

English

Code No. 202

Introduction

In a pluralistic and multilingual society like ours, the place of English as a link language cannot be denied. This position assumes even more importance in today's world where barriers in communication have broken down and information technologies have modified our lifestyles: we are fast moving towards a global village. Major function of learning English in India is to develop abilities to listen; to understand when one listens to others; speak fluently with appropriate speed and fluency and also use required stress using standardized pronunciation.

Rationale

In today's time, a learner needs to be equipped with working English language abilities for interacting meaningfully with the wide world ahead of them. Also, to ensure that a learner is not disadvantaged in terms of access to other courses of study, access to avenues of knowledge and information. Knowledge of English is required to fulfill learners' needs for everyday communication.

Assumptions

In terms of the learners knowledge of English it is assumed that they:

- have learnt English for three years
- are able to understand simple questions, instructions and directions given orally;
- are able to answer questions in English in a word or phrase;
- are able to read and comprehend words and phrases of high frequency;
- are able to read and comprehend short simple sentences;
- are able to write short simple sentences about self and their possessions;
- are familiar with the use of some punctuation marks like capital letters and full stops;
- have a vocabulary store of at least 200-250 words.

Objectives

Listening Skills

Broad Objectives

At the end of the secondary course in English the learner will be able to:

- Listen to and understand short texts prescribed in the course book and react to the theme, structure and content.
- Listen and react to authentic material drawn from real life 'listening' situations.

Specific Objectives (listening to excerpts from prescribed literary texts)

I. *At different stages of the listening exercise the learner will be able to:*

- get at the central idea (message) and gist of the text;
- extract specific information from various parts of the text;
- follow the sequence of events in a narrative material;
- draw inferences/predict future actions;
- enjoy poems , anecdotes and jokes;
- appreciate the use of descriptive words and expressions;
- understand the salient points in an expository text.

II. (Listening to 'authentic' audio like media input drawn from audio/radio/TV)

At different stages of the listening exercise the learner will be able to

- follow simple instructions for filling up forms, applications etc.
- extract specific information from simple dialogues;
- make brief notes from telephone messages;
- follow simple directions on route maps;
- understand public announcements;
- take dictation from texts read aloud at slower than normal speed;
- enjoy jingles in the 'mixed' code.

Speaking Skills

Broad objectives

The learner will be able to:

- repeat after a model.
- use English in familiar life situations.

Specific objectives

In terms of language functions the learner will be able to:

- greet appropriately in specific situations;
- take leave;
- introduce oneself /others;
- give simple instructions/directions;
- conduct interview;
- describe people, family, places, objects;
- ask for and give information;

- narrate simple stories, events of local interest;
- express likes and dislikes;
- participate in simple telephone conversation;
- read aloud poems, sets of instructions;
- make simple announcements;
- welcome guests and thank for the visit or favour done.

Interactional skills (pair or group work)

The learner will be able to:

- initiate a conversation and also include (even if with some hesitation);
- take 'turns' and develop a conversation;
- interrupt if needed;
- 'reword' or repeat if necessary;
- wind up a conversation;

Elements of Language

The learner will develop:

- 'intelligible' pronunciation;
- acquire working knowledge of various elements of English Grammar and use in life like situation;
- simple past forms/present forms, imperatives and frame interrogative sentences;
- the simple words for giving instruction/describing/narrating etc.

The learner will emerge as a motivated and confident performer, never inhibited by rules of correctness and accuracy.

Reading Skills

The learner will be able to:

- use reading as a tool for learning*;
- give evidence of having mastered desirable habits of silent reading*;
- read in sense groups*;
- read at varying speed depending on the purpose of reading*;
- read (extracts from) simplified classics for pleasure*;
- understand explicitly stated information in a text;
- understand information in a text, not explicitly stated, through making inferences;
- understand texts that are linguistically straightforward and have a clear underlying structure (e.g. chronological ordering);

- recognize conceptual meaning, especially quantity and amount, location and direction, comparison and degree, and cause and result;
- identify the main idea (or important information) and significant details in a text that is not linguistically complex;
- understand relations between parts of a text through basic lexical and grammatical cohesion devices like anaphoric reference, repetition, comparison and synonymy;
- recognize discourse markers commonly used in written registers (like therefore for conclusion and however for contrast);
- understand the communicative value (function) of sentences with explicit indicators and without explicit indicators (e.g. an interrogative that is a polite command), and
- interpret texts by relating them to other material or the same theme (and to own experience and knowledge).

Note: Items with * will not be tested in session end examinations.

Writing Skills

The learner will be able to:

- write neatly and legibly;
- use spacing, capitalization, and basic marks of punctuation like the full stop, question mark and comma;
- spell familiar, frequently-used words correctly;
- use basic grammatical structures and appropriate vocabulary;
- use basic reference words like pronouns and linkers;
- organise a text coherently;
- identify the audience and select the appropriate style- formal/informal;
- supply personal information on simple forms, like an application form, formal and informal letters;
- fill in forms like money order forms and railway reservation forms;
- write short messages, notices, slogans or captions for a picture;
- write short personal letters including letters of invitation, congratulation;
- write short formal letters seeking permission, leave, making complaints or apologizing;
- write short narrative and descriptive paragraphs, and
- edit written work and correct the more obvious errors of spelling, punctuation and grammar himself.

Study Skills

The learner will be able to:

- use a Learner's Dictionary to find the meaning, usage and spelling of words;

- skim a text to obtain its overall idea;
- scan a text to locate specifically required information;
- understand and interpret information presented in a chart, table, graph, etc.;
- transform information contained in short, simple verbal descriptions into tables, lists, charts, etc.;
- make notes and summarise.

Note: texts selected should be from other subjects at Secondary level. Texts can also be drawn from authentic material.

Literary Skills

At the end of this course the learner will be able to:

- appreciate and enjoy a piece of literature and the creative use of language;
- identify the literary form;
- trace the development of events/ plot/ themes etc.;
- compare and contrast characters and talk about them;
- appreciate and imbibe life skills such as kindness, courage, honesty etc. by a change in attitude and develop a humane personality;
- identify literary devices (figures of speech, melody and rhythm, images etc), and
- interpret the functions of these literary devices in a poem.

Elements of Language

This component comprises of a) grammar and usage and b) vocabulary. All grammar items will be selected from the text and further contextualized for presentation and practice. Consequently the functional aspect of grammar will be highlighted.

Each new grammar item is to be practiced in single sentences as well as in paragraphs in the extended contexts. The difference between spoken and written English is to be highlighted. In spoken English for e.g. we use contracted forms and often use single words or phrases instead of complete sentences.

Grammar and Usage

1. Parts of a sentence (subject, predicate, object)
2. Types of sentences (statements, questions (wh, yes/no), commands, requests)
3. Subject Verb Concord (pronouns, singular/ plural, auxiliaries)
4. The Verb Phrase (verb forms, adverbs)
5. The noun phrase (nouns, determiners, adjectives, prepositions)
6. Time and tense

- simple present
 - present continuous
 - simple past, past continuous
 - present perfect, present perfect continuous
 - past perfect , past perfect continuous
 - going to, will/ shall + verb
7. Non- finites (infinites, gerunds, participles)
 8. The modals (will, would, shall, should, can, could, must, ought to, need)
 9. Clauses (adv. clauses of time, manner, reason; relative clauses, conditional clauses- if + simple present+ simple future. e.g. if I had a lakh of rupees, I'll buy a scooter)
 10. Reported speech (modification of time, word order- reporting statements, questions, imperatives)

Language Functions

1. Greetings/ taking leave
2. Introductions
3. Supplying information
4. Seeking information
5. Describing
6. Narrating stories
7. Reporting events
8. Giving instructions/ directions
9. Making requests
10. Taking messages
11. Apologising/ expressing regret/ thanking
12. Following instructions
13. Complaining
14. Appreciating/ expressing likes & dislikes
15. Advising & suggesting
16. Talking about future plans
17. Giving reasons

Scope and job opportunity: This field has a large number of opportunities for employment in teaching and mass communication.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: English

Duration of the course: 1 Year

Weightage

Theory: 100 Marks

Tutor Marked Assignments (TMA): 20% Marks of theory

Scheme of studies: Theory (240 hours), TMA (self paced)

Scheme of evaluation

Theory paper 100 marks (3 hours)

Reading (unseen text-2 passages) 15 marks

Reading (Prescribed texts) 30 marks

(Poetry 10 + Prose 20)

Grammar 30 marks

Writing 25 marks

Internal assessment (TMA) (20% of theory marks)

Pass criteria: 33% Marks

Course content

The following poems and prose pieces have been exploited to develop the language skills listed above:

BOOK: 1

S. No.	Lesson Name	Prose/ Poetry
1.	Snake Bite	Prose
2.	How the Squirrel Got Its Stripes	Prose
3.	Kondiba—A Hero	Prose
4.	Tall Trees	Poetry
5.	A Tiger Comes to Town-I	Prose
6.	A Tiger Comes to Town-II	Prose
7.	The Shoeshine	Prose

8.	A Birthday Letter	Prose
9.	Nine Gold Medals	Poetry
10.	Noise: How It Affects Our Lives	Prose
11.	My Elder Brother	Prose
12.	Indian Weavers	Poetry
13.	The Last Stone Mason	Prose
14.	Stealing and Atonement	Prose

BOOK: 2

S. No.	Lesson Name	Prose/ Poetry
15.	My Vision for India	Prose
16.	My Only Cry	Poetry
17.	Caring for Others	Prose
18.	The Little Girl	Prose
19.	A Prayer for Healing	Poetry
20.	New Good Things from Rubbish	Prose
21.	The Village Pharmacy	Prose
22.	The Truth	Poetry
23.	The Return of the Lion (One Act Play)	Prose
24.	Co-operate and Prosper	Prose
25.	Once Upon a Time	Prose
26.	Ustad Bismillah Khan	Prose
27.	The Parrot Who Wouldn't Talk	Prose