

- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ideas and often perform a task better together than they can alone. As they become more familiar with PW/SGW, they learn to handle activities in a mature manner, sensitively correcting each other's work. In fact research shows that appropriate error correction in well graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.
- If a good student is paired with a less able one, the former is likely to assume the role of a 'teacher'. This experience is often fruitful for both. The less able student has a 'personal tutor', and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.
- If a task is well-constructed and the students appropriately prepared, the activity is often 'peer pressure' to induce reluctant group members to participate.
- PW/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she/he does in a teacher-led mode. PW/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

COMMUNICATIVE ENGLISH (Code NO. 101)

CLASS – IX (2022-23)

SECTION-WISE WEIGHTAGE

| Section | | Total Weightage |
|---------|---------------------|-----------------|
| A | Reading Skills | 20 |
| B | Writing Skills | 25 |
| C | Grammar | 10 |
| D | Literature Textbook | 25 |
| | TOTAL | 80 |

SECTION A: READING

20 Marks

50 Periods

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can be of any two types out of the following: literary / factual / discursive. Please refer to the Main Course Book.

Objective Type Questions (including Multiple Choice Questions), and Very Short Answer type Questions will be asked to test inference, evaluation, analysis and vocabulary in context.

SECTION B: WRITING SKILLS**25 Marks****60 Periods**

This section will have a variety of short and long writing tasks.

- Notice Writing for school assembly/ Resident Welfare Association/ School Events/ Classroom information etc. in maximum 50 words **3 Marks**
- Dialogue Writing in maximum 100 words **5 Marks**
- Informal Letter maximum 120 words **7 Marks**
- Paragraph on one out of two themes based on verbal or visual cues from Main Course Book in maximum 150 words **10 Marks**

SECTION C: GRAMMAR**10 Marks**

Grammar items will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

1. Tenses
2. Modals
3. Subject – verb concord
4. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
5. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses
 - (iii) Relative clauses
6. Determiners

The above items may be tested through test types as given below:

- Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK**25 Marks****60 Periods**

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension and interpretation. **7 marks**

(Prose: 4 Marks Poetry: 3 Marks)

- Five Short Answer type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **5 x2 = 10 Marks**
- One out of two Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words). **8 marks**

Prescribed Books: Interact in English Series by CBSE (Available on www.cbseacademic.nic.in)

- Main Course Book (Revised Edition)
- Literature Reader (Revised Edition)
- Workbook (Revised Edition)

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.

Assessment of Listening and Speaking Skills: 50 Periods

Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

| Question Paper Design (2022-23) English Communicative (CODE NO. 101) CLASS IX | | |
|--|---|-----------------------|
| TIME: 3 Hours | | Max. Marks: 80 |
| S.No | Competencies | % Weightage |
| 1 | Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, Comprehension - to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information) | Upto 30% |
| 2 | Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem) | Upto 35% |
| 3 | Formulation Analysis, Evaluation and Creativity Analysis & Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organize and/or integrate unique pieces of information from a variety of sources. | Upto 35% |
| Total | | 100% |

For the details of Internal Assessment of 20 marks, please refer to the circular no.

Acad-11/2019, dated March 06,2019.

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

- Subject teachers must 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:

- a. Interactive competence (Initiation & turn taking, relevance to the topic)
- b. Fluency (cohesion, coherence and speed of delivery)
- c. Pronunciation
- d. Language (grammar and vocabulary)

A suggestive rubric is given below:

| | 1. | 2. | 3. | 4. | 5. |
|----------------------|---|---|---|---|---|
| Interaction | <ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction | <ul style="list-style-type: none"> • Contributions are often unrelated to those of the other speaker • Generally passive in the development of conversation | <ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns | <ul style="list-style-type: none"> • Interaction is adequately initiated and develop • Can take turn but needs little prompting | <ul style="list-style-type: none"> • Can initiate & logically develop simple conversation on familiar topics • Can take turns appropriately |
| Pronunciation | <ul style="list-style-type: none"> • Insufficient accuracy in pronunciation; many grammatical errors • Communication is severely affected | <ul style="list-style-type: none"> • Frequently unintelligible articulation • Frequent phonological errors • Major communication problems | <ul style="list-style-type: none"> • Largely correct pronunciation & clear articulation except occasional errors • Some expressions cause stress without compromising with understanding of spoken discourse. | <ul style="list-style-type: none"> • Mostly correct pronunciation & clear articulation • Can be clearly understood most of the time; very few phonological errors | <ul style="list-style-type: none"> • Can pronounce correctly & articulate clearly • Is always comprehensible ; uses appropriate intonation |

| | 1. | 2. | 3. | 4. | 5. |
|---------------------------------|--|---|---|---|---|
| Fluency & Coherence | <ul style="list-style-type: none"> Noticeably/ long pauses; rate of Speech is slow Frequent repetition and/or self- correction Links only basic sentences; breakdown of coherence evident | <ul style="list-style-type: none"> Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically | <ul style="list-style-type: none"> Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics mainly developed, but usually not logically concluded | <ul style="list-style-type: none"> Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction Topics not fully developed to merit | <ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently |
| Vocabulary & Grammar | <ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Uses very basic vocabulary to express view-points. | <ul style="list-style-type: none"> Communicates with limited flexibility and appropriacy on some of the topics Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas | <ul style="list-style-type: none"> Communicate s' with limited flexibility and appropriacy on most of the topics Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express new points | <ul style="list-style-type: none"> Can express with some flexibility and appropriacy on most of the topics Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary | <ul style="list-style-type: none"> Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself |

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.