

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 con-ventions, using inte-grated 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 |

ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

CLASS - X (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 Board examination will be of 80 marks, with a duration of three hours.

SECTION A: READING

20 Marks

50 Periods

This section will have two unseen passages of a total of 700-750 words as per the details below :

- Q.1: A Factual passage 300-350 words with eight Very Short Answer Type (VSA) Questions. **8 marks**
- Q. 2: A Discursive passage of 350-400 words with four Short Answer Type Questions of eight marks to test inference, evaluation and analysis and four VSA to test vocabulary and comprehension (two VSA for vocabulary and two for comprehension) **12 marks**

SECTION B: WRITING AND GRAMMAR

30 Marks

60 Periods

Writing :-

- Q. 3: Formal Letter (Complaints / Inquiry / Placing order / letter to the editor) in about 100-120 words. The questions will be thematically based on the Main Course Book. **8 marks**
- Q.4: Writing a short story based on a given outline or cue/s in about 200-250 words. **10 marks**

Grammar :-

The Grammar syllabus will include the following areas in class X.

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
 - (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. **4 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **4 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 context. Four Very Short Answer Questions: Two questions of one mark each for global comprehension and two questions of one mark each on 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) **2x4 = 8 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 Question on theme or plot involving interpretation, inference and character, in about 200-250 words based on prescribed novel text for extended reading. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

1. Main Course Book (Revised Edition)
2. Workbook (Revised Edition)
3. Literature Reader (Revised Edition)

EXTENDED READING TEXTS (either one):

- i Diary of a Young Girl - 1947 by Anne Frank (unabridged edition), Published by CBSE
- ii The Story of My Life - 1903 by Helen Keller(unabridged edition)

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, and

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.

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.

50 Periods

ENGLISH COMMUNICATIVE COURSE CLASS - X (2017-18)

| | |
|---|--------------------------------|
| Textbooks | |
| Literature Reader | |
| PROSE | |
| 1. Two Gentlemen of Verona | 4. A Shady Plot |
| 2 Mrs. Packletide's Tiger | 5. Patol Babu |
| 3. The Letter | 6. Virtually True |
| POETRY | |
| 1. The Frog and the Nightingale | 4. Ozymandias |
| 2. Mirror | 5. The Rime of Ancient Mariner |
| 3. Not Marble, nor the Gilded Monuments | 6. Snake |
| DRAMA | |
| 1. The Dear Departed | 2. Julius Caesar |

| | |
|---|--|
| Main Course Book | |
| 1. Health and Medicine | 4. Environment |
| 2. Education | 5. Travel and Tourism |
| 3. Science | 6. National Integration |
| Extended Reading Texts - (either one) | |
| Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) (Published by CBSE) | Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) (Published by CBSE) |
| The Story of My Life - 1903, Chapters 1-14 By Helen Keller (unabridged edition) | The Story of My Life - 1903 Chapters 15-23 By Helen Keller (unabridged edition) |
| WORK BOOK* - Suggested Break-up of Units for the purpose of classroom teaching only - NOT FOR TESTING (see the following note). | |
| 1 Determiners | 8 Comparison |
| 2 Tenses | 9 Avoiding Repetition |
| 3 Subject-Verb Agreement | 10 Nominalization |
| 4 Non-Finites | 11 Modals |
| 5 Relatives | 12 Active and Passive |
| 6 Connectors | 13 Reported Speech |
| 7 Conditionals | 14 Prepositions |

Class - X

English Communicative 2017-18 (Code No. 101)

| Typology | Testing competencies/ learning outcomes | VSAQ 1 mark | SAQ 30-40 words 2 marks | LAQ-II 100-120 words 8 marks | VLAQ 200- 250 words (HOTS) 10 marks | Marks |
|--|--|-----------------------|-------------------------------|---------------------------------------|--|-------------|
| Reading Skills | Conceptual understanding, decoding, analyzing, 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 con-ventions, using integrated structures with accuracy and fluency | 12 | --- | 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 | | 28 x 01 = 28 marks | 08 x 02 = 16 marks | 02 x 08 = 16 marks | 02 x 10 = 20 marks | 80 marks |

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 in-tegral 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

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)
SYLLABUS
(2017-18)
CLASS - IX
SECTION - WISE WEIGHTAGE

| Section | | Total Weightage 80 |
|---------|---|--------------------|
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| B | Writing Skills with Grammar | 30 |
| C | Literature Textbook and Extended 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 a diary/article in about 100-120 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 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 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. **4 marks**
- Q.9. Four Short Answer Type Questions from BEEHIVE AND MOMENTS to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 08 marks**
- Q.10. One out two long answer type questions to assess how the values inherent in the texts have been brought out (BEEHIVE & MOMENTS). 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 or plot involving interpretation and inference and character sketch in about 150-200 words based on prescribed extended reading text. **10 marks**

Prescribed Books: Published by NCERT, New Delhi

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

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 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 COURSE
(2017-18)
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 |
| Extended Reading Texts (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 (Unabridged Edition) (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat (Unabridged Edition) (1889) by Jerome K. Jerome - Chapters 11 - 19 |

Class - IX

English Language and Literature 2017-18 (Code No. 184)

| Typology | Testing competencies/ learning outcomes | VSAQ 1 mark | Short answer Questions 30-40 words 2 marks | Long answer Ques- tion-II 100-120 words 8 marks | Very Long Answer Question 150-200 words (HOTS) 10 marks | VLA marks 200 - 250 words 12 marks | Total |
|---|--|--------------------------|---|---|---|--|-------------|
| Reading Skills | Conceptual un- derstanding, decoding, ana-lyzing, inferring, inter-preting and vocabulary. | 12 | 04 | --- | --- | --- | 20 |
| Writing Skills and Grammar | Expressing an opinion, reasoning, justi-fying, illustrating, ap- propriacy of style and tone, using appropriate for-mat and fluency. Applying conventions, using integrated struc-tures with accuracy and flu-ency. | 10 | --- | 01 | --- | 01 | 30 |
| Literature Textbook and Extended Reading Texts | Recalling, rea-soning, appreciating, ap- plying literary conven- tions, extrapolating, illustrating and justifying etc. Extracting rel-evant information, identifying the central theme and sub themes, under- standing the writer's message and writing fluently. | 04 | 04 | 01 | 01 | --- | 30 |
| Total | | 26 x 01 = 26 marks | 08 x 02 = 16 marks | 02 x 08 = 16 marks | 01 x 10 = 10 marks | 01 x 12 = 12 marks | 80 marks |

ENGLISH LANGUAGE AND LITERATURE (Code No. 101)
SYLLABUS
2017-18
CLASS - X

SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE

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

Note :

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

SECTION A: READING

20 Marks

50 Periods

This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:

- Q.1: A Factual passage of 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 MCQs to test vocabulary. **12 marks**

SECTION B: WRITING AND GRAMMAR

30 Marks

60 Periods

- Q 3: Formal letter complaint / Inquiry / placing order / Letter to the editor / article in about 100-120 words. 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 X.

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
 - (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. **4 marks**
- Q. 6: Editing or omission. **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **4 marks**

SECTION C: LITERATURE TEXTBOOKS AND EXTENDED READING TEXT

30 Marks 60 Periods

- Q.8: One out of two extracts from prose/poetry/drama for reference to context. Four very Short Answer Questions : Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. **4 marks**
- Q.9: Four Short Answer type Questions from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two from each 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 texts have been brought out (FIRST FLIGHT and FOOTPRINTS WITHOUT FEET) 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 or character involving interpretation and inference in about 200-250 words based on prescribed extended reading text. **10 marks**

Prescribed Books: Published by NCERT, New Delhi

- FIRST FLIGHT - Text for Class X
- FOOTPRINTS WITHOUT FEET - Supplementary Reader for Class X

EXTENDED READING TEXTS (either one) :

Diary of a Young Girl - 1947 by Anne Frank (unabridged edition), Published by CBSE

The Story of My Life - 1903 by Helen Keller(unabridged edition)

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, and
- (iv) continue the Speaking and Listening activities given in the NCERT books.

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

Listening and Speaking Skills

50 Periods

ENGLISH LANGUAGE AND LITERATURE COURSE
2017-18
CLASS - X

| | |
|--|---|
| Textbooks | |
| Literature Reader (First Flight) | |
| PROSE (First Flight) | |
| 1. A Letter to God | 7. Glimpses of India |
| 2. Nelson Mandela | 8. Mijbil the Otter |
| 3. Two Stories about Flying | 9. Madam Rides the Bus |
| 4. From the Diary of Anne Frank | 10. The Sermon at Benares |
| 5. The Hundred Dresses - I | 11. The Proposal |
| 6. The Hundred Dresses - II | |
| POETRY | |
| 1. Dust of Snow | 7. Animals |
| 2. Fire and Ice | 8. The Trees |
| 3. A Tiger in the Zoo | 9. Fog |
| 4. How to Tell Wild Animals | 10. The Tale of Custard the Dragon |
| 5. The Ball Poem | 11. For Anne Gregory |
| 6. Amanda | |
| SUPPLEMENTARY READER (Footprints without Feet) | |
| 1. A Triumph of Surgery | 6. The Making of a Scientist |
| 2. The Thief's Story | 7. The Necklace |
| 3. The Midnight Visitor | 8. The Hack Driver |
| 4. A Question of Trust | 9. Bholi |
| 5. Footprints without Feet | 10. The Book that Saved the Earth |
| Extended Reading Texts - (either one) | |
| Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 by Anne Frank (unabridged edition) Published by CBSE The Story of My Life - 1903 Chapters 1-14 by Helen Keller (unabridged edition) | Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 by Anne Frank (unabridged edition) Published by CBSE The Story of My Life - 1903 Chapters 15-23 by Helen Keller (unabridged edition) |

Class - X

English Language and Literature 2017-18 (Code No. 184)

| Typology | Testing competencies/ learning outcomes | VSAQ 1 mark | Short answer Questions 30-40 words 2 marks | Long answer Question- II 100-120 words 8 marks | Very Long Answer Question 150-200 words (HOTS) 10 marks | Marks |
|---|--|-----------------------|--|--|---|-------------|
| Reading Skills | Conceptual understanding, decoding, analyz-ing, 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 struc-tures with accuracy and fluency. | 12 | --- | 01 | 01 | 30 |
| Literature Textbook and Extended Reading Texts | Recalling, reasoning, appreciating, applying literary conven-tions, extrapolating, illustrating and justifying etc. Extracting relevant information, iden-tifying the central theme and sub themes, understanding the writer's message and writing fluently. | 04 | 04 | 01 | 01 | 30 |
| Total | | 28 x 01 = 28 marks | 08 x 02 = 16 marks | 02 x 08 = 16 marks | 02 x 10 = 20 marks | 80 marks |