

**CBSE Syllabus Class 9 English****ENGLISH LANGUAGE AND LITERATURE****Code No. 184****(2020-21)****(Rationalised Curriculum)****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 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
- 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.

## CBSE Syllabus Class 9 English

- 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 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, 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 life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings

**CBSE Syllabus Class 9 English**

- 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 CLASS – IX (2020-21)**

Section	s
A	Reading Skills(40periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and Supplementary Reading Text(50 periods)

**PART A****Reading:-****Unseen Passage****20 Marks**

Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered. **(10x1=10)**

II. Multiple Choice Questions based on a Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words to test analysis and interpretation. Ten out of twelve questions to be answered. **(10x1=10)**

**(Total length of two passages to be 600-700 words)****ENGLISH LANGUAGE AND LITERATURE (Code No. 184)****CLASS – X(2020-21)****SECTION - WISE WEIGHTAGE**

<b>Sections</b>
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**CBSE Syllabus Class 9 English**

A	Reading Skills (40 periods)
B	Writing Skills with Grammar (40 periods)
C	Literature Textbooks and Supplementary Reading Text(50 periods)
	TOTAL

**PART A****Reading****20Marks**

I. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered. **(10x1=10)**

II. Multiple Choice Questions based on a Case-based factual passage (with visual input- statistical data, chart etc.) of 300-350 words to test analysis and interpretation. Ten out of twelve questions to be answered. **(10x1=10)**

**(Total length of two passages to be 700-750 words).**

**Literature Textbooks****10 Marks**

III. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out of 2 extracts to be done. **(5x1=5)**

IV. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done **(5x1=5)**

**Grammar 10 Marks**

V. Ten Multiple Choice Questions, out of twelve, to be answered. Questions shall be based on the following:

## CBSE Syllabus Class 9 English

- i. Tenses ii. Modals
- iii. Subject – verb concord
- iv. Reported speech
  - a. Commands and requests
  - b. Statements
  - c. Questions
- v. Determiners

**Deleted:**

- Use of Passive Voice
- Clauses: Noun, Adverb, Relative
- Prepositions

**PART B – Subjective Questions (40 marks)****Writing****10 Marks**

- I. Formal letter (word limit 100-120 words) based on a given situation. One out of two questions is to be answered. **5 marks**
- II. Writing an analytical paragraph (word limit 100-120 words) based on a given outline/ Data/ Chart/ Cue/s .One out of two questions is to be answered. **5 marks**

**Literature****30 Marks**

- III. **Four out of six** Short Answer Type Questions to be answered in 20-30 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two out of three from FIRST FLIGHT and two out of three from FOOTPRINTS WITHOUT FEET). **2x4=8 marks**

- IV. **Four out of six** Short Answer Type Questions to be answered in 40-50 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two out of three from FIRST FLIGHT and two out of three from FOOTPRINTS WITHOUT FEET). **3x4=12 marks**

- V. **One out of two** Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. **5 marks**

**CBSE Syllabus Class 9 English**

VI. **One out of two** Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.

**5 marks**

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

**1. FIRST FLIGHT – Text for Class X**

Deleted-

1. How to Tell Wild Animals
2. Trees
3. Fog
4. Mijbil the Otter
5. For Anne Gregory

**2. FOOTPRINTS WITHOUT FEET – Supplementary Reader for Class X**

Deleted-

1. The Midnight Visitor
2. A Question of Trust
3. The Book That Saved The Earth

**3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X)**

**Note: Teachers are advised to:**

- (i) encourage interaction among peers, students and teachers through activities such as role play, discussions, 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) follow the Speaking and Listening activities given in the NCERT books.

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.

## CBSE Syllabus Class 9 English

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 over a period of time.

<b>INTERNAL ASSESSMENT</b>
<b>Listening and Speaking Competencies      30 Periods</b>
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 <a href="http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf">http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf</a> for details.

### Guidelines for Assessment in Listening and Speaking Skills

#### i. Activities

- Activities for listening and speaking available at [www.cbseacademic.in](http://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.

**CBSE Syllabus Class 9 English****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.**

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