



English

(First Language)

Introduction

This curriculum framework for the subject of English (First Language) at Std. IX and X has been prepared bearing in mind the National Curriculum Framework and the State Curriculum Framework, the curriculums of the CBSE, the ISCE and different State Boards and opinions expressed by teachers on the existing curriculum framework.

In view of the developments in the field of Information and Communication Technology, the Board recommends increasing use of technology for effective implementation of the curriculum of English. The new curriculum underscores the need of making education learner centered and of adopting the constructivist model of education. The learner, therefore, is expected to discover and construct his/her learning.

General Objectives

The course of English (First Language) at Std. IX and X has been prepared considering the fact that the students have studied English from Class I to Class VIII. Further, they have also studied other school subjects through the medium of English. The dual exposure to English language that the students have received has been taken into consideration while designing this course.

To enable the student to

1. develop his/her language skills to a fair degree of proficiency.
2. acquire communication skills in English useful for higher education and also for real life situations, such as social interaction, vocations and entrepreneurship development.
3. enrich his / her vocabulary.
4. use English in appropriate grammatical forms.
5. use dictionaries, encyclopedias and such other reference materials.
6. develop the ability to use English for the development of personality and for the building of character.
7. cultivate a broad human and cultural outlook.
8. develop interest in and appreciation of Literature.
9. to facilitate self learning to enable them to become independent learners.

Specific Objectives

Listening Skill

To enable the student to

1. enjoy and appreciate the rhythmic beauty of various types of poems read out by the teacher in the class.



2. guess meanings of new words and phrases used in different contexts.
3. get a global understanding of a variety of passages of a reasonable length read out/recorded.
4. follow and appreciate narrative, descriptive and such other prose texts read aloud so as to answer the questions set on them.
5. listen to speeches or passages for the purpose of taking notes and giving a gist or a short summary.
6. understand read out or recorded stories, narrations, descriptions, pieces of information of a reasonable length so as to ask pertinent questions on them.
7. identify relevant/irrelevant points; facts and opinions in the speeches or the passages read out.
8. infer a speaker's attitude/intention/mood from his/her choice of words and grasp the message given.
9. predict what is coming next in a speech, story, conversation; etc. using the clues from what he/she has heard.
10. enjoy and appreciate various literary forms to get sensitized to literary language and experiences.
11. identify the genre and register of a text after listening to it.
12. listen with comprehension to talks, conversations and interviews.
13. listen with comprehension to news, commentaries, speeches and such other programmes on Radio/T.V./Tapes/CDs and multimedia.
14. understand nuances conveyed through stress and intonation.
15. exploit listening for other activities like debating, discussing, reading, writing, role-playing, problem solving and decision making.
16. listen between the words. (to know what is really meant by speakers who do not always spell out what they mean)

Speaking Skill

To enable the student to

1. enjoy reciting poems with proper accent, rhythm and intonation.
2. speak with acceptable pronunciation and appropriate stress and intonation.
3. use a variety of words and phrases in different contexts appropriately.
4. give a gist of a passage of a reasonable length read out in the class.
5. answer orally questions based on Specific information or details in a passage read out in the class or read by the student himself/herself.
6. express ideas and feelings correctly, clearly and coherently.



7. ask pertinent questions on stories, narrations, descriptions, pieces of information of a reasonable length.
8. differentiate between relevant and irrelevant points.
9. present short oral reports on news, commentaries, speeches and such other programmes on Radio, T.V., Tapes, C.D.s, etc.
10. present orally in brief his/her interpretation of a speaker's or writer's mood, attitude and intention.
11. participate in discussions, debates, interviews, conversations.
12. narrate stories, anecdotes, jokes, incidents, experiences.
13. comment on writer's idea and point of view.
14. give an extempore speech (unprepared oral presentation) on a familiar topic in precise words.
15. use a range of conversational styles from formal to informal.
16. use the language for the development of personality, building of character and participation in social life.
2. read silently with a fair speed of comprehension depending on the kind of text.
3. read for pleasure short stories, extracts from biography, travelogue, plays, etc.
4. read for information newspapers, advertisements, notices, leaflets, etc.
5. understand the overall message, coherence, implied meanings and development of thoughts using different techniques of reading such as skimming, scanning and close reading.
6. read intensively so as to develop good study habits.
7. read extensively for pleasure and information and to get acquainted with the works of great writers and poets.
8. identify and understand figures of speech and other literary devices used in prose and poetry.
9. use clues from discourse markers (such as however, moreover, on the other hand, etc. - in order to predict what could follow)
10. anticipate and predict events, consequences, etc. while reading.
11. identify logical relationship in a given text.
12. differentiate between relevant and irrelevant information, fact and opinion.

Reading Skill

To enable the student to

1. read aloud a poem to enjoy and appreciate rhythm and other features.



13. transfer information from verbal to diagrammatic form and vice-versa.
14. develop reference skills (i.e. using a dictionary, encyclopedia, etc.) for detailed as well as additional understanding.
15. understand and appreciate features of literary style.
16. enjoy and appreciate the language and its literature to develop sensitivity.

Writing Skill

To enable the student to

1. write correctly, neatly and legibly with reasonable speed.
2. master the mechanics of writing including planning, organizing, composing and revising.
3. write answers to questions based on prescribed or unseen text in prose and poetry and to explain figures of speech and other literary devices.
4. convey information through writings such as instructions, posters, leaflets, messages and advertisements.
5. write formal and informal letters.
6. describe/narrate events, objects and processes coherently.
7. complete a story beginning with the

given opening statements.

8. write expository/argumentative essays of 200-250 words.
9. develop a dialogue on different situations such as at the Principal's office, Enquiry counter at the Railway station/S.T. stand, etc.
10. write reports on conversation, interviews, and radio talks.
11. make notes on seen texts leading to summarizing.
12. write minutes, notices, curriculum vitae.
13. transfer information from verbal to diagrammatic form and vice-versa.
14. write articles for school magazines, journals, etc.

Vocabulary

1. Consolidation and extension of vocabulary learnt in the previous classes (upto Std. VIII/IX)
2. Acquisition of vocabulary arising out of the prescribed texts.

Grammar

The grammar items listed below have to be taught and learned only with reference to appropriate contexts. Grammar should not be taught in isolation. It is not an end in itself but a means of learning to use a language.





Std. IX

a)	A Coursebook in English (Kumarbharati)	
	Detailed Study	
1)	a) Prose :	About 64 pages of literary and non-literary (informative) text (excluding notes, illustrations, tasks, etc.)
	b) Poetry :	About 250 lines. Non-detailed study : A selection of literary texts (short stories, one
b)	Grammar	
Sr. No.	Items	Specification
1	Revision of grammatical items studied up to Std VIII.	_____
2	different kinds of sentences	Assertive/Exclamatory/Imperative/Negative/Interrogativ
3	The Tenses	a) i) Simple present ii) Present Continuous, iii) Simple past iv) Past Continuous b) Sequence of tenses
4	Articles	a, an. the
5	prepositions	different uses
6	Tenses of pereception	Uses of 'see', 'hear', 'smell', 'feel', 'taste'
7	Concord	Subject +Verb agreement
8	Word Formation	Nouns/Adjectives/Verbs/Adverbs
9	Voice	Statements, questions, negatives, indirect object
10	Question formation	a) Yes/No question b) 'Wh'+ question
11	Reported Speech	Statements, questions, commands, requests,
12	Punctuation	Usage
13	Non-finites	Infinitives, Gerunds, Participles
14	Modal Auxiliaries	Uses of 'will', 'shall'
15	Collocation	The co-occurrence of lexical items



Std. X

a)	A Coursebook in English (Kumarbharati)	
1)	<u>Detailed Study</u>	
	a) Prose :	About 64 pages of literary and non-literary (informative) text (excluding notes, illustrations, tasks, etc.)
	b) Poetry :	About 250 lines. Non-detailed study : A selection of literary texts (short stories, one act play)
b)	Grammar :	
Sr. No.	Items	Specification
1	Revision of grammatical items studied up to Std VIII.	_____
2	different kinds of sentences	Simple, Compound, Complex
3	different kinds of	Principal, Co-ordinate, Sub-ordinate
4	The Tenses	a) Continuous i) Present Perfect ii) Present Perfect iii) Past Perfect iv) Future with will/shall and 'going to' b) Continuous Sequence of Tenses.
4	Articles	a, an, the (advanced level)
5	prepositions	different uses
8	Word Formation	Nouns/Adjectives/Verbs/Adverbs
9	Voice	Statements, questions, negatives, indirect object
10	Question formation	Tag questions
11	Reported Speech	Statements, questions, commands, requests, exclamation
12	Punctuation	Usage
13	Non-finites	Infinitives, Gerunds, Participles
14	Modal Auxiliaries	Uses of 'can', 'may', 'might', etc
15	Conditionals	Unreal conditions in the present/past Possible conditions in the future



Weightage to be given at Std. IX and X

The following weightage is to be given to the various aspects of the syllabus.

1	Reading Skill (Textual and non-textual)	40%
2	Grammar	15%
3	Writing skill	25%
4	Oral test	20%

