) which have an identifiable character generally used in a positive sense to indicate 'pleasing effects'.
<b>Subject-verb agreement</b>	The grammatical logic and coherence between subject and verb. The subject and verb must agree in number: both must be singular, or both must be plural e.g. "He is honest"; "they are friendly".
<b>Supporting details (see also unified paragraph)</b>	Sentences that support the topic sentence or provide more detail about the topic sentence
<b>SV /SVO pattern</b>	SV pattern is Subject + Verb pattern in a sentence e.g. he laughs. SVO pattern is Subject + Verb + Object pattern in a sentence e.g. She likes mangoes
<b>Syllable</b>	Syllable A word or part of a word that can be pronounced with one impulse from the voice e.g. beau-ti-ful (three syllables), ap-pear (two syllables), etc.
<b>Syntax</b>	The arrangement of words to show relationships of meaning within a sentence.
<b>Textual aid</b>	Clues in the text that aid comprehension.
<b>Top to bottom</b>	Refers to how text runs down the page after completion of each line.
<b>Thesis statement</b>	The sentence(s) carrying basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.
<b>Tone</b>	An author's or speaker's attitude, as revealed in 'quality of voice' or 'selection of language'.
<b>Topic sentence</b>	The sentence, usually at the beginning of a paragraph, which tells what the main idea of the paragraph.
<b>Transactional writing</b>	Writing which is intended to convey factual information or to argue the validity of a point of view with objective evidence. Transactional writing is typical of the language of science, technology, trade, reporting, persuasion, legal argument, and debate.
<b>Transitional device</b>	Word(s) that show the flow of ideas to help readers along through a text e.g. first, for instance, to conclude, therefore.
<b>Transitive verb (see also intransitive verb)</b>	An action or linking verb whose meaning is incomplete without a direct object e.g. The child broke is an incomplete sentence unless we add a direct object like: The child broke a plate.
<b>Trigraph</b>	A three-letter sequence representing a single sound e.g. igh in the words high, thigh, etc.



<b>Triphthong</b>	A vowel combination usually involving a quick, but smooth movement from one vowel to another that passes over a third one e.g. vowel sounds in the words higher, flower, layer etc.
<b>Usage</b>	Usage The usage of a language item is the grammatical rules for making it. The (most simple) usage of the second conditional is If + past simple, would + infinitive. Example The second conditional: If I had enough money, I would take a vacation.
<b>Visual cue</b>	Information presented in a visual form e.g. pictures, photographs, etc..
<b>Visuals/ audio-visual aids</b>	Training or educational materials directed at both, the sense of hearing and the sense of sight. Materials that provide pictures and/or sounds to assist learning or teaching e.g. flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalkboards, slide presentations, videos, films etc.
<b>Voice</b>	Active and passive voice.
<b>Weak form</b>	A form (of function words) that may be used when the word has no stress e.g. “bread ‘n butter”.
<b>While-reading</b>	Reading strategies to be applied during reading a text e.g. skimming, scanning.
<b>Word class</b>	Parts of speech.
<b>Word family</b>	A group of words sharing the same root or base, as phon- in phonemic, phonation, telephone, etc.
<b>Writer’s craft</b>	Choices an author/poet makes when writing a text (e.g., organizational pattern, style, vocabulary, images, symbols, point of view, and audience).
<b>Writing process</b>	A sequence of steps in writing, typically including: (1) planning, (2) drafting, (3) revising, (4) editing, and (5) publishing.
<b>Writing readiness</b>	Skills that help prepare learners for the task of writing e.g. motor skills, holding a pencil correctly, drawing, copying, tracing, making loops, strokes, etc.

### Referred Documents.

- National Curriculum of English Language (I-XII) 2006.
- Revised English Language Curriculum of Sindh Province 2016. (ECE-XII)
- Progression Grid, National Curriculum of Pakistan 2022-2023 (Class I-XII)



## ACKNOWLEDGEMENT

Language is a medium of communication used to convey feelings, express opinions, gain knowledge and maximize potential to promote inquiry. Strong literacy skills of listening, speaking, reading and writing are essential in developing responsible and self-motivated learners. English Language learning is an important skill when it comes to education at all levels, personality development, global communication, and making better professional choices. It is important to teach language learners to communicate their ideas effectively both orally and in writing. Reading, in particular, helps broaden students' horizons, by exposing them to a wide range of cultural, emotional, intellectual, and social realities, which can act as a foundation for building a more tolerant and multicultural society.

The revised English language curriculum (IX-XII) 2023-2024 propagates a holistic approach for language development to equip the students with the skills they need for effective communication in social and academic contexts at the Provincial, National and international levels. The curriculum is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, language functions and skills. During the review the following amendments were made:

- *The standards, benchmarks and SLOs have been revisited and aligned with National core curriculum of English.*
- *English language skills have been revised in order to follow the National Coherence.*
- *Outcomes are made specific and measurable and age appropriate.*
- *Guidelines for implementation of curriculum by different ways (assessment, teachers training, textbooks and SRM) have been updated.*

For this cause, the Directorate of Curriculum Assessment & Research Sindh Jamshoro would like to acknowledge the sincere services offered by the Provincial review team of English in the leadership of Chairperson & Focal person, in developing, reviewing, aligning & updating the English Language Curriculum for grades IX-XII which was required after adopting the standards of NCP 2022-2023. The Directorate of Curriculum Assessment & Research Sindh Jamshoro has high regards to School Education & Literacy Department, Govt of Sindh in facilitating the process and allied institutions (CELL- MUET, IELL-UoS, SPELT Karachi, College & School Education, STBB for cooperation & providing support of expert during review process.

### **Director**

Directorate of Curriculum, Assessment & Research  
Sindh Jamshoro

## ANNEXURES



### Directorate of Curriculum Assessment & Research Sindh Jamshoro.

#### Minutes of meeting

In continuation of previous workshop, a three-day review meeting was held on dated, 15-05-2024 to 17-05-2024, at committee room of Directorate of Curriculum Assessment and Research Sindh Jamshoro, regarding review, align and finalization of existing English Language Curriculum Class IX to XII.

The following members of committee of English subject participated in the review meeting.

S. #	Name & Organization	Responsibility	Signature
1	<b>Dr. Shumaila Memon</b> Director @ Center of English Language & Literature (CELL) MUET, Jamshoro.	Chairperson	
2	<b>Dr. Tarique Umrani</b> Professor @ Institute of English Language & Literature (IEL&L), University of Sindh Jamshoro.	Member	
3	<b>Ms. Fatima Shahabuddin</b> Professor of English Language @ SPELT Karachi	Member	
4	<b>Ms. Hamida Mirbahar</b> Assistant Professor of English @ GGDC Kotri.	Member	
5	<b>Mr. Ahmed Ali Mahar (Ahmed Khayyam)</b> Assistant Professor of English @ GBDC Nawab Shah.	Member	
6	<b>Ms. Sonia Kazim</b> Expert & Chairperson conference @ SPELT Karachi.	Member	
7	<b>Mr. Zulfiqar Ali Bhatti</b> Assistant Professor of English @ GBDC Sujawal.	Member	
8	<b>Mr. Yaseen Piyar Ali</b> Assistant Subject Specialist of English @ STBB Jamshoro.	Member	
9	<b>Mr. Ajeeb Ahmed Noonari.</b> Subject Specialist English @ DCAR Sindh Jamshoro.	Focal Person/ Desk Officer	

The committee of English subject reviewed the existing English Language Curriculum 2016 of Sindh province (Grade IX-XII) thoroughly in the light of NCP 2022-2023, aligned standards, benchmarks, SLOs, themes & sub-themes, assessment procedures, guidelines for language pedagogy, textbook, teachers training as well as supplementary resource guidelines and made changes wherever required. **After fine-tune and proof read, the review committee strongly recommend to notify the updated English Language Curriculum 2023-2024 in the light of National Curriculum of Pakistan.**



**GOVERNMENT OF SINDH  
SCHOOL EDUCATION & LITERACY DEPARTMENT**

Karachi, dated the 28<sup>th</sup>, June 2024.

**NOTIFICATION**

**NO. SELD/HCW/18/2018:** In compliance with the Section 3, sub-section (4), (e) of Sindh School Education Standards & Curriculum Act 2014, Sindh Act No. IX of 2015. School Education & Literacy Department, Government of Sindh is pleased to accord **No Objection Certificate** for approval of **English Language Curriculum 2023-24 for Grade IX-XII**, aligned with the adopted Standards of National Curriculum of Pakistan (NCP) 2022-23, after review by the Provincial Review Committee constituted for English Language Curriculum 2023-24.

**ZAHID ALI ABBASI  
SECRETARY TO GOVERNMENT OF SINDH**

**NO. SELD/HCW/18/2018:**

Karachi, dated the 28<sup>th</sup>, June 2024.

**A copy for information and necessary action to:**

1. The Chairman, Sindh Textbook Board, Jamshoro.
2. The Chief Advisor Curriculum Wing, School Education & Literacy Department, Government: of Sindh, Karachi.
3. The Director, Directorate of Curriculum, Assessment & Research, Jamshoro.
4. The P.S to Secretary School Education & Literacy Department, Government: of Sindh, Karachi.
5. The official website.
6. The office file.



*[Signature]*  
28/06/2024.  
**SECTION OFFICER (A&T-I)  
For SECRETARY TO GOVERNMENT OF SINDH.**