

# Himachal Pradesh Board of School Education, Dharamshala

## 9th Class

### 01. ENGLISH LANGUAGE AND LITERATURE

#### 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 setting.
- 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, 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, organize and edit their own work and work done by the peers
- At the end of this stage learners will be able to do the following:
  - Give 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, discussion, 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 view expressed.
- Write an assessment of different points of view expressed in a discussion/debate.
- Read poems effectively (With proper rhythm and information)
- To transcode information from a graph/chart to a description/report

### **Language Items**

In addition to consolidating the grammatical items practiced earlier, the courses at secondary level will 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 will be based on a multi-skill, activity based, learner centered approach. Care would be 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. The evaluation procedure should be continuous and comprehensive. A few suggested activities are:

- Role playing
- Simulating real-to-life situations
- Dramatizing 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.

### Structure of Question Paper/Section Wise Distribution of Marks

One Paper	3 Hours	Marks : 80
<b>Section-A : Reading</b>		<b>16 Marks</b>
<b>1</b>	Unseen Passage: Variety of questions including vocabulary. Factual and Literacy Six MCQ	10 Marks
<b>2</b>	Unseen Passage: Questions including vocabulary, factual and literacy question. Four MCQ	06 Marks
<b>Section-B : Writing</b>		<b>16 Marks</b>
<b>3.</b>	Letter writing-one letter based on provided verbal stimulus and context. <b>Types of letter:</b> <b>Informal:</b> Personal such as to family and friends <b>Formal:</b> Letter of complaint, enquiry, request, application, etc.	(7 Marks)
<b>4.</b>	Writing a paragraph on a given outline/topic.	(5 Marks)
<b>5.</b>	A short writing task based on a verbal visual stimulus (Diagram, picture, graph, map, chart, table, flowchart etc.)	(4 Marks)
<b>Section-C: Grammar</b>		<b>15 Marks</b>
<b>(Including Four marks MCQ based questions)</b>		

#### Question No. 6-10

A variety of short questions involving the use of particular structures within a context. Text type include cloze, gap-filling, sentence Completion, sentence- reordering, dialogue Completion and sentence-transformation Combining sentences.

The grammar syllabus will include the following areas

1. Tense
2. Modals : can, could, may, must. might, shall, should, need ought to, will, would
3. Active ; Passive Voice
4. Direct- Indirect Narration.
5. Sentence Connectors ; Since, while, because, and, yet until
6. Determination
7. Prepositions.

---

**Section-D Text Books****33 Marks**

---

**Q. 11** One extract from different prose lessons included in the text book  
(Approximately 100 words)

This extract will be literary or discursive in nature. The extract will have five Questions (3 questions one mark and 2 question MCQ one mark each) used for testing local and global comprehension beside a question on interpretation and vocabulary.

**( 5 Marks)**

**Q. 12** One extract from a poem (Reader) followed by three questions to test the local and global comprehension of the text.

**( 3 Marks)**

**Q.13** One out of two questions extrapolative in nature based on any one of the prose lessons (Reader) to be answered in about 80 to 100 words.

**( 5 Marks)**

**Q.14** Two out of three short answer type questions in interpretation of them and ideas contained in the poems (Reader) to be answered is 30-40 words each.

**(4 Marks)**

**Q.15** One out of two questions (Reader) to interpret, evaluates and analyze character, plot or situation occurring in the text.

**( 8 Marks)**

**Q.16** One out of two questions to interpret, evaluate and analyze character, plot or situation occurring in the text.

**( 4 Marks)**

**Q.17** One out of two questions to interpret plot or situation from the text.

**( 4 Marks)**

**PRESCRIBED BOOKS**

- |                            |                                            |
|----------------------------|--------------------------------------------|
| 1. First Flight            | Published by H.P Board of School Education |
| 2. Footprints without Feet | Published by H.P Board of School Education |