

Secondary Course (English- 202)

CURRICULUM

RATIONALE

In a pluralistic and multilingual society like ours, the place of English as a link language cannot be denied position assumes even more importance in today's world where barriers in communication have broken down information technologies have modified our lifestyle: we are fast moving towards a global village.

In today's time, a learner needs to be equipped with enough English Language abilities so that he or she interact meaningfully with the wide world ahead of him. Also to ensure that a learner is not disadvantage terms of access to further courses of study, access to avenues of knowledge and information or even job knowledge of English is required to fulfill learner needs for utility and enjoyment.

ASSUMPTIONS

In terms of the learners knowledge of English we assume: -

- that he\she has learnt English for three years therefore, his/her linguistic abilities may be assumed to be that he\she –
- is able to understand simple questions, instruction and directions given orally.
- is able to answer question in English in a word or phrase.
- is able to read and comprehend word and phrases of high frequency.
- is able to read and comprehend short simple sentences.
- is familiar with the use of some punctuation mark like and his possessions.
- has a vocabulary of atleast 200-250 words.

TIME FRAME

In terms of study hours the total time frame for this course is 240 hours. An hour wise breakup is given below:

<i>Print Materials</i>	<i>Audio</i>	<i>Assignments</i>
30 lessons	10 lessons	8 + 1 questions paper
30 x 5 hrs.	10 x 5 hrs.	8 x 4 hrs. + 8 x 1 hrs. (Counseling)
150 hrs.	50 hrs.	40 hrs.
Total:	150 + 50 + 40 = 240 hrs	

MODULE – READING SKILLS

The learners should able to: -

- use reading as a tool for learning*
- give evidence of having mastered desirable habits of silent reading*
- read in sense group*
- read at varying speed depending the purpose of reading*
- read (extracts from) simplified classics for pleasure*
- understand explicitly state information on a text
- understand information in a text, not explicitly stated, through making in inference.
- Understand texts that the 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 I 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 synonym
- Recognize discourse marks commonly used in written registers (like therefore for conclusion and however for contract)
- Understand the communicative value (function) of sentences with explicit indicators and without explicit indicators (e.g. an interrogative that is a polite command)
- Interpret texts by relating them to other material or the sane theme (and to own experience and knowledge).

Note: Items with * will not be tested.

MODULE – WRITING SKILLS

The learner should 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
- organize a text coherently
- identify the audience and select the appropriate style – formal/information
- supply personal information on simple forms, like an application form
- fill in forms like money order forms and railway reservation form
- write short messages, notices, slogans or captions for a picture
- write shore personal letters including letters of invitation, congratulation
- write short formal letters seeking permission, have making complaints or apologizing
- write shore narrative and descriptive paragraphs
- edit written work and correct the more obvious errors of spelling, punctuation and grammar.

MADULE - STUDY SKILLS

The learner should be able to:

- use a 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, lines, list, charts, etc.
- make notes and summarise.

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

MODULE – LITERARY SKILLS

At the end of this course the learner should be able to

- enjoy a piece of literature and the creative use of language
- identify the literary form
- trace the developments of events / plot/ themes etc.
- compare and contrast characters and talk about them
- appreciate and imbibe qualities of 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.)
- interpret the functions of these literary devices in a poem.

MODULE –ELEMENTS OF LANGUAGE

This component comprises a) grammar and usage and b) vocabulary. All grammar items have been selected from the text and further conceptualized for presentation and practice. Consequently the functional aspect of grammar has been highlighted.

Each new grammar item is practiced in single sentences as well as in paragraphs in the contexts. The deference between spoken and written English is 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 (noun, 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 (adverb 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. Following instructions
10. Making requests
11. Taking messages
12. Apologizing/expressing regret/thanking
13. Complaining
14. Appreciating/ expressing likes & dislikes
15. Advising and suggesting
16. Talking about future plans
17. Giving reasons

The integrated objective of a completed lesson may be as follows: a possible frame-

Topic	Text Type	Language Functions	Grammar Items
The Selfish giant	Narrative (story)	Narrating Reporting Describing	Simple past Past perfect Adjectives Reported- Speech

COURSE CONTENT

The following poems and prose pieces will be exploited to develop the skills listed above:

Textual Material

1. The Mountain Goat
2. The Most Difficult thing in the World
3. How The Squirrel Got His Stripes
4. Snake Bite
5. Childhood Day
6. Kondiba – A Hero

7. The King and The Tamarind Tree
8. Naina's Village
9. Tall Trees*
10. A Tiger Comes To Town (I)
11. A Tiger Comes To Town (II)
12. The Story of Anju Dua
13. Shining Thing*
14. The Two Mares
15. A Birthday Letter
16. How Noise Affects Our Life
17. My Elder Brother
18. Indian Weavers*
19. Amartya Sen
20. The Last Stone Mason
21. The Wonderful World*
22. Stealing and Atonement
23. Gentleman In White
24. My Visions For India
25. Caring For Others
26. Hills Station, Darjeeling
27. A Prayer For Heading*
28. The Way You Look
29. New Goods From Rubbish
30. Studies In The Park
31. Truth*
32. The Return of The Lion
33. Reading With Understanding
34. Filling Up Forms, Cheques etc.

*Poem

SCHEME OF EVALUATION

Summative evaluation

There will be one paper of 80 marks at the end of the course. This paper will be of 3 hrs. duration.

Formative Evaluation

There will be three tutors marked Assignments (TMA) to be attempted by the learners. The grades obtained in the best of two will be reflected in the final mark sheet.

In addition the following will be administered as part of the course material:

- There are 6 assignments in all for the studies.
- There is an assignment after at least every 5th unit.
- Each assignment is of 50 marks and of 1½ hrs. duration.
- These assignments cover all the five units preceding the assignment.
- Questions are of varying difficulty levels.
- Each assignment aims at testing skills.

Weightage by Modules

Reading	-	38 marks
Writing	-	31 marks
Elements of language	-	31 marks

Weightage of objectives

Knowledge - 28

Comprehension- 29

Expression – 43

Care has been taken to test the skill in focus in terms of recognition and production. This means for e.g. while marking comprehension unseen passage a student's ability to understand, interpret and respond to the given passages should be tested. In other words only reading skill is to be tested. As such content assumes more importance than expression in this case.

Types of questions for testing/evaluation

- Long answer type 1 question

Marks - 6 marks each

- Long answer type 2 question

Marks - 5 marks each

- Short answer type 1 question

Marks – 2 marks each

- Short answer type 2 question

Marks – 4 marks each

- Very short answer type question

Marks – 1 marks each

- Multiple-choice question mark.

Type of activities

The following types of activities have been used for developing the different language skills and contents of the syllabus. Examples of areas where each type of activity can be applicable is given below each head.

1. Transformation

- of sentences

2. Information Gap Activities

- for grammatical items

- for developing writing skills
- for testing reading comprehension

3. Information Transfer Activities

- from tables/graphs/brochures
- from flow charts

4. Describing Activities

5. Reporting Activities

- From newspaper items for developing speaking skills

6. Drawing inferences

7. Using the dictionary

8. Marking notes and summary.