English Language

Syllabus

For Grade 9

Department of English

National Institute of Education

2010

English Language syllabus for Grade 9

Competency	Competency levels related to the grade	Subject content	No. of periods

1. Identifies the sounds of the English Language	**1.5. Constructs English sentences orally with proper articulation**	• The students should have mastered the basic intonation patterns by now and be able to construct sentences using correct pronunciation, stress, intonation etc.
		
		• At word level they should be able to articulate consonant clusters particularly,
		
		   a) Consonant clusters in the initial position
		
		         school
		         smart
		         strip
		         street
		         spread
		         start
		         star
		
		   b) Consonant Clusters in the final position
		
		         desk
		         mask
		         risk
		         rusk
		         brisk
			06

| | | c) Articulating 'ng' /ŋ/ sound in end position

                  thing
                  going
                  taking
                  coming
                  nothing
                  something

• They should be able to distinguish between ;

    (a)   /t/ /d/ sounds in the past tense morpheme

        sobbed   stopped
        lived   laughed
        lagged   lacked

    (b)   Plural morpheme /s/ , /z /

        books **/s/,** bag**s** /z/
        top**s** /s/ , tub**s**/z/ | |

Competency	Competency levels related to the grade	Subject content	No. of periods

2. Uses mechanics of writing with understanding.	**2.5 Uses exclamation mark appropriately.**	• Students should be able to use the exclamation mark appropriately in exclamatory sentences expressing emotions such as shock, surprise, astonishment, greeting and sarcasm.
		
		E.g.
		   - What a pleasant surprise!
		   - How wonderful!
		   - Ouch! My foot (some one is trampling on my foot)
		   - You are very early today!(When someone is late)
		   - Wow, you look beautiful!
			05

Competency	Competency levels related to the grade	Subject content	Number of Periods

3. Engages in active listening and responds appropriately	**3.5 Listens to and transfers information to other forms.**	• Students should be able to listen to something spoken and transfer information to other forms.
		
		➢ Listens to cricket commentaries and fills in a grid with the following information;
		
		  individual scores , team scores, number of balls, wickets etc.
		
		➢ Gets information over the phone from a railway station and jots down the relevant information
		
		  time of arrival, name of train, platform number, time of departure etc
			04

	3.6 Listens to and reports information	• Students should be able to listen to and take down information and pass it on to another person. • Students should be given practice in listening to a message in person or over the phone and conveying the information content orally to another person.	06

Competency	Competency levels related to the grade	Subject content	No. of periods

4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.	**4.4. Uses the dictionary and encyclopedia effectively**	• Students should know the difference between a dictionary and an encyclopedia
		
		• They should know that a dictionary gives detailed information about words whereas an encyclopedia gives detailed information about a particular subject matter.
		
		• Students should be aware of the order in which the words are entered in a dictionary.
		
		• Students should be able to look for a word in a dictionary without wasting much time.
		
		• They should know what the abbreviations listed in a dictionary stand for.
		
		• They should be able to make use of the grammatical information in the dictionary given against each word
		
		       apple - n (noun)
		       water – n (U) (uncountable noun)
		       tasty - (adj) (adjective)
		       make – v (T) (verb transitive)
		       slowly - adv (adverb)
		
		• They should be aware of the way in which an encyclopedia is organized.
		• They should know how to extract relevant information from an encyclopedia.
			08

Competency	Competency levels related to the grade	Subject content	No. of periods
	4.5. Uses contextual / visual clues to derive the meaning of words	• Students should be able to infer meanings of unfamiliar words making use of contextual clues and morphological clues. ➢ Contextual clues: E.g. **Ministry Vehicles Under The Hammer** An auction of the ministry vehicles will be held on Thursday 20th July at the ministry premises. In the above news item, infer the meaning of the phrase "*under the hammer*" using contextual clues. ➢ Morphological clues: • Students should be encouraged to infer meaning of making use of prefixes and suffixes Prefixes: un - (not) unhappy re - (again) rewrite in - (not) inefficient sub - (below/under) subway	09

Competency	Competency levels related to the grade	Subject content	No. of periods
	4.6 Finds synonyms for given English words.	Suffixes: **ful** - generally positive meaning Eg - useful **less** - generally negative Eg - useless - Students should be aware that all synonyms ➤ cannot be used in each and every context. ➤ they are not always interchangeable. E.g *You can **start** a car but you can't **begin** a car.* Though "**start**" and **"begin'** are synonyms they can not be always used interchangeably. - Students should be aware of the positive and negative connotation of words. E.g. slim, slender ,thin , skinny, In the above synonyms '**slim**' and '**slender**' convey a positive meaning while '**thin**' and '**skinny**' convey a negative meaning.	09

Competency	Competency levels related to the grade	Subject content	No. of periods

5. Extracts necessary information from various types of texts	**5. 4 Transfers information into other forms**	• At this level the student should be able to read, understand and extract necessary information from the following texts types.
		
		    - News items - Advertisements
		    - Prose texts narrative, descriptive, expository
		    - Labels, Recipes
		    - Classified advertisements
		    - Instructions, Catalogues
		    - Invitations, Obituaries, Notices
		    - Cartoons and Jokes
		
		• Students should be able to read a text and use the information to fill in a grid, label something, tick a list etc.
			09

Competency	Competency levels related to the grade	Subject content	No. of periods

	5.5 Extracts the general idea of a text	• Students should identify the main idea and key words in a text.
		 E.g.
		     - match topics with paragraphs
		     - match headlines with news items
		     - read news items and get the gist of it
			09

	5.6 Reads and responds to simple poems / stories	• Students should be able to read and understand the elements of a short story such as
		     - setting,
		     - main character,
		     - other characters and their relationship to the main character,
		     - events (what happens?),
		     - what the writer is trying to convey.
		
		 • Student should be able to respond to the text:
		     - comment on each character, theme etc.
		     - respond intellectually and emotionally to the text and express their views
			09

Competency	Competency levels related to the grade	Subject content	No. of periods
6. Uses English grammar for the purpose of accurate and effective communication	**6.2 Analyses the grammatical relations within the sentence**	• Students should be able to understand the relationship within a sentence (S V O relationship) • They should understand the grammar of a sentence such as negation, modality , conditionals (Type II and III) Tenses	3

	6.7 Uses simple, compound, complex sentences in appropriate contexts	• Students should be able to construct compound and complex sentences through the process of coordination and subordination
		
		• Students should be able to construct compound sentences using coordinating conjunctions such as 'and , but ,or, yet ,nor'
		    e.g.:-
		        (a) *His mother- in- law did not trust him.*
		        (b) *His wife did not trust him.*
		          *His mother in law did not trust him **nor** did his wife.*
		
		• Students should be able to construct compound sentences using correlative conjunctions '*either...or, neither...nor, not only...but also, both ...and*
		  e.g.:-.
		    (a) The train runs on rails.
		    (b) The aeroplane flies.
		      The train runs on rails **but** the aeroplane flies.
		.
			8

Competency	Competency levels related to the grade	Subject content	No. of periods
	6.8 Identifies passive sentences	• Students should be able to construct complex sentences using the following subordinating conjunctions *If, although, though, as soon as, in order to, as long as* E.g.　(a)　The bus was crowded. 　　　　(b)　The pretty girl managed to get a seat. **Although** the bus was crowded the pretty girl managed to get a seat • Students should be able to distinguish between Active and Passive sentences. • They should be aware that in an active sentence the subject is the person or thing that does the action but in a passive sentence the subject is the person or thing that is affected by the action. Active　　(subject)　　　(Verb)　　　　(object) 　　　　　The dog　　　ate　　　　　our dinner Passive　　(subject)　　　(Verb)　　　　(Agent) 　　　　　Our dinner　　　was eaten　　　by the dog. • Students should know that the structure of an active sentence is different from a Passive sentence- particularly the difference in the verb form and that the subject becomes an agent or is left out. E.g. 　　A bomb killed six soldiers 　　Six soldiers were killed by a bomb	08

			08

	6.9 Constructs passive sentences	In the above sentence our interest lies with the 'soldiers' not with the bomb and the bomb is merely an agent.
		
		  ➤ In the following sentence the subject is left out in the passive form.
		
		      We will hold the meeting in August.
		      The meeting will be held in August.
		
		      Some one stole my purse.
		      My purse was stolen
		
		• Students should be able to construct passive sentences using the passive structure.
		
		• They should also know the passive form is more appropriate in scientific writing, in official letters and writing of minutes or when the doer of the action is not known.	

| 7. Uses English creatively and innovatively in written communication | 7.7 Uses a variety of vocabulary items in writing | • Students should be encouraged to use a variety of vocabulary items appropriately to convey precise meaning in writing. They should also be aware of the appropriacy in collocation such as,

➢ Noun verb collocation
➢ Adjective noun collocation
➢ Adjective Adverb collocation

E.g. The boy was **injured**. Not **damaged**

'The verb 'injured' collocates with animate nouns whereas the verb 'damaged' collocates with inanimate nouns

Adverb Adjective collocation

- It was **absolutely** true.
- He was **painfully** slow.

Adjective noun collocation

He is a **handsome** man.
She is a **pretty** girl. | 07 |

Competency	Competency levels related to the grade	Subject content	No. of periods

	7.8 Expands and combines given sentences	• Students should be able to expand a given sentence by adding words/phrases /clauses appropriately
		
		   E.g.
		
		      Given sentence.
		         I met the boy.
		
		      Expanded sentence.
		         I met the **smart little** boy **who lives down our lane**.
		
		• Students should be able to combine sentences in the following ways;
		
		   1. Through the process of co-ordination using coordinating conjunctions or correlative conjunctions. (Refer to 6.7)
		   2. Through the process of subordination using subordinating conjunctions (Refer to 6.7)
		   3. Changing an independent clause to a relative clause.
		
		   E.g.
		      (a) The boy was taken to hospital.
		      (b) He was knocked down by a car.
		         The boy who was knocked down by a car was taken to the hospital.
		
		      In the above example sentence (b) **He was knocked down by a car** which is an independent clause is changed in to a relative clause by using the relative pronoun '**who**' instead of **'He' - who was knocked down by a car**. And this relative clause is used to post modify the boy.
			09

	7.9 Produces imaginative and interesting creative writing	• Students should be able to write a poem or a story.
		They may be given a theme to write a poem (based on the themes in the reading text)
		
		• Students should be directed to write stories by giving
		
		    - the beginning of a story
		    - the last line of the story
		    - visuals - students can interpret what will happen
		      next
		    - topics.
		        E.g An imaginary trip to Mars
			07

| 8. Communicates clearly, fluently and concisely | 8.11 Makes suggestions and responds to them | •   Students should be able to make suggestions and respond to them using the phrases given below. They can make suggestions about going somewhere or doing something using them.

    Let's............
    Shall we.........
    What about…………….
    Can't we……………..
    Why don't we………….
    Perhaps it will.........
    It might be.........
    Don't you think we should ....

Responses to the above suggestions

Agreeing

Ok   Sure
Of course   Certainly
By all means   That's fine
That's a good idea   It's very thoughtful of you
Superb   I've been waiting to
I'm for it   I totally agree | 07 |

Competency	Competency levels related to the grade	Subject content	No. of periods

	8.12 Expresses opinions and gives reasons	**Disagreeing**
		
		I'm sorry...... Not now .
		I'm tired ...... It's so boring.
		What a stupid idea
		I can foresee problems.
		I'm totally against this.
		. I'm not convinced that it will work.
		That will give rise to other problems.
		
		• Students should be able to express opinions clearly and precisely supporting it with valid reasons.
		• They should be able to ask for opinion as well
		
		The following phrases could be used to express opinions:
		     I think that...
		     What I feel is...
		     What I'm trying to say is...
		     In my humble opinion...
		     As far as I'm concerned...
		     I strongly believe...
		     In my point of view...
		     I'm certain that...
		     It's clear that...
		     It seems to me that...
			07

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They could give reasons for their opinions beginnings with 'because' 'as' or ' due to the fact that'

E.g
*I don't think we can implement this project **because** we do not have sufficient funds*.

- Students should be able to ask for opinions as well.

They could begin with the following phrases

What's your opinion about...................?
What do you feel about.........................?
What do you think................................ ?
What are your views on........................?
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<td>**8. 13 Make Simple announcements and speeches**</td>
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- Students should be able to make simple announcements related to the school activities like
    - a meeting, cancellation of a meeting, postponement of a meeting, after school practices, sports practices.
    - about something lost/found

- Students should be able to make prepared or impromptu speeches on a variety of topics.
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