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India



Skills available for India class X English curriculum

Objectives are in black and IXL English skills are in dark green. Hold your mouse over the name of a skill to view a sample question. Click on the name of a skill to practise that skill.

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Objectives

The general objectives at Level IX-X are:

to build greater confidence and proficiency in oral and written communication

to develop the ability and knowledge required in order to engage in independent reflection and inquiry

to use appropriate English to communicate in various social settings

Which text is most formal? (IX-P.1)

Identify audience and purpose (IX-P.3)

Use appeals to ethos, pathos and logos in persuasive writing (IX-P.5)

Which text is most formal? (X-P.1)

Identify audience and purpose (X-P.3)

Use appeals to ethos, pathos and logos in persuasive writing (X-P.5)

to equip learners with essential language skills to question and to articulate their point of view

to build competence in the different registers of English

Choose the word whose connotation and denotation best match the sentence (IX-J.1)

Use words accurately and precisely (IX-J.2)

Which text is most formal? (IX-P.1)

Choose the word whose connotation and denotation best match the sentence (X-J.1)

Use words accurately and precisely (X-J.2)

Which text is most formal? (X-P.1)

to develop sensitivity to, and appreciation of, other varieties of English, Indian Englishes, and the culture they reflect

to enable the learner to access knowledge and information through reference skills (consulting a dictionary/thesaurus, library, internet etc.)

Use dictionary entries (IX-I.1)

Use dictionary definitions (IX-I.2)

Use thesaurus entries (IX-I.3)
 Replace words using a thesaurus (IX-J.3)
 Use dictionary entries to determine correct usage (IX-J.4)
 Use dictionary entries (X-I.1)
 Use dictionary definitions (X-I.2)
 Use thesaurus entries (X-I.3)
 Replace words using a thesaurus (X-J.3)
 Use dictionary entries to determine correct usage (X-J.4)

to develop curiosity and creativity through extensive reading

to facilitate self-learning to enable them to become independent learners

to review, organise and edit their own work and work done by the peers

Identify sentence fragments (IX-A.2)
 Identify run-on sentences (IX-A.3)
 Choose punctuation to avoid fragments and run-ons (IX-A.4)
 Form and use plurals: review (IX-B.1)
 Form and use plurals of compound nouns (IX-B.2)
 Identify and correct errors with plural and possessive nouns (IX-B.3)
 Identify and correct errors with compound and joint possession (IX-B.4)
 Identify and correct errors with subject and object pronouns (IX-C.1)
 Subject and object pronouns review (IX-C.2)
 Pronouns after 'than' and 'as' (IX-C.3)
 Identify and correct pronoun errors with 'who' (IX-C.4)
 Use relative pronouns: who and whom (IX-C.5)
 Use relative pronouns: who, whom, whose, which and that (IX-C.6)
 Identify vague pronoun references (IX-C.7)
 Identify all of the possible antecedents (IX-C.8)
 Identify and correct errors with subject-verb agreement (IX-D.3)
 Identify and correct errors with indefinite pronoun-verb agreement (IX-D.4)
 Identify and correct verb agreement with compound subjects (IX-D.5)
 Identify and correct inappropriate shifts in verb tense (IX-D.6)
 Rewrite the sentence in active voice (IX-D.10)
 Form and use comparative and superlative adjectives (IX-E.1)
 Good, better, best, bad, worse and worst (IX-E.2)
 Form and use comparative and superlative adverbs (IX-E.3)
 Well, better, best, badly, worse and worst (IX-E.4)
 Commas with direct addresses, introductory words, interjections, interrupters and antithetical phrases (IX-F.1)
 Commas with compound and complex sentences (IX-F.2)
 Commas with coordinate adjectives (IX-F.3)
 Commas with non-restrictive elements (IX-F.4)
 Use semicolons and commas to separate clauses (IX-F.5)
 Use semicolons, colons and commas with lists (IX-F.6)
 Semicolons, colons and commas review (IX-F.7)
 Use dashes (IX-F.8)
 Use hyphens in compound adjectives (IX-F.9)
 Decide whether ellipses are used appropriately (IX-F.10)
 Correct capitalisation errors (IX-F.11)
 Capitalising titles (IX-F.12)
 Formatting titles (IX-F.13)
 Formatting and capitalising titles: review (IX-F.14)
 Use dictionary entries (IX-I.1)
 Use dictionary definitions (IX-I.2)
 Use thesaurus entries (IX-I.3)

Choose the word whose connotation and denotation best match the sentence (IX-J.1)

Use words accurately and precisely (IX-J.2)

Replace words using a thesaurus (IX-J.3)

Use dictionary entries to determine correct usage (IX-J.4)

Transitions with conjunctive adverbs (IX-L.1)

Avoid double, illogical and unclear comparisons (IX-L.2)

Use the correct pair of correlative conjunctions (IX-L.3)

Use parallel structure (IX-L.5)

Remove redundant words or phrases (IX-L.6)

Misplaced modifiers with pictures (IX-L.7)

Select the misplaced or dangling modifier (IX-L.8)

Are the modifiers used correctly? (IX-L.9)

Use the correct homophone (IX-M.1)

Identify and correct errors with homophones (IX-M.2)

Use the correct frequently confused word (IX-M.3)

Identify and correct errors with frequently confused words (IX-M.4)

Identify and correct errors with frequently confused pronouns and contractions (IX-M.5)

Correct errors with commonly misspelled words (IX-M.6)

Correct errors in everyday use (IX-M.7)

Organise information by main idea (IX-N.2)

Choose the topic sentence that best captures the main idea (IX-N.3)

Identify plagiarism (IX-N.4)

Choose the analysis that logically connects the evidence to the claim (IX-O.5)

Identify sentence fragments (X-A.2)

Identify run-on sentences (X-A.3)

Choose punctuation to avoid fragments and run-ons (X-A.4)

Form and use plurals: review (X-B.1)

Form and use plurals of compound nouns (X-B.2)

Identify and correct errors with plural and possessive nouns (X-B.3)

Identify and correct errors with compound and joint possession (X-B.4)

Identify and correct errors with subject and object pronouns (X-C.1)

Subject and object pronouns review (X-C.2)

Pronouns after 'than' and 'as' (X-C.3)

Identify and correct pronoun errors with 'who' (X-C.4)

Use relative pronouns: who and whom (X-C.5)

Use relative pronouns: who, whom, whose, which and that (X-C.6)

Identify vague pronoun references (X-C.7)

Identify all of the possible antecedents (X-C.8)

Identify and correct errors with subject-verb agreement (X-D.3)

Identify and correct errors with indefinite pronoun-verb agreement (X-D.4)

Identify and correct verb agreement with compound subjects (X-D.5)

Identify and correct inappropriate shifts in verb tense (X-D.6)

Rewrite the sentence in active voice (X-D.10)

Form and use comparative and superlative adjectives (X-E.1)

Good, better, best, bad, worse and worst (X-E.2)

Form and use comparative and superlative adverbs (X-E.3)

Well, better, best, badly, worse and worst (X-E.4)

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Commas with coordinate adjectives (X-F.3)

Commas with non-restrictive elements (X-F.4)

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Use semicolons, colons and commas with lists (X-F.6)

Semicolons, colons and commas review (X-F.7)

Use dashes (X-F.8)
 Use hyphens in compound adjectives (X-F.9)
 Decide whether ellipses are used appropriately (X-F.10)
 Correct capitalisation errors (X-F.11)
 Use dictionary entries (X-I.1)
 Use dictionary definitions (X-I.2)
 Use thesaurus entries (X-I.3)
 Choose the word whose connotation and denotation best match the sentence (X-J.1)
 Use words accurately and precisely (X-J.2)
 Replace words using a thesaurus (X-J.3)
 Use dictionary entries to determine correct usage (X-J.4)
 Transitions with conjunctive adverbs (X-L.1)
 Avoid double, illogical and unclear comparisons (X-L.2)
 Use the correct pair of correlative conjunctions (X-L.3)
 Use parallel structure (X-L.5)
 Remove redundant words or phrases (X-L.6)
 Misplaced modifiers with pictures (X-L.7)
 Select the misplaced or dangling modifier (X-L.8)
 Are the modifiers used correctly? (X-L.9)
 Use the correct homophone (X-M.1)
 Identify and correct errors with homophones (X-M.2)
 Use the correct frequently confused word (X-M.3)
 Identify and correct errors with frequently confused words (X-M.4)
 Identify and correct errors with frequently confused pronouns and contractions (X-M.5)
 Correct errors with commonly misspelled words (X-M.6)
 Correct errors in everyday use (X-M.7)
 Organise information by main idea (X-N.2)
 Choose the topic sentence that best captures the main idea (X-N.3)
 Identify plagiarism (X-N.4)
 Choose the analysis that logically connects the evidence to the claim (X-O.5)

At the end of this stage learners will be able to do the following:

give a brief oral description of events/incidents of topical interest

retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)

participate in conversations, discussions, etc. on topics of mutual interest in non-classroom situations

narrate the story depicted pictorially or in any other non-verbal mode

respond in writing to business letters, official communications

Which text is most formal? (IX-P.1)

Which text is most formal? (X-P.1)

read and identify the main points/significant details of texts like scripts of audio-video interviews, discussions, debates, etc.

Organise information by main idea (IX-N.2)

Choose the topic sentence that best captures the main idea (IX-N.3)

Identify supporting evidence in a text (IX-O.3)

Organise information by main idea (X-N.2)

Choose the topic sentence that best captures the main idea (X-N.3)

Identify supporting evidence in a text (X-O.3)

write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed

Choose evidence to support a claim (IX-O.2)

Choose the most appropriate counterclaim for a given claim (IX-O.4)

Choose the analysis that logically connects the evidence to the claim (IX-O.5)

Choose evidence to support a claim (X-O.2)

Choose the most appropriate counterclaim for a given claim (X-O.4)

Choose the analysis that logically connects the evidence to the claim (X-O.5)

write a summary of short lectures on familiar topics by making/taking notes

write an assessment of different points of view expressed in a discussion/debate

Compare passages for tone (IX-P.2)

Identify audience and purpose (IX-P.3)

Compare passages for tone (X-P.2)

Identify audience and purpose (X-P.3)

read poems effectively (with proper rhythm and intonation)

grasp the theme of the poem and appreciate the creative uses of language

Use context as a clue to the meanings of foreign expressions (IX-H.7)

Use the correct foreign expression (IX-H.8)

Interpret figures of speech (IX-Q.3)

Classify figures of speech: euphemism, hyperbole, oxymoron, paradox (IX-Q.4)

Classify figures of speech: review (IX-Q.5)

Use context as a clue to the meanings of foreign expressions (X-H.7)

Use the correct foreign expression (X-H.8)

Interpret figures of speech (X-Q.3)

Classify figures of speech: euphemism, hyperbole, oxymoron, paradox (X-Q.4)

Classify figures of speech: review (X-Q.5)

to transcode information from a graph/chart to a description/report

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