

ENGLISH LANGUAGE AND LITERATURE

(Code No. 184)

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 as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives

The general objectives at this stage 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
- equip learners with essential language skills to question and to articulate their point of view
- to build competence in the different registers of English
- to develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- 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 peers

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

- 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 position 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 view 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

Language Items

In addition to consolidating the grammatical items practised 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)

Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centred approach. Care is taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, S/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 suggested activities are:

- Role play
- Simulating real-to-life situations
- Dramatising 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

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SYLLABUS CLASS - IX (2018-19)

SECTION - WISE WEIGHTAGE

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Supplementary Reading Text	30
	Total	80

The annual examination will be of 80 marks, with a duration of three hours.

SECTION A: READING

20 Marks

50 Periods

This section will have two reading passages.

Q.1: A Factual passage 300-350 words with eight Very Short Answer type Questions.
8 marks

Q. 2: A Discursive passage of 350-400 words with four Short Answer type Questions to test inference, evaluation and analysis with four Very Short Answer Questions to test vocabulary.
12 marks

SECTION B: WRITING AND GRAMMAR

30 Marks

60 Periods

Q. 3: Writing an Article/ Descriptive Paragraph(person/ place/ event/diary entry) in about 100-150 words based on visual or verbal cue/s. The questions will be thematically based on the prescribed books.
8 marks

Q. 4: Writing a short story based on a given outline or cue/s in about 150 - 200 words.
10 marks

The Grammar syllabus will include the following areas in class IX :

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

The above items may be tested through test types(grammar in context) as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks
- Q. 6: Editing or omission 4 marks
- Q. 7: Sentences reordering or sentence transformation in context. 4 marks

SECTION C: LITERATURE TEXTBOOKS 30 Marks 60 Periods

- Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Four Very Short Answer Questions: two questions of one mark each on global comprehension and two questions of one mark each on interpretation. (1x4=4 marks)
- Q.9. Five Short Answer Type Questions from BEEHIVE AND MOMENTS (3 questions from BEEHIVE and 2 questions from MOMENTS) to test local and global comprehension of theme and ideas (30-40 words each) **2x5 = 10 marks**
- Q.10. One out two long answer type questions from the book BEEHIVE to assess Creativity, imagination and extrapolation beyond the text and across the texts. **(100-150 words) 8 marks**
- Q.11. One out of two Long Answer Questions from the book MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch in about 100-150 words.

8 marks

Prescribed Books: Published by NCERT, New Delhi

- BEEHIVE - Textbook for class IX
- MOMENTS - Supplementary Reader for Class IX

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

Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

Writing Section: All types of short and extended writing tasks will be dealt with.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed.

Listening and Speaking Skills

50 Periods

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
Course (2018-19)
CLASS - IX

Textbooks	
Literature Reader	
PROSE (Beehive)	
1. The Fun They Had	7. Packing
2. The Sound of Music	8. Reach for the Top
3. The Little Girl	9. The Bond of Love
4. A Truly Beautiful Mind	10. Kathmandu
5. The Snake and the Mirror	11. If I were you
6. My Childhood	
POETRY	
1. The Road Not Taken	6. No Men Are Foreign
2. Wind	7. The Duck and the Kangaroo
3. Rain on the Roof	8. On Killing a Tree
4. The Lake Isle of Innisfree	9. The Snake Trying
5. A Legend of the Northland	10. A Slumber did My Spirit Seal
SUPPLEMENTARY READER (Moments)	
1. The Lost Child	6. Weathering the Storm in Ersama
2. The Adventures of Toto	7. The Last leaf
3. Iswaran the Storyteller	8. A House is Not a Home
4. In the Kingdom of Fools	9. The Accidental Tourist
5. The Happy Prince	10. The Beggar

Class - IX

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Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long answer Question-II 100-150 Words (HOTS) 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Total
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	20
Writing Skills 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.	12	---	01	01	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub-themes, understanding the writers' message and writing fluently	04	05	02	----	30
Total		28 x 01 = 28 marks	09 x 02 = 18 marks	03 x 08 = 24 marks	01x10 = 10 marks	80 marks