



## ENGLISH-COMMUNICATIVE (Code No. 101) (2017 - 2018)

This is a two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called *Interact in English*. It includes the following:

1. Main Course Book
2. Literature Reader
3. Work Book
4. Extended Reading Texts

*Interact in English* has been designed to develop the student's communicative competence in English. Therefore, content selection is determined by the student's present and future academic, social and professional needs.

The overall aims of the course are:

- (a) to enable the learner to communicate effectively and appropriately in real-life situations;
- (b) to use English effectively for study purposes across the curriculum;
- (c) to develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
- (d) to develop interest in and appreciation of literature;
- (e) to revise and reinforce structures already learnt.

Teachers may kindly keep the following in mind to develop these competencies:

**Creativity:** Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent.

**Self-monitoring:** Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

### Teaching/Testing Objectives

#### READING

By the end of the course, students should be able to:

1. read silently at varying speeds depending on the purpose of reading;
2. adopt different strategies for different types of text, both literary and non-literary;
3. recognise the organization of a text;





4. identify the main points of a text;  
\* Objectives which will not be tested in a formal examination
5. understand relations between different parts of a text through lexical and grammatical cohesion devices;
6. anticipate and predict what will come next in a text;\*
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;\*
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract, from a text, information required for a specific purpose (and record it in note form);
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference materials using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge);
14. read extensively on their own.

### WRITING

By the end of the course, students should be able to:

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).





## LISTENING

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning;
8. understand and interpret spontaneous spoken discourse in familiar social situations.

## SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions;
10. participate in spontaneous spoken discourse in familiar social situations.





## GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

### 1. Verbs :-

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

### 2. Sentence Structure :-

- connectors
- types of sentences
- affirmative/interrogative sentences negation
- exclamations
- types of phrases and clauses
  - finite and non-finite subordinate clauses
  - noun clauses and phrases
  - adjective clauses and phrases
  - adverb clauses and phrases
- indirect speech
- comparison
- nominalisation

### 3. Other Areas :-

- determiners
- pronouns
- prepositions

## LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:





- 1 Character as revealed through
  - appearance and distinguishing features
  - socio-economic background
  - action/events
  - expression of feelings
  - speech and dialogues
- 2 Plot/Story/Theme emerging through main events
  - progression of events and links between them
  - sequence of events denoting theme
- 3 Setting, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.
- 4 Form
  - rhyme
  - rhythm
  - simile
  - metaphor
  - pun
  - repetition



**ENGLISH COMMUNICATIVE (Code No. 101)**  
**CLASS - IX (2017-18)**  
**SECTION-WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE**

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

**Note:**

- 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 as per the details below :

- 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 and four Very Short Answer Type questions to test vocabulary. **12 marks**

**SECTION B: WRITING AND GRAMMAR** **30 Marks** **60 Periods**

- Q. 3: Writing a diary/article in about 100-120 words using visual or verbal cue/s. The questions will be thematically based on MCB. **8 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 200 - 250 words. **12 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
  - (i) Commands and requests
  - (ii) Statements
  - (iii) 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 as given below:

- Q.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **3 marks**

### SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT

**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 for global comprehension and two questions of one mark each for interpretation. **4 marks**
- Q.9. Four Short Answer type Questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 08 Marks**
- Q.10. One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (100-120 words). **8 marks**
- Q.11. One out of two very Long Answer Questions on theme, plot involving interpretation, inference and character sketch, in about 150-200 words based on the prescribed extended reading text. **10 Marks**

**Prescribed Books:** Published by CBSE, New Delhi

Interact in English Series

- Main Course Book (Revised Edition)
- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

Extended Reading Texts (either one)

- Gulliver's Travels (unabridged) by Jonathan Swift
- Three Men in a Boat (unabridged) by Jerome K. Jerome





**NOTE:** Teachers are advised to:

- i. encourage classroom interaction among peers, students and teachers through activities such as roleplay, 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.

**Reading Section:** Reading for comprehension, critical evaluation, inference and analysis is to be assessed.

**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 over a period of time. There will be no division of syllabus for Grammar.

**Listening and Speaking Skills :** As given in the subject enrichment activities, section 3.2 (III) at the initial pages of this Curriculum Document. 50 Periods

## ENGLISH COMMUNICATIVE COURSE CLASS - IX (2017-18)

Textbooks	
Literature Reader	
PROSE	
1. How I Taught My Grandmother to Read	3. The Man Who Knew too Much
2. A Dog Named Duke	4. Keeping it from Harold
	5. Best Seller
POETRY	
1. The Brook	5. The Seven Ages
2. The Road Not Taken	6. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	7. Song of the Rain
4. Lord Ullin's Daughter	
DRAMA	
1. Villa for Sale	2. The Bishop's Candlesticks
MAIN COURSE BOOK	
1. People	5. Mystery
2. Adventure	6. Children
3. Environment	7. Sports and Games





4. The Class IX Radio and Video Show	
Extended Reading Text (either one): Gulliver's Travels in four parts, Unabridged Edition (2005) by Jonathan Swift Parts I & II Three Men in a Boat, Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver's Travels in four parts Un- abridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat, Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11-19
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)	
1 Verb Form	1 Connectors
2 Determiners	2 The Passive
3 Future Time Reference	3 Reported Speech
4 Modals	4 Prepositions

\*Note on Workbook: The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. Since grammar and usage is not to be tested directly, but in an integrated manner, the split up as shown, does not restrict questions in the grammar section of question papers to the specific units shown in the split up of Workbook units. Grammar is to be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching, making modifications according to their specific needs.

**Note:**

1. Schools may adapt the given break-up as per their convenience.
2. Activities such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as 'in class' and 'in school' activities. In case, a field survey or visit is taken up, it must be under the direct supervision of the teacher.

**Class - IX**  
**English Communicative 2017-18 (Code No. 101)**

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Question 100-120 words 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	VLA 200- 250 words 12 marks	Marks
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	10	---	01	---	01	30
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	04	04	01	01	---	30
Total		26x 01 = 26 marks	08 x 02 = 16 marks	02 x 08 = 16 marks	01 x 10 = 10 marks	1 x 12 = 12 marks	80 marks