

# ***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 purpose 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 structure 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 Experisssion**

### **(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 discussion, 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 discourse 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 Attitudanal Change :**

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

**D Creative Experession -**

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

**Special English**  
**Class 10th**  
**One Paper**

**Time : 3.00 Hours**

**M.M.=100**

**Unit wise weightage**

Section	Topics	Marks
A	Reading Skills (Reading Unseen Passages)	30
B	Writing Skills	30
C	Grammar	15
D	Prescribed Text Book	25
		100

**ENGLISH SPECIAL**  
**CLASS X**

**3 hours**  
**One Paper**

**100 Marks**

**SECTION A : READING**

**30 Marks**  
**54 Periods**

**Three** unseen passages with a variety of comprehension questions including 5 marks for word attack skills such as word formation and inferring meaning.

- (1) About 150 words in length (8 Marks)
- (2) About 200 words in length (8 Marks)
- (3) About 300 words in length (14 Marks)

The total of the three passages will be about 650 words. The passage will include one 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 a poetry, extract the text may be shorter than 150 words.

**SECTION B: WRITING**

**30 Marks**  
**54 Periods**

**Four** writing tasks as indicated below:

- (1) A linguistically controlled task, where a student builds up a composition with guidance; **5 marks**

- (2) Short composition of not more than 50 words, e.g. a note or notice, message, telegram, short post card; **5 marks**
- (3) Composition based on a verbal and / or visual stimulus such as an advertisement; notice, newspaper cutting, table, diary extracts, notes, letter or other forms of correspondence; **10 marks**
- (4) Composition based on a verbal and / or visual stimulus such as a diagram, picture, graph, map, cartoon, or flowchart. **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 production of a form of correspondence, e.g. a letter, postcard, note or notice.*

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

### **SECTION C: GRAMMAR**

**15 Marks**

**27 Periods**

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

*The grammar syllabus will be sampled each year, with marks allotted for different areas of the content of the syllabus prescribed for class IX as well as X as detailed below:*

By the end of the course students should be able to use the following accurately and appropriately in context.

#### **1. Verb forms**

##### **Tenses:**

Present / Past forms

Simple / Continuous forms

Perfect forms

Future time reference

##### **Modals**

*Active and Passive voice*

*Subject Verb agreement*

*Non finite verb forms (infinitive and participles)*

#### **2. Sentence Structure**

Connectors

Types of Sentences : affirmative / interrogative sentences,

negation

exclamations.

types of phrases and clauses:

finite and non- finite clauses.

noun clauses and phrases,

adjective clauses and phrases

adverb clauses and phrases

*Indirect Speech*

*Comparison*

*Nominalisation*

### 3. Other Areas

Determiners  
Pronouns  
Prepositions

#### SECTION D: TEXT BOOK

25 Marks

45 periods

- |     |   |                |
|-----|---|----------------|
| (1) | <b>Two</b> extracts from different poems from the prescribed readers, each followed by two or three questions to test local and global comprehension of the set text. Each extract will carry four marks. | <b>8 marks</b> |
| (2) | <b>One or two</b> 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.                         | <b>5 marks</b> |
| (3) | <b>One</b> question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.  | <b>4 marks</b> |
| (4) | <b>One</b> extended question based on one of the prose texts from the prescribed reader to test global comprehension and extrapolation beyond the set text.   | <b>8 marks</b> |

**Questions** will test comprehension at different levels: literal inferential and evaluative.

At the end of class X the Board's three hour examination will test reading and writing skills specified in the teaching / testing objectives together with representative samples of the literature and grammar objectives. The structure of the class X examination paper will be in accordance with the sample paper given in Grammar Work Book.

#### **Book Prescribed :-**

1. Text Book with Supplementary material.
2. Work Book