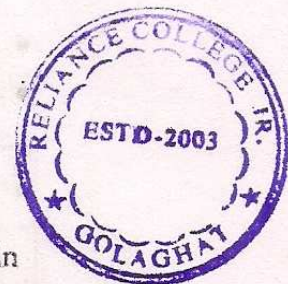


ENGLISH (Core)

SYLLABUS FOR HIGHER SECONDARY COURSE



Background:

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, and the course will aim, essentially, at promoting the higher order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the world of work. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Objectives:

The general objectives at this stage are:

- to listen to and comprehend live as well as recorded oral presentations on a variety of topics,
- to develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
- to participate in group discussions/interviews making short oral presentations on given topics
- to perceive the overall meaning and organization of the text (i.e., the relationships of the different 'units' in the text to each other)
- to identify the central/main point and supporting details etc.
- to build communicative competence in various registers of English.
- to promote advanced languages skills with an aim to developing the skills of reasoning, drawing inferences etc. through meaningful activities.
- to translate texts from mother tongue (s) into English and vice versa
- to develop the ability and knowledge required in order to engage in independent reflection and enquiry
- to develop the capacity to appreciate literary use of English
- to develop the creative and imaginative use of English.

At the end of this stage learners will be able to do the following:

- Read and comprehend extended texts (prescribed and non-prescribed) in the following genres: fiction, science fiction, drama, poetry, biography, autobiography, travel, sports literature, etc.
- Text-based writing (i.e. writing in response to questions or tasks based on prescribed or unseen texts)
- Understand and respond to lectures, speeches, etc.
- Write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.



- Write formal/informal letters and applications for different purposes.
- Write notes relating to the workplace (minutes, memoranda, notices, summaries reports, filling up of forms preparing CVs, e-mail messages, etc.)
- Taking/making notes from reference materials, recorded talks etc.

Language Items :

The Core Course should draw upon the language items suggested for classes IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- The uses of different tense forms for different kinds of narration (e.g. media commentaries, reports, programmes, etc.)
- The use of passive forms in scientific and innovative writings
- Converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses
- Modal auxiliaries – uses based on semantic considerations.

The study of formal (descriptive) grammar, at a very elementary level, will be introduced in Class XI. A conscious knowledge of some grammatical rules and sound patterns may be useful and interesting at this stage.

Methods and Techniques:

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, a multi-skilled, learner-centered, activity based approach, of which there can be many variations, is recommended. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role play, dramatization group discussion writing etc. although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionaries, thesauruses etc.) where necessary. Some pre-reading activity will generally be required and the course books should suggest suitable activities leaving teachers free to devise other activities when desired. So also the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually.

In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion etc.) should be encouraged.

Syllabus Class XI

One Paper

Three Hours

Marks : 100

Unit wise Distribution of Marks and Periods:

Unit	Areas of Learning	Marks	Periods
A	Reading Unseen Passages (two)	20	30
B	Writing	20	30
C	Grammar	10	20
D	Textual Questions	40	80
	(i) Textbook	30	
	(ii) Supplementary Reader	10	
E	Conversation Skills		20
	(i) Listening	05	
	(ii) Speaking	05	
Total		100	180

Section -A

Reading unseen Passages for comprehension and note making

Two unseen passages with variety of questions including 5 marks exclusively for vocabulary such as

- Word formation
- Inferring meaning

The total length of both the passages together should be around 1100 words.

Types of the passages:

1. factual passages e.g. instructions, descriptions, reports
2. Discursive passages involving opinion e.g. argumentative, persuasive

Section Wise – [Summary]

Unit No	Unseen passage	No. of Words	Testing areas	Marks	Total Marks
01	01	600	SA type Questions to test Local, Global and Inferential Comprehension	10 marks <ul style="list-style-type: none"> • Local Comprehension test --- 4 Questions of 1 mark each(1x4=4) • Global and inferential comprehension test 3 questions of 2 marks each (3x2 =6) 	12
			Vocabulary	02 marks <ul style="list-style-type: none"> • 2 questions of 1 mark each (on inferring meaning) 	
	02	500	Note making in appropriate format	05 marks	08
			Vocabulary	03 marks <ul style="list-style-type: none"> • 3 questions of 1 mark each(Word formation) 	
Total marks					20



Section – B Writing

No	No. of questions	Types	Marks	Word limit
03	One out of two	(a) A Factual description of any event or incident, Or/ (b) A report based on the verbal input provided	06	80-100 Words
04	One out of two	Compositions based on a visual and / or verbal output [The output may be descriptive or argumentative in nature, – such as an article for publication in a newspaper or a school magazine or a speech]	06	100-150 words
05	One out of two	Writing a letter based on the given input. Letter types include a) business or official letter for making enquires registering complaints asking for and giving information, placing orders and sending replies. b) letters to editors (giving suggestions, opinions on an issue of public interest.) c) Application for a job	08	
Total Marks			20	

Section – C Grammar

Different grammatical structures in meaningful contexts will be tested. Item types will include :

- a) Gap filling
- b) Sentence re-ordering
- c) Dialogue completion
- d) Sentence transformation

The grammar syllabus include

Q. No.	Language Item	Mark	Marking Scheme
Q. No. 6	i. Determiners	1 mark	½mark x 2 questions
	ii. Tense	1 mark	½mark x 2 questions
	iii. Modal Auxiliary	1 mark	½mark x 2 questions
	iv. Error Correction	1 mark	½mark x 2 questions
Q. No. 7	i. Dialogue completion	2 marks	1mark x 2 questions
	ii. Sentence transformation	2 marks	1mark x 2 questions
Q. No. 8	i. Reordering of sentence	2 marks	1mark x 2 questions
Total		10 marks	

Section - D (Textual Questions)



Prescribed Books: Hornbill – Textbook published by AHSEC, Guwahati

Selected pieces

	Name of the topic	Writer
Prose	1. The Portrait of a lady	Khushwant Singh
	2. Landscape of the Soul	Nathalie Trouveroy
	3. The Ailing Planet : the Green Movements Role	Nani Palkhivala
	4. My Impressions of Assam	Verrier Elwin
Poetry	1. A photograph	Shirley Toulson
	2. The Voice of the Rain	Walt Whitman
	3. Childhood	Markus Natten
	4. Father to Son	Elizabeth Jennings

Q.no 9. **8marks**

One out of two extracts based on poetry from the text for comprehension and appreciation.

- Comprehension Question SA type 4 questions of 1 mark each.
- Appreciation SA type 1 question of 4 marks

Q no 10. Two out of three Short answer type questions from the poetry section to test local and global comprehension of the text.(up to 30 words)

6marks

- SA Type question 2 questions of 3 marks each

Q no 11 : Five out of six short answer type questions on the lessons from the prescribed text.(Up to 30 words) **10 marks**

- SA Type Question 5 questions of 2marks each

Q no. 12 : One out of two long answer type questions based on the text to test global comprehension and extrapolation beyond the set text. (Expected word limit would be about 100-125 words each) **6 marks**

- LA Type Question 1 question of 6 marks

Supplementary Reader

Total mark 10

Prescribed Textbook – **Snapshots published by AHSEC**

Selected pieces:

1. Ranga's Marriage – Masti Venkatesha Iyengar
2. Albert Einstein at School – Patrick Pringle

Q No 13 : One out of two long answer type questions based on the Supplementary Reader to test comprehension of theme character and incidents. (Up to 100 words)

- LA Type Question 1 question of 6 marks **6marks**

Q No 14 : Two of three short answer type questions from the Supplementary Reader. (Upto 30 words)

- SA Type Question 2 questions 2 marks each **4marks**



ASSESSMENT OF LISTENING & SPEAKING SKILL

ALLOTTED MARKS = 10 MARKS

Speaking and Listening

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in the actualization of the skills.

Assessment of Speaking and Listening Skills (ASL)

The Assam Higher Secondary Education Council had introduced the formal assessment of speaking and listening skills in class XI with effect from the session 2012-13. As a part of the CCE, it is believed that assessment should be used to control and regulate the quality and also to maintain the desired standards of performance in specific areas of learning. As good communication skills raise the self esteem and give a student the confidence to face the challenges of life, it is desired that the student acquires proficiency in this by the time he or she completes the secondary level education. Speaking and listening being considered to be the essential skills of learning a language a formal assessment of speaking and listening skills has been included in the overall assessment scheme with a view to bringing in a 'washback' effect in the teaching process.

Speaking Assessment

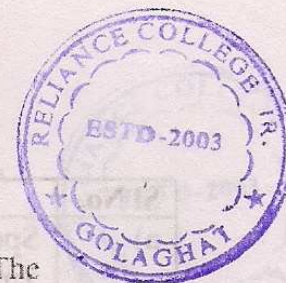
The assessment of speaking skill is based on four aspects of a language which include language functions, grammar, lexis or range of vocabulary and phonology. Students will be assessed on a scale of 5-1 where 1 is the lowest point and 5 is the highest. If a student performs reasonably well but doesn't fall in the highest category he or she can be marked in between 3 and 5.

Specific Objectives of Listening & Speaking :

Students are expected to develop the ability:

1. to listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
2. to listen to news bulletins and to develop the ability to discuss informally on a wide ranging issues like current national and international affairs, sports, business, etc.
3. to respond in interviews and to participate in formal group discussions.
4. to make enquiries meaningfully and adequately and to respond to enquiries for the purpose of within the country and abroad.
5. to listen to business news and to be able to extract relevant important information.
6. to develop the art of formal public speaking.

CONVERSATION SKILLS ASSESSMENT SCALE



GUIDELINE FOR ASSESSMENT OF LISTENING

The teacher will read aloud a passage based on a relevant theme or a short story. The passage may be factual or discursive. The length of the passage should be around 350 words. The examinees are expected to complete the listening comprehension tasks given in a separate sheet while listening to the teacher. The tasks set may be gap-filling, multiple choice, true or false or short answer questions. There may be 10 different questions for half mark each.

ASSESSMENT SCALE

LISTENING

The learner

1. has the ability to understand words and phrases in a familiar context but cannot follow connected speech.
2. has ability to follow short connected utterances in a familiar context.
3. has ability to understand explicitly stated information in both familiar and unfamiliar contexts.
4. understands a range of longer spoken texts with reasonable accuracy and is able to draw inferences.
5. shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit purposes.

MARKING SCHEME FOR LISTENING

Allotted Marks --- 05

Allotted Time 10 minutes

Sl No.	Listening Skill	Total Mark	Marks obtained
a)	Comprehends a word uttered at an average speech rate	$(\frac{1}{2} \times 4) = 2$	
b)	Evaluate whether a statement in a given context is true or false	$(\frac{1}{2} \times 2) = 1$	
c)	Grasps the meaning of words in context	$(\frac{1}{2} \times 4) = 2$	

GUIDELINES FOR ASSESSMENT OF SPEAKING

Narration based on a sequence of pictures. In this section the candidate will be required to use narrative language.

Description of a picture (Can be pictures of people or places)

Speaking on a given topic.

ASSESSMENT SCALE

SPEAKING

The learner

1. shows ability to use only isolated words and phrases but cannot operate on connected speech level.
2. in familiar situations, uses only short connected utterances with limited accuracy.
3. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication.
4. organizes and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication.
5. can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors.

MARKING SCHEME FOR SPEAKING

Allotted marks – 05

Sl No.	Speaking Skill	Total Marks	Marks obtained
a)	Speaks loud and clear with acceptable pronunciation (minimum 4 sentences)	$(\frac{1}{2} \times 4) = 2$	
b)	Presents the idea in a logical sequence with minimal hesitation	1	
c)	Speaks using appropriate sentence structures (minimum 4 sentences)	$(\frac{1}{2} \times 4) = 2$	

NOTE:

1. At the start of the examination the examiner will give the candidate some time to prepare. In case of narration the present tense should be used.
2. Topics chosen should be within the personal experience of the examinee such as: relating a funny anecdote, retelling the theme of a book read or a movie seen recently.
3. Once the candidate has started to speak, the examiner should intervene as little as possible.

Note to the Teacher:

The teacher may assess the students on the basis of the given guidelines at his/ her convenience during the session. The marks allotted should then be recorded for submission at the time of declaration of the result of H. S.1st year annual examination.