

# ENGLISH (01)

## Aims:

1. To develop and integrate the use of the four language skills i.e. listening, speaking, reading and writing for the purpose of effective communication.
2. To develop a functional understanding of the grammar, structure and idiom of the language.
3. To develop the capacity to read efficiently and access information effectively.
4. To develop an appreciation of good literature.
5. To experience, through literature, the thoughts and feelings of the peoples of the world.

## CLASSES IX & X

There will be **two** papers:

*Paper 1: English Language*

*Paper 2: Literature in English*

Each of these papers will be of **two hours** duration.

**Paper 1:** English Language (80 Marks)

*Internal Assessment* (20 Marks)

**Paper 2:** Literature in English (80 Marks)

*Internal Assessment* (20 Marks)

## PAPER 1 - ENGLISH LANGUAGE

(Two hours) - 80 Marks

All questions will be compulsory.

**Question 1:** Candidates will be required to write a composition of about **300– 350** words from a choice of subjects which will test their ability to: organise, describe, narrate, report, explain, persuade or argue, present ideas coherently with accuracy and precision, compare and contrast ideas and arrive at conclusions, present relevant arguments and use correct style and format.

The topics will be varied and may be suggested by language or by other stimuli such as pictures. The topics will be so chosen so as to allow the candidates to draw on first-hand experience or to stimulate their imagination.

The organisation of subject matter, syntax, punctuation, correctness of grammatical constructions and spelling will be expected to be appropriate to the mode of treatment required by the subject.

**Question 2:** Candidates will have to write a letter from a choice of two subjects requiring either a formal or a friendly mode of treatment. Suggestions regarding the content of the letter may be given. The format of the letter with address, introduction, conclusion, etc., will form part of the assessment. Special attention must be paid to the format of the letter with emphasis on tone and vocabulary appropriate to the context.

**Question 3:** Candidates will be given a specific situation and will be required to:

(a) Write the text for a notice based on given directions.

(b) Write an e-mail on the same content as the notice.

**Question 4:** An unseen prose passage of about **500** words will be given. Uncommon items of vocabulary, or structure will be avoided. A question will be set to test vocabulary. Candidates will be required to show an understanding of the words/phrases in the context in which they have been used.

A number of questions requiring short answers will also be asked on the passage. These questions will test the candidates' ability to comprehend the explicit content and organisation of the passage and to infer information, intention and attitude from it.

The last question will consist of a summary that will test the candidates' ability to distinguish main ideas from supporting details and to extract salient points to re-write them in the form of a summary. Candidates will be given a clear indication of what they are to summarise and of the length of the summary.

**Question 5:** There will be a number of short answer questions to test the candidates' knowledge of **functional** grammar, structure and usage.

All the items in this question will be compulsory. They will consist of correct use of prepositions, conjunctions, verbs and structure of sentences.

## PAPER 2 - LITERATURE IN ENGLISH

(Two hours) - 80 Marks

Candidates will be required to answer questions based on the prescribed textbooks, which include Drama, Prose (Short Stories) and Poetry.

### ***Drama and Prose (Short Stories)***

Questions set will be central to the text. Candidates will be required to show that they have understood the passage and are able to clearly respond in their own words.

Excerpts may be given from the drama and prose texts leading to questions.

### ***Poetry***

A poem, or lines from poems, will be given and questions will be set to test the candidates' response. The questions will focus on the content, understanding and the personal response of candidates to the entire poem as a whole.

## SYLLABUS TO BE COVERED

### **Class IX**

**I. DRAMA: *Julius Caesar* - William Shakespeare (Acts I & II)**

**II. TREASURE CHEST: A Collection of ICSE Short Stories & Poems** (Evergreen Publications (India) Ltd. New Delhi)

#### **PROSE (Short Stories):**

1. *Bonku Babu's Friend* – Satyajit Ray
2. *Oliver Asks for More* – Charles Dickens
3. *The Model Millionaire* – Oscar Wilde
4. *Home-coming* – Rabindranath Tagore
5. *The Boy who Broke the Bank* – Ruskin Bond

#### **POETRY:**

1. *The Night Mail* – W.H. Auden
2. *Skimbleshanks: The Railway Cat* – T.S. Eliot
3. *I Remember, I Remember* – Thomas Hood
4. *A Doctor's Journal Entry for August 6, 1945* – Vikram Seth
5. *A Work of Artifice* – Marge Piercy

**NOTE: The Class IX Examination is to be conducted on the portion of the syllabus that is prescribed for Class IX.**

### **Class X**

**I. DRAMA: *Julius Caesar*: William Shakespeare (Acts III, IV & V)**

**II. TREASURE CHEST: A Collection of ICSE Short Stories & Poems** (Evergreen Publications (India) Ltd. New Delhi)

#### **PROSE (Short Stories):**

1. *With the Photographer* – Stephen Leacock
2. *The Elevator* – William Sleator
3. *The Girl Who Can* – Ama Ata Aidoo
4. *The Pedestrian* – Ray Bradbury
5. *The Last Lesson* – Alphonse Daudet

#### **POETRY:**

1. *Haunted Houses* – H.W. Longfellow
2. *The Glove and the Lions* – Leigh Hunt
3. *When Great Trees fall* – Maya Angelou
4. *A Considerable Speck* – Robert Frost
5. *The Power of Music* – Sukumar Ray

**NOTE: The ICSE (Class X) Examination paper will be set ONLY on the portion of the syllabus that is prescribed for Class X.**

## INTERNAL ASSESSMENT

### Paper 1 - English Language

1. Schools will prepare, conduct and record assessments of the **Listening and Speaking Skills** of candidates as follows:

**Class IX: Three assessments in the course of the year.**

**Class X: Two assessments in the course of the year.**

### 2. Pattern of Assessment

#### a) Listening Skills

A passage of about 300 words is read aloud by the examiner *twice*, the first time at normal reading speed (about 110 words a minute) and the next time at a slower speed. Candidates may make brief notes during the readings. They then answer an objective type test based on the passage, on the paper provided.

The recommended number of candidates at a sitting is 30.

#### b) Speaking Skills

Each candidate is required to make an oral presentation for about two minutes, which will be followed by a discussion on the subject with the examiners, for about three minutes.

Subjects for presentation may include narrating an experience, providing a description, giving directions how to make or operate something, expressing an opinion, giving a report, relating an anecdote or commenting on a current event.

A candidate may refer to brief notes in the course of the presentation but reading or excessive dependence on notes will be penalized.

It is recommended that candidates be given an hour for preparation of their subject for presentation and that they be given a choice of subject, on a common paper.

### EVALUATION

The assessment will be conducted jointly by the subject teacher and the external examiner who will each assess the candidate. (The External Examiner may be a teacher nominated by the Head of the School who could be from the faculty **but not teaching the**

**subject in the section/class.** For example, a teacher of English of Class VIII may be deputed to be an External Examiner for Class X).

#### Award of Marks (20 Marks)

Listening Skills: 10 marks

Speaking Skills: 10 marks

The total marks obtained out of 20 are to be sent to the CISCE by the Head of the School.

The Head of the School will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date. Schools are required to maintain a record of all assessments conducted in **Listening and Speaking Skills** for candidates of Classes IX and X. These include copies of the assessment tests, topics for presentation and marks awarded. The record will be maintained for a period of 2 months after the ICSE (10) examinations of the candidates concerned.

### Paper 2 - Literature in English

Schools will set, assess and record written assignments by the candidates as given below:

**Class IX: Two or three assignments of approximately 300 to 400 words each.**

*NOTE: Students should be encouraged to work in pairs/small groups to develop skills of collaboration and cooperation.*

**Class X: Two or three assignments of reasonable length (not exceeding 1500 words in total).**

### SUGGESTED ASSIGNMENTS

Assignments should be based on the prescribed textbooks on the following lines:

- (i) Character/thematic analysis;
- (ii) Socio-economic, cultural, historical relevance / background;
- (iii) Summary / paraphrase.
- (iv) Appreciation of literary qualities.
- (v) Identifying with a character. Putting oneself in the place of a character in given circumstances and explaining one's actions.
- (vi) Imagine alternative outcomes or endings in a literary piece and the effect on all concerned.

- (vii) Making a graphic representation of a scene/story/ poem.
- (viii) Assume the persona of one of the characters (from the play/ poem/story) and record a diary entry of a particular incident/episode.

### EVALUATION

The assignments/projects are to be evaluated by the subject teacher and by an external examiner. (The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a teacher of English of Class VIII may be deputed to be an External Examiner for Class X, English projects.)

The Internal Examiner and the External Examiner will assess the assignments independently.

<b>Award of Marks</b>	<b>(20 Marks)</b>
Subject Teacher (Internal Examiner)	10 marks
External Examiner	10 marks

The total marks obtained out of 20 are to be sent to the CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on the CISCE's CAREERS portal by the due date.

**INTERNAL ASSESSMENT IN ENGLISH LANGUAGE-GUIDELINES FOR MARKING WITH GRADES - AURAL ASSIGNMENT  
(CLASSES IX & X)**

<b>Grade</b>	<b>Understanding/ Comprehension Main Idea, Central Theme</b>	<b>Recall</b>	<b>Vocabulary</b>	<b>Context/ Correlation to Other Areas</b>	<b>Marks</b>
I	The candidate accurately understands the central idea of the passage as well as the relevant points in the selected passage/ talk.	The candidate recalls all the important points made (written/verbal).	The candidate uses appropriate and correct vocabulary while recalling the points made.	The candidate clearly understands the context and can widely correlate the passage to the other areas.	3
II	The candidate gives ideas fairly close to the central / main idea of the passage as well as understands some of the relevant points heard in the selected passage/ talk.	The candidate recalls some of the important points made (written/verbal).	The candidate uses correct but simple vocabulary while recalling the points made.	The candidate can moderately understand the context of the passage and can moderately correlate the passage to the other areas.	2
III	The candidate cannot fully comprehend the passage and gives only a few ideas related to the central theme of the passage.	The candidate recalls very few of the important points made (written/verbal).	The candidate makes various errors in vocabulary while recalling the points made.	The candidate can only faintly understand the context of the passage and relate it to the other areas.	1
IV	The candidate is neither able to understand the central/main idea of the passage; nor able to understand relevant points heard in the passage/talk.	The candidate is unable to recall the important points made (written/verbal)	The candidate uses incorrect vocabulary while recalling the points made.	The candidate is unable to understand the context of the passage and is unable to correlate the passage to the other areas.	0

**INTERNAL ASSESSMENT IN ENGLISH LANGUAGE - GUIDELINES FOR MARKING WITH GRADES - ORAL ASSIGNMENT  
(CLASSES IX & X)**

<b>Grade</b>	<b>Fluency of Language</b>	<b>Subject Matter</b>	<b>Organization</b>	<b>Vocabulary/ Delivery</b>	<b>Understanding</b>	<b>Gesture</b>	<b>Marks</b>
I	Speaks with fluency and has full operational command over the language.	Matter is relevant, rich in content and original.	Content is well sequenced and well organized.	Uses appropriate vocabulary and pronounces words correctly.	While speaking, the candidate emphasizes the important points.	Uses natural and spontaneous gestures that are not out of place.	3
II	The candidate speaks with fairly good fluency and has reasonable operational command of the language.	The subject matter is mostly relevant, consisting of a few original ideas.	The content is satisfactorily sequenced and well organized.	The candidate pronounces most words correctly and uses simple vocabulary.	While speaking, the candidate emphasizes most important points.	Uses some natural gestures.	2
III	The candidate speaks with poor fluency and does not communicate except for the most basic information.	The subject matter is irrelevant and lacks originality.	The subject content is very poor and lacks organisational structure.	The candidate pronounces many words incorrectly and uses inappropriate vocabulary.	While speaking, the candidate emphasizes some important points.	Uses very few natural gestures.	1
IV	The candidate cannot communicate even the most basic information.	The subject matter is negligible.	The subject content comprises of mere words with no structured sentences.	The candidate is unable to correctly pronounce most words and has a limited vocabulary.	While speaking, the candidate is unable to emphasize important points.	Uses no natural gestures.	0

**INTERNAL ASSESSMENT IN LITERATURE IN ENGLISH -GUIDELINES FOR MARKING WITH GRADES (CLASSES IX & X)**

<b>Grade</b>	<b>Understanding of Text (Narrative)</b>	<b>Examples from Text</b>	<b>Understanding of text- Interpretation and Evaluation</b>	<b>Appreciation of Language, Characterization</b>	<b>Critical Appreciation - Personal Response</b>	<b>Marks</b>
I	The candidate demonstrates expertise in giving an appropriate account of the text, with well-chosen reference to narrative and situation.	The account is suitably supported by relevant examples from the text.	The candidate understands the text with due emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways (structure, character, imagery) in which writers have achieved their effects.	The candidate is able to effectively reflect personal response (critical appreciation) to the text.	4
II	The candidate demonstrates a high level of competence in giving an account of the text, with appropriate references to the narrative and situation.	The account is supported by examples from the text.	The candidate understands text with some emphasis on interpretation and evaluation.	The candidate appreciates and evaluates significant ways in which writers have achieved their effects.	The candidate is able to reflect a personal response to the text.	3
III	The candidate demonstrates competence in giving an account of the text with some reference to the narrative and situation.	The candidate understands the text and shows a basic recognition of the theme and can support it by a few examples.	The candidate recognizes some aspects of the text used by authors to present ideas.	The candidate recognizes some of the significant ways in which the writers have used the language.	The candidate is able to communicate a personal response, which shows appreciation.	2
IV	The candidate gives a broad account of the text with reference to the narrative and situation.	The candidate understands the basic meaning of the text.	The candidate relates the text to other texts studied.	The candidate recognizes differences in the way authors write.	The candidate communicates a straightforward personal response to the text.	1
V	The candidate is unable to demonstrate an understanding of the basic events in the text.	The candidate is unable to understand the text or support it with any examples.	The candidate is unable to relate the text to the other texts studied.	The candidate is unable to recognize the differences in the way authors write.	The candidate is unable to give a personal view of the text studied.	0