

ALTERNATIVE ENGLISH

SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

Background

The course is intended to give students a high level of competence in English with an emphasis on the study of literary texts. The course will provide extensive exposure to a variety of rich texts from world literature as well as Indian writings in English, including classics. It also aims at developing a sensitivity to the creative and imaginative use of English in students and giving them a taste for reading with delight and discernment.

Objectives:

The general objectives at the initial stage are:-

- i) to provide extensive exposure to a variety of writings in English, including some classics to develop a sensitivity to literary and creative use of the language.
- ii) to further expand the learners' vocabulary through the use of dictionary, thesaurus and encyclopedia.
- iii) to develop a taste for reading.
- iv) to critically examine a text.
- v) to develop proficiency in English both in receptive and productive skills.

At the end of this course, the learner

- i) grasps the global meaning of the text, its gist and understands how its theme and sub-themes relate.
- ii) relates to the details provided in the text. For example, how the details support a generalization or the conclusion either by classification or contrast and comparison.
- iii) comprehends details, locates and identifies facts, arguments, logical relationships, generalization, conclusion in the texts.
- iv) draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.
- v) assesses and analyzes the attitude and bias of the author.
- vi) infers the meanings of words and phrases from the context; differentiates between apparent synonyms and appreciates the nuances of words.
- vii) appreciates stylistic nuances, the lexical structure--its literal and figurative uses and analyses a variety of texts.
- viii) identifies different styles of writing like humorous, satirical, contemplative, ironical and burlesque.
- ix) can produce text-based writing (writing in response to questions or tasks based on prescribed as well as 'unseen' texts.)
- x) develops the advanced skills of reasoning, inferring, analysing, evaluating and creating.
- xi) develops familiarity with the poetic uses of language including features of the language through which artistic effect is achieved.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. The multi-skill, learner-centred, activity based approach already recommended for the previous stages of education, is still in place, though it will be used in such a way that silent reading of prescribed selected texts for comprehension will receive greater focus as one of the activities. Learners will be trained to read independently and intelligently, interacting actively with texts and other reference materials (dictionary, thesaurus, encyclopedia, etc.) where necessary. Some pre-reading activity will generally be required, and course books should suggest those activities. The reading of texts should be followed by post reading activities. It is important to remember that every text can generate different reading strategies.

Students should be encouraged to interpret texts in different ways while presenting their views. Some projects may also be assigned to students from time to time.

ALTERNATIVE ENGLISH**SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****One Paper****Time : Three hours****Marks : 100****Unitwise Distribution of Marks & Periods :**

Unit	Topics	Marks	Periods
Unit-I	Reading an unseen passage and a poem	15	25
Unit-II	Poetry	25	50
Unit-III	Prose	25	50
Unit-IV	Grammar	20	35
Unit-V	Creative Writing Skill	15	20
Total :		100	180

Prescribed text : CHINAR Published by Cambridge University Press Pvt. Ltd. on behalf of AHSEC**Unitwise Distribution of Course Contents:****Unit-I : Reading an unseen passage and a poem** **15 marks**

1. Very Short and Short Answer type Questions: Literary or discursive passage of about 900- 950 words.
 - i. Four very short answer type questions of 1 mark each 4×1 mark = 4 marks
 - ii. Three short Answer Type questions of 2 marks each 3×2 mark = 6 marks
2. Very short Answer Questions: A poem of about 08-12 lines.
 - i. Five very short Answer Type questions of 1 marks each 5×1 marks= 5 marks

Unit-II : Poetry **25 marks****Selected pieces:**

- | | |
|----------------------------|---------------------------|
| 1. The Daffodils | William Wordsworth |
| 2. When Autumn Came | Faiz Ahmed Faiz |
| 3. The Listeners | Walter De La Mare |
| 4. Once Upon A Time | Gabriel Okara |

No.1 : One out of two extracts from the text to test the students skills of comprehension and appreciation.

- Two out of three short answer type questions to test comprehension of 1 mark each. 2 × 1 mark = 2 marks
- One out of two short answer type questions of 3 marks to test the students understanding of the text. 1 × 3 marks = 3 marks

No.2 : One out of the two long answer type questions based on the text to test the students skills of global comprehension in about 80 words. 1 × 5 marks = 5 marksNo.3 : Three out of five short answer type questions of 2 marks each on the lessons within 25 words. 3 × 2 marks = 6 marks

No.4 : Two out of four short answer type questions of 3 marks each on the lessons in about 30 words.
 $2 \times 3 \text{ marks} = 6 \text{ marks}$

No.5 : Three out of five very short answer type questions of 1 mark each on the lessons in one sentence each.
 $3 \times 1 \text{ mark} = 3 \text{ marks}$

Unit-III : Prose

25 marks

Selected pieces

1. The Suitor and Papa

Anton Chekhov

2. The Rule of the Road

A G Gardiner

3. The Many and the None

Bansuri Taneja and Ashish Kothari

4. Box and Cox

John Maddison Morton

No.6: One out of two extracts from the text to test the students skills of comprehension and appreciation. (Explanation)

- Two out of three short answer type questions to test the students skills of comprehension of 1 mark each. $2 \times 1 \text{ mark} = 2 \text{ marks}$
- One out of two short answer type questions to test the students skills of appreciation of 3 marks. $1 \times 3 \text{ marks} = 3 \text{ marks}$

No.7: One out of two long answers type questions based on the text to test the students skills of global comprehension in about 80 words / summary. $1 \times 5 \text{ marks} = 5 \text{ marks}$

No.8: Two out of four short answer type questions of 2 marks each on the lessons within 25 words. $2 \times 2 \text{ marks} = 4 \text{ marks}$

No.9: Two out of four short answer type questions of 3 marks each on the lessons within 30 words. $2 \times 3 \text{ marks} = 6 \text{ marks}$

No.10: Word meaning (1 mark), synonyms (2 marks), antonyms (2 marks) from the text. $1 + 2 + 2 = 5 \text{ marks}$

Unit-IV : Grammar

Mark 20

Language Items	Marks	No. of Questions	Total Marks
i) Use of Articles	½ mark	6	3 marks
ii) Tenses using conditionals	1 mark	3	3 marks
iii) Prepositions	½ mark	6	3 marks
iv) Question tags	½ mark	4	2 marks
v) Identifying nouns and adjectives in a given passage	½ mark	1 5 noun 5 adjective	5 marks
vi) Pairs of words	2 mark	2 @ 2 marks per pair of words	4 marks
Total marks			20 marks

Unit-V : Creative Writing Skill :**15 marks**

- | | |
|--|---------|
| 1. Developing a story from the given outline | 5 marks |
| 2. Paragraph writing | 5 marks |
| 3. Substance writing | 5 marks |

Weightage to Questions:

Type of Questions		No of Questions	Marks
LA Type	5 mark	5	25
SA Type	3 marks	6	18
	2 marks	12	24
VSA Type	1 marks	20	20
	½ mark	26	13
	Total	65 nos.	100 marks

Weightage to Objectives:

Objectives	Marks	%
Knowledge	20	20%
Understanding	30	30%
Application	50	50%