

ENGLISH LANGUAGE AND LITERATURE

Background

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: Prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives

The general objectives at this stage are:

- To build greater confidence and proficiency in oral and written communication
- To develop the ability and knowledge required in order to engage in independent reflection and inquiry
- To use appropriate English to communicate in various social setting.
- 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 English, 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
- At the end of this stage learners will be able to do the following:
 - Give brief oral description of events/incidents of topical interest
- Retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- Participate in conversations, discussion, etc. on topics of mutual interest in non-classroom situations
- Narrate the story depicted pictorially or in any other non-verbal mode.
- Respond in writing to business letters, official communications.
- Read and identify the main points/significant details of texts like scripts of audio-video interviews, discussions, debates etc.

- Write without prior preparation on a given topic and be able to defend or explain the position taken view expressed.
- Write an assessment of different points of view expressed in a discussion/debate.
- Read poems effectively (With proper rhythm and information)
- To transcode information from a graph/chart to a description/report

Language Items

In addition to consolidating the grammatical items practiced earlier, the courses at secondary level will seek to reinforce the following explicitly:

- Sequence of tenses.
- Reported speech in extended texts
- Modal auxiliaries (those not covered at upper primary)
- Non-finites (infinitives, gerunds, participles)
- Conditional clauses
- Complex and compound sentences
- Phrasal verbs and prepositional phrases
- Cohesive devices.
- Punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

Methods and Techniques

The methodology will be based on a multi-skill, activity based, learner centered approach. Care would be taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation the teacher is the facilitator of learning, she/he presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. The evaluation procedure should be continuous and comprehensive. A few suggested activities are:

- Role playing
- Simulating real-to-life situations
- Dramatizing and miming.
- Problem solving and decision making.
- Interpreting information given in tabular form and schedule.
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines

- Using language games, riddles, puzzles and jokes.
- Interpreting pictures/sketches/cartoons.
- Debating and discussing.
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups.
- Using media inputs-computer, television, video cassettes, tapes, software packages.

One Paper	3 Hours	Marks : 85
Section-A : Reading	17 Marks	
1 & 2 Two questions of unseen passages with a variety of questions including vocabulary. Only prose passages will be used. One will be factual and the other will be literary.		
Passage 1. Four or Five Comprehension questions.		(7 Marks)
Passage 2. Five comprehension questions and four Multiple choice questions (MCQ)		(10 Marks)
Section-B : Writing	20 Marks	
3. Letter writing-one letter based on provided verbal stimulus and context.		
Types of letter:		
Informal: Personal such as to family and friends		(7 Marks)
Formal: Letter of complaint, enquiry, request, application.		
4. Writing a paragraph on a given outline/topic.		(9 Marks)
5. A short writing task based on a verbal visual stimulus (Diagram, picture, graph, map, chart, table, flowchart etc.)		(4 Marks)
Section-C: Grammar	15 Marks	

Question No. 6-10

A variety of short questions involving the use of particular structures within a context. Text type include cloze, gap-filling, sentence Completion, sentence- reordering, dialogue Completion and sentence-transformation Combining sentences.

The grammar syllabus will include the following areas

1. Connectors
2. Tense
3. Prepositions
4. Reported speech
5. Models
6. Voice
7. Non-Finites
8. Transformation of sentences.

Section-D Text Books**33 Marks**

Q. 11 One extract from different prose lessons from First Flight (Reader)(Approximately 100 words)

This extract will be literary or discursive in nature. The extract will have five Question used for testing local and global comprehension beside a question on interpretation and vocabulary.

(5 Marks)

Q. 12 One extract from a poem from First Flight (Reader) followed by two or three questions to test the local and global comprehension of the text.

(3 Marks)

Q.13 One out of two questions extrapolative in nature based on any one of the prose lessons from First Flight (Reader) to be answered in about 80 to 100 words.

(5 Marks)

Q.14 Two out of three short answer type questions in interpretation of them and ideas contained in the poems from First Flight(Reader) to be answered is 30-40 words each.

(4 Marks)

Q.15 One out of two questions from First Flight (Reader) to interpret, evaluates and analyze character, plot or situation occurring in the text.

(8 Marks)

Q.16 One out of two questions from supplementary reader to interpret, evaluate and analyze character, plot or situation occurring in the text.

(4 Marks)

Q.17 One out of two questions from Supplementary Reader to interpret plot or situation from the text.

(4 Marks)

PRESCRIBED BOOKS

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| 1. First Flight | Published by H.P Board of School Education |
| 2. Footprints without Feet | Published by H.P Board of School Education |