

**ENGLISH LANGUAGE AND LITERATURE**  
**Code No. 184**  
**2024-25**

**1. Background**

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

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 is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It 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.

**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
- make appropriate usage of English language
- 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 the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- 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
- Develop appreciation for Indian languages(multilingualism), translations and Indian Literature.

### **3. 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)

### **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, create 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 life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers 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**  
**2024-25**

<b>Sections</b>		<b>Weightage</b>
A	Reading Skills (40 periods)*	20 Marks
B	Writing Skills and Grammar (40 periods)*	20 Marks
C	Language through Literature (50 periods)*	40 Marks

\*This is a suggestive number.

**Section A Reading Skills**

**I. Reading Comprehension through Unseen Passage** **20 Marks**

1. Discursive passage of 400-450 words. **(10 marks)**
2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words. **(10 marks)**

**(Total length of two passages to be 600-700 words)**

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

**Section B**  
**Writing Skills and Grammar**

**II Grammar** **10 Marks**

- Determiners
  - Tenses
  - Modals
  - Subject – verb concord
  - Reported speech
    - Commands and requests
    - Statements
    - Questions
3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted.

### III Writing Skills

10 marks

4. Writing a Descriptive Paragraph (word limit 100-120 words), describing a person / event / situation, based on visual or verbal cue/s. One out of two questions to be answered.  
5 marks
5. Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. One out of two questions is to be answered.  
5 marks

### Section C

#### Language through Literature

40 Marks

### IV Reference to the Context

(5+5 = 10 Marks)

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.

Multiple Choice Questions / Objective Type Questions will be asked to assess interpretation, analysis, inference, evaluation, appreciation and vocabulary.

### IV. Short & Long Answer Questions

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE to assess interpretation, analysis, inference and evaluation.  
4x3=12 marks
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation.  
3x2=6 marks
10. One out of two Long Answer Type Questions from BEEHIVE to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text.  
6 marks
11. One out of two Long Answer Type Questions from MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.  
6 marks

### Prescribed Books: Published by NCERT, New Delhi

#### Beehive

#### Prose

- a. The Fun They Had
- b. The Sound of Music
- c. The Little Girl
- d. A Truly Beautiful Mind
- e. The Snake and the Mirror
- f. My Childhood
- g. Reach For The Top

h. Kathmandu

i. If I were You

**Poems-**

1. The Road Not taken
2. Wind
3. Rain on The Roof
4. The Lake Isle of Innisfree

5. A Legend of the Northland
6. No Men Are Foreign
7. On killing a tree
8. A Slumber Did My Spirit Seal

**Moments**

1. The Lost Child
2. The adventures of Toto
3. Iswaran the Storyteller
4. In the kingdom of fools

5. The Happy Prince
6. The Last Leaf
7. A House is not a Home
8. The Beggar

**3. WORDS AND EXPRESSIONS – I (WORKBOOK FOR CLASS IX) – Units 1 to 6 and Units 8,10 & 11**

**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 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.

**INTERNAL ASSESSMENT**

**Listening and Speaking Competencies**

**30 Periods**

Assessment of Listening and Speaking Skills will be for 05 marks.

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

**Art-integrated projects based on activities like Role Play, Skit, Dramatization etc. must be used.**

**Please refer to the Circular no. Acad-33/2020 dated 14<sup>th</sup> May 2020 at the**

**[http://cbseacademic.nic.in/web\\_material/Circulars/2020/33\\_Circular\\_2020.pdf](http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf) for details.**

**Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.**

## ENGLISH LANGUAGE AND LITERATURE

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CLASS – IX

Marks-80

Sections	Competencies	Total marks
<b>Reading Comprehension</b>	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20
<b>Writing Skills and Grammar</b>	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	20
<b>Language through Literature</b>	Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40
<b>Total</b>		<b>80</b>

**For the details of Internal Assessment of 20 marks, please refer to the circular no.**

**Acad-11/2019, dated March 06, 2019.**