

Mizoram Board 9b[`]g\ Syllabus

CLASSES IX-X

Objectives :

- To build greater confidence and proficiency in oral and written communication
- To develop the ability and knowledge required in order to exchange in independent reflection and inquiry
- To use appropriate English to communicate in various social settings
- To equip learners with essential language skills to question and to articulate their point of view
- To build competence in the different registers of English
- To develop sensitivity to, and appreciation of, other varieties of English, Indian Englishes, and the culture they reflect
- To enable the learner to access knowledge and information through reference skills (consulting a dictionary/thesaurus, library, internet etc)
- To develop curiosity and creativity through extensive reading
- To facilitate self-learning to enable them to become independent learners
- To review, organize and edit their own work and work done by the peers

By the end of the course, students should have acquired the skills of :

Reading:

- read silently at varying speed depending on the purpose of reading
- adopt different strategies for different types of texts, both literary and non-literary
- read poems effectively (with proper rhythm and intonation)
- read and identify the main points/significant details of texts like scripts of audio-video interviews, discussions, debates etc.
- understands relations between different parts of a text through lexical and grammatical cohesion devices
- anticipate and predict what will come next in a text**
- deduce the meaning of unfamiliar lexical items in a given context
- consult a dictionary to obtain information on the meaning and use of lexical items**
- analyse, interpret, infer (and evaluate**) the ideas in the text
- select and extract, from a text, information required for a specific purpose (and record it in note form)
- transcode information from verbal to diagrammatic form
- grasp the theme of the poem and appreciate the creative uses of language
- read extensively on their own

Writing :

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

- present an argument, supporting it with appropriate examples
- use an appropriate style and format to write letters (formal and informal), postcards, notices, messages, reports, articles and diary entries
- monitor, check and revise written work
- expand notes into a piece of writing
- summarise and make notes from a given text
- recode information from one text type to another (e.g. diary entry to letter; advertisement to report; diagram to verbal form)
- write an assessment of different points of view expressed in a discussion/debate

**** Listening :**

- adopt different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information)
- use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesion devices, key words, intonation, gestures, background noises)
- listen to talk or conversation and understand the topic and main points
- listen for information required for a specific purpose e.g. in radio broadcast, commentaries, airport and railway station announcements
- distinguish main points from supporting details, and relevant from irrelevant information
- understand and interpret messages conveyed in person or by telephone
- understand and respond appropriately to directive language e.g. instruction, advice, requests and warning
- understand and interpret spontaneous spoken discourse in familiar social situations

**** Speaking :**

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

Grammar

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

1. Verbs

Tenses :

- Present/past forms
- Simple/continuous forms
- Perfect forms
- Future time reference

Modals :

- Active and passive voice
- Subject-verb concord
- non-finite verb forms (infinitives and participles)*

2. Sentence Structure

Connectors

Types of sentences

- Affirmative/interrogative sentences
- Negation
- Exclamations

*Types of Phrases and Clauses**

- finite and non-finite subordinate clauses
- noun clauses and phrases
- adjective clauses and phrases
- adverb clauses and phrases

Narration (Direct and Indirect speech)

*Comparison**

*Nominalisation**

3. Other Areas

- (i) determiners
- (ii) pronouns
- (iii) prepositions
- (iv) punctuation
- (v) synonyms/antonyms
- (vi) word order in sentence type

Literature

By the end of the course, students should be able to understand, interpret, evaluate and respond to the following features in a literary text:

1. **Character:** as revealed through appearance and distinguishing features, socio-economic background, action/events, expression of feelings, speech and dialogues
2. **Plot/Story/Theme:** emerging through main events, progression of events and links between them, sequence of events denoting theme
3. **Setting:** as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes
4. **Form:** rhyme, rhythm, simile, metaphor, alliteration, pun, repetition

** Objectives which will not be tested at Class IX level. They will, however, form the part of testing in Class X.*

***These objectives will not be tested in a formal examination*

