

SYLLABUS OF GRADE IX

ENGLISH

1. Background:

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination, which is a major aim of language study, thus equipping the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication;
- develop the ability and knowledge required in order to engage in independent reflection and inquiry;
- use appropriate English to communicate in various social settings;
- equip learners with essential language skills to question and to articulate their point of view;
- build competence in the different aspects of English;
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect;
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.);
- develop curiosity and creativity through extensive reading;
- facilitate self-learning to enable them to become independent learners;
- review, organise and edit their own work and work done by peers;
- integrate listening and speaking skills in the curriculum;
- 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 a story which has been depicted pictorially or in any other non-verbal mode;
- respond, in writing, to business letters, official communications email etc.;
- read and identify the main points / significant details of texts like scripts of audio video interviews, discussions, debates, etc.;
- write without prior preparation on a given topic and be able to defend or explain the stand taken / views expressed in the form of article, speech, or a debate;
- write a summary of short lectures on familiar topics by making / taking notes;
- write an assessment of different points of views expressed in a discussion / debate;
- read poems effectively (with proper rhythm and intonation);

- transcode information from a graph / chart to a description / report and write a dialogue, short story or report.

3. Language Items:

In addition to consolidating the grammatical items practiced earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

4. Methods and Techniques:

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/ he presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggestive activities are:

- Role play
- Simulating real life situations
- Dramatizing and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

SECTION – WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITRATURE

SECTION		MARKS
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature textbooks and supplementary reading text	30
	TOTAL	80

Note: The annual board examination will be of 80 marks, with duration of three hours. There will be internal assessment of 20 Marks.

SECTION A: READING

(50 Periods)

(20 Marks)

This section will have two unseen passages.

1. A factual passage of 300-350 words with eight Objective Type Questions (including Multiple Choice Questions). (8 marks)
2. A Discursive passage of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis and four Objective Type Questions (including Multiple Choice Questions) to test vocabulary. (12 marks)

SECTION B: WRITING SKILLS AND CONTEXUAL GRAMMAR:

(60 Periods)

(30 Marks)

For writing tasks, there will be internal choice

3. Formal letter based on a given situation /Descriptive Paragraph (person/place/event/diary entry) in about 150-200 words based on visual or verbal cue/s. (10marks)
4. Writing a story based on a given outline or cue/sin about 150-200 words. (10marks)

The Grammar syllabus will include the following topics in class X:

1. Tenses
2. Modals
3. Use of passive voice
4. Subject – verb concord
5. Reported speech
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses
 - (i) Noun clauses
 - (ii) Adverb clauses
 - (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types given below:

5. Cloze passage/ Gap Filling /Editing. (4marks)
6. Dialogue writing/Reporting a dialogue on a given cue. (6marks)

SECTION C: LITERATURE TEXTBOOK AND SUPPLEMENTARY READING TEXT:

**(60 Periods)
(30 Marks)**

Internal choice will be there.

7. One out of two extracts from prose/poetry/drama for reference to context. Two Short Answer Type Questions on interpretation. (2x2=4 Marks)
8. Five Short Answer Type Questions out of seven to be answered in 30-40 words each from BEEHIVE and MOMENTS (3 questions out of four from BEEHIVE and 2 questions out of three from MOMENTS) to test local and global comprehension of theme and ideas (to be answered in 30-40 words each) (2x5=10 Marks)
9. One out of two Long Answer Type Questions from the book 'BEEHIVE' to be answered in about 100-150 words each to assess creativity, imagination and extra potation beyond the

text and across the texts. This can be a passage based question taken from a situation/plot from the texts. (8 marks)

10. One out of two Long Answer Type Question from the book 'MOMENTS' on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-150 words. (8 marks)

Note: Teachers are advised to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring learning outcome, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' knowledge, each language skill is to be assessed through a judicious mixture of different types of questions.

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

INTERNAL ASSESSMENT

Listening and Speaking Competencies. (50 Periods)

Assessment of Listening and Speaking Skills will be for (05 Marks)

It is recommended that listening and speaking skills should be regularly practiced in the class.

Art-integrated activities like Role Play, Skit, and Dramatization etc can also be used.

Guidelines for Assessment in Listening and Speaking Skills:

i. Activities:

- Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students.
- Subject teachers should also refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters:

- i. Interactive competence (Initiation & turn taking, relevance to the topic).
- ii. Fluency (cohesion, coherence and speed of delivery).
- iii. Pronunciation
- iv. Language (accuracy and vocabulary).

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

iv. Record keeping:

The record of the activities done and the marks given must be kept for three months after the declaration of result, for any random checking by the Board.

No recording of speaking skills is to be sent to the Board.

**ENGLISH LANGUAGE AND LITERATURE
CLASS - IX**

M.M: 80

Section	Competencies	Total Marks	% weightage
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	20	25%
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	30	37.50%
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	30	37.50%
Total		80	100%