

**Dawood Public School**  
**Course Outline 2017-18**  
**English Language**  
**Class IX**

**Textbooks:**

Oxford English, An International Approach 3

Oxford English, An International Approach Workbook 3

Learners, Developing Vocabulary Skills 2

| Months           | Syllabus  |
|------------------|---|
| <b>AUGUST</b>    | <p><b>Introduction to the CIE pattern</b></p> <p><b>Reading For Meanings</b></p> <p style="padding-left: 40px;">Unit 1: Friendship</p> <ul style="list-style-type: none"> <li>• What happens when friends fall out? (fiction) (pg 14)</li> <li>• Workbook pg: 4, 5, 6</li> <li>• Vocabulary Skills: Theme 10: How People React (pg 114)</li> </ul>  |
| <b>SEPTEMBER</b> | <p><b>Directed Writing</b></p> <ul style="list-style-type: none"> <li>• Informal Letter Writing</li> <li>• Formal Letter Writing</li> </ul> <p><b>Reading for Ideas</b></p> <p style="padding-left: 40px;">Unit 2: Education</p> <ul style="list-style-type: none"> <li>• An Interview with President Obama (pg 30) (Non-fiction)</li> <li>• Workbook: pg 11, 13</li> </ul> <p><b>Reading for Meaning</b></p> <p style="padding-left: 40px;">Unit 2: Education</p> <ul style="list-style-type: none"> <li>• My Early Days (pg 41)</li> </ul> <p style="padding-left: 40px;">Focusing on the difference between facts and opinions</p> |

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| <p style="text-align: center;"><b>OCTOBER</b></p>  | <p><b>Creative Writing: Descriptive Writing</b></p> <p>Unit 4: Work</p> <ul style="list-style-type: none"> <li>• Essay writing: Emphasis based assignments</li> <li>• Picture Description: What are the working conditions like (pg 65)</li> <li>• Workbook: pg 28, 30</li> <li>• Vocabulary Skills: Making and Destroying (pg 155)</li> </ul> <p><b>Reading for Ideas</b></p> <ul style="list-style-type: none"> <li>• Summary Writing: focus on transitions and content points</li> </ul>   |
| <p style="text-align: center;"><b>NOVEMBER</b></p> | <p><b>Revision for Mid-Year Examination</b></p>   |
| <p style="text-align: center;"><b>DECEMBER</b></p> | <p><b>Mid Year Examination</b></p>  |
| <p style="text-align: center;"><b>JANUARY</b></p>  | <p><b>Reading for Meanings</b></p> <p>Unit 4: Work</p> <ul style="list-style-type: none"> <li>• Painting the Fence (pg 71)</li> <li>• Workbook: pg 28, 30</li> </ul> <p><b>Reading for Ideas</b></p> <ul style="list-style-type: none"> <li>• Extraction of Content points</li> <li>• Summary writing</li> <li>• Identifying facts and opinions</li> <li>• Workbook pg : 29</li> <li>• Introduction of an Article</li> <li>• Difference between an Article and a report</li> <li>• Writing an article</li> </ul> <p><b>Reading for Meanings</b></p> <p>Unit 5: Being Free</p> <ul style="list-style-type: none"> <li>• If only Papa hadn't danced (pg 80)<br/>Identification and meanings of figurative language and imagery.</li> <li>• Workbook pg: 32, 33, 34</li> <li>• Vocabulary Skills: Making and Destroying (pg 155)<br/>Emotional Extremes (pg 13)</li> </ul> |
| <p style="text-align: center;"><b>FEBRUARY</b></p> | <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>• Descriptive Writing: focusing on describing a scene in which the narrator is both static and moving</li> <li>• Describing a scene of an accident</li> <li>• Describing a scene of a market place</li> </ul>   |

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|              | <p><b>Reading for Meanings</b></p> <p>Unit 6: The Future: I have a dream (pg 100)</p> <p><b>Directed Writing</b></p> <ul style="list-style-type: none"> <li>• Speech Writing: focusing on use of repetition, identification of audience and purpose</li> </ul> <p><b>Reading for ideas</b></p> <ul style="list-style-type: none"> <li>• Extraction of Content points</li> <li>• Summary writing</li> <li>• Identifying facts and opinions</li> </ul> |
| <b>MARCH</b> | <p><b>Reading for Meanings</b></p> <p>Unit 7: A dream of flying</p> <ul style="list-style-type: none"> <li>• Daedalus and Icarus (pg 117)</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>• Introduction to Narrative Writing</li> <li>• Story composition</li> </ul>   |
| <b>APRIL</b> | <b>Revision for Final Examination</b>  |
| <b>May</b>   | <b>Final Examination</b>   |

| Component  | Weighting |
|--|-----------|
| <p><b>Paper 1 Writing</b> <b>1 hour 30 minutes</b></p> <p>Candidates answer <b>two</b> questions: the compulsory question in Section 1 and one question from Section 2.</p> <p><b>Section 1: Directed Writing (30 marks)</b></p> <p>Candidates are presented with one compulsory writing task. Candidates write a response of 200–300 words.</p> <p><b>Section 2: Composition (30 marks)</b></p> <p>Candidates complete one writing task from a choice of five descriptive/argumentative/narrative essay titles. Candidates write a response of 350–500 words.</p> <p>This component is externally assessed.</p> <p>60 marks</p>   | 50%       |
| <p><b>Paper 2 Reading</b> <b>1 hour 45 minutes</b></p> <p>Candidates answer all questions in both sections.</p> <p><b>Section 1: Reading for Ideas (25 marks)</b></p> <p>Candidates scan a factual text and identify key points.</p> <p>Candidates use their notes to produce a written summary of 150–180 words.</p> <p>Candidates answer questions to identify examples of a function in the text, e.g. opinions, advice, criticism or warnings.</p> <p><b>Section 2: Reading for Meaning (25 marks)</b></p> <p>Candidates respond to questions about one narrative passage.</p> <p>Both passages in Paper 2 will be approximately 700 words each.</p> <p>This component is externally assessed.</p> <p>50 marks</p> | 50%       |

**Aims:**

- communicative competence: the ability to communicate with clarity, relevance, accuracy and variety
- creativity: the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact
- critical skills: the ability to scan, filter and analyse different forms of information
- cross-cultural awareness: the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar. (This is not an assessment objective but forms the context of writing tasks and reading passages.)