

SPECIAL ENGLISH

AIMS AND OBJECTIVE

Aims :-

To enable the learner -

- a) to communicate effectively and appropriately in real-life situation.
- b) to use English effectively for study purposes across the curriculum.
- c) to develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking, Writing.
- d) to develop interest in and appreciation of Literature.
- e) to revise and reinforce structures already learnt.
- f) to develop an interest in the appreciation of Literature. Teachers may kindly keep the following in mind to develop these competencies:

Creativity self monitoring:-

Students should be encouraged to think on their own and form their ideas using their experience, knowledge and imagination than being text or teacher dependent.

Objective :-

A. Receptivity :

(1) Reading

By the end of the course, students should be able to :

1. read silently at varying speed depending on the purpose of reading;.*
2. adopt different strategies for different types of text, both literary and non-literary.
3. recognise the organization of a text;
4. identify the main point of a text;
5. understand relations between different parts of text through lexical and grammar cohesion devices.
6. anticipate and predict what will come next in the text;*
7. deduce the meaning of unfamiliar lexical items in a given context.
8. consult a dictionary to obtain information on the meaning and use of lexical items;*
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select an extract from a text information required for a specific purpose (and record it in note form).*
11. transform information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;*
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge*) and

14. read extensively on their own.

(2) Listening

By the end of the course, students should be able to :

1. adopt the course for the purpose of listening (eg. for pleasure, general interest, specific information etc.)
2. use linguistic and non-linguistic features of the context for understanding and interpreting what is heard (eg. cohesion devices, key words, intonation, gestures, back noises);
3. listen to a talk and understand the topic and main points;
4. listen for information required for a specific purpose (eg. radio broadcast, commentaries, airport and railway station announcements);
5. distinguish main points from supporting details, and irrelevant from relevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to instruction, advice, request and warning ; and
8. understand and interpret spontaneous spoken discourse in familiar situation.

B Expression

(1) Speaking

By the end of the Course, Students should be able to :

1. speak intelligibly using appropriate word stress, sentence stress, and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the polite expressions);
3. narrate events and incidents, real or imaginary in a logical sequence;
4. present oral reports or summaries, make announcements, clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement, argument to summarise ideas to elicit the views of others and present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response and respond appropriately to questions and
10. participate in spontaneous spoken discourses in familiar social situations.

(2) Writing

By the end of the course, students should be able to :

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g. of a place, a person, an object or a system);
5. write a clear account of events (e.g. process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusion;

7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal);
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and
12. recode information from one text type to another (eg. diary entry to letter, advertisement to report, diagram to verbal form).

* **Objectives which will not be tested in a formal examination.**

C Attitudinal Change :

Through the course, the student should be able to -
imbibe ethical, moral, national and cultural values through various forms of literature.

D Creative Expression -

During the course, the student should be enabled to write an original, dialogue, story one-act play, poems etc.

Special English

Class 9

Time : 3.00 Hours

M.M.=100

Unit wise weightage

Section	Topics	Marks	
A	Reading Skills (Reading Comprehensions)	30	54 Periods
B	Writing Skills	30	54 Periods
C	Grammar	15	27 Periods
D	Prescribed Text Book (Literature)	25	45 Periods
		100	

EXAMINATION SPECIFICATIONS

CLASS - IX

One Paper 3 hours

100 Marks

SECTION A : READING 30 marks

Three unseen passages with a variety of comprehension questions including 05 marks for word attack skill such as word formation and inferring meaning.

- (1) About 150 words in length **8 Marks**
- (2) About 150 words in length **8 Marks**
- (3) About 200 words in length **14 Marks**

The total length of the three passages will be between 500 and 600 words.

The passages will include one of each of the following types.

Factual passage, e.g. instruction, description, report .

Discursive passage involving opinion e.g. argumentative, persuasive or interpretative text.

Literary passage, e.g. extract from fiction, drama, poetry, essay or biography.

In the case of poetry extract, the text may be shorter than 150 words.

2. SECTIONS B: WRITING 30 marks

Four writing tasks as indicated below:

- (1) Controlled task, where a student builds up a short composition with guidance. **5 Marks**
- (2) Short composition of not more than 50 words, e.g. a note, notice, message, telegram, or short post card. **5 Marks**
- (3) Composition in response to some verbal stimulus such as an advertisement, a notice, a news paper clipping, a table, a diary extract notes, letter or other forms of correspondence. **10 Marks**
- (4) Composition response to some visual stimulus such as diagram, a picture, a graph, a map, a cartoon, or a flow chart. **10 Marks**

One of the longer (10 marks) compositions will draw on the thematic content of the Main Course Book.

At least one task will involve the productions of a form of correspondence, e.g. a letter, postcard, note or notice.

One task will involve the production of a discursive text in which the student is required to express his/her point of view on the topic given.

SECTION C : GRAMMAR 15

15 Marks

A variety of short questions involving the use of particular structures with in a context (i.e. not in isolated sentences) Test types used will include, for example, gap filling, cloze (gap filling exercise with blanks at regular intervals) sentence completion, sentence - reordering, editing, dialogue. Completion and sentence transformation.

Not all elements in the grammar syllabus can be included in the question paper every year.

However, questions will be distributed over the following three broad areas : verb forms, sentence structure and others.

SECTION D : LITERATURE

25 Marks

- (1) **Two** extracts from different poems from the prescribed reader, each followed by two or three questions to test local and global comprehension of the set text.
Each extract will carry 4 marks. **8 Marks**
- (2) **Two out of three** questions based on one of the drama texts from the prescribed reader to test local and global comprehension of the set text. An extract may or may not be used. **4 Marks**
- (3) **Four out of five** short answer type question based on the prose texts from the prescribed reader to test global comprehension. **8 Marks**
- (4) Objective question based on literature. **5 Marks**

Final Examination

This is a formal three-hour examination held at the end of Class IX and carries 100% marks. It tests all the reading and writing skills specified in the teaching/testing objectives, together with representative sample of the Literature and Grammar objectives.

Book Prescribed :-

1. Text Book - The Rainbow
 2. Work Book - The Rainbow
- Compiled by M.P. Rajya Shiksha Kendra and Published by M.P. Text Book Corporation.