

# 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.
- 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
- 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)**

<b>Sections</b>	
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)**

## 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

- 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 Clauses of condition and time, Relative**
- **Prepositions**

## PART B

### Writing 10 marks

I. Writing a Descriptive Paragraph (word limit 100-120 words) on a person or a diary entry based on visual or verbal cue/s. One out of two questions is to be answered. **5 marks**

II. Writing a story (word limit 100-120 words) on the basis of given cue/s . One out of two questions is to be answered. **5 marks**

### Deleted:

- **Letter on a situation**
- **Descriptive Paragraph on a place/event**

## Literature 30 Marks

III. Four out of six Short Answer Type Questions to be answered in 20-30 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS).  
2x4=8 marks

IV. Four out of six Short Answer Type Questions to be answered in 40-50 words each from BEEHIVE and MOMENTS (two out of three from BEEHIVE and two out of three from MOMENTS).  
3x4=12 marks

V. One out of two Long Answer Type Questions from BEEHIVE 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

VI. 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.  
5 marks

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

- **BEEHIVE – Textbook for class IX**

#### Deleted-

1. The Lake Isle of Innisfree

2. The Snake & The Mirror

3. The Duck & The Kangaroo

4. Kathmandu

5. A Slumber Did My Spirit Seal

- **MOMENTS – Supplementary Reader for Class IX**

#### Deleted-

1. Ishwaran the Storyteller

2. The Accidental Tourist

- **Words and Expressions-I, Workbook**

### 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.

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.

## **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 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.

**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.**

## ENGLISH LANGUAGE AND LITERATURE

(Code No. 184) CLASS – IX (2020 – 21) Marks-80

Sections	Competencies	Total marks	% Weightage
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20	25%
Writing Skill 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	20	25%
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40	50%
<b>Total</b>		<b>80</b>	

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**

**CLASS – X(2020-21)**

**SECTION - WISE WEIGHTAGE**

<b>Sections</b>	
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:

- 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**

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.

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.

## **INTERNAL ASSESSMENT**

### **Listening and Speaking Competencies      30 Periods**

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**ENGLISH LANGUAGE AND LITERATURE**  
**Code no.(184)**

**CLASS - X (2020-21)Marks 80**

<b>Sections</b>	<b>Competencies</b>	<b>Total marks</b>	<b>% Weightage</b>
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20	25%
Writing Skill 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	20	25%
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers' message and writing fluently.	40	50%
<b>Total</b>		<b>80</b>	