

**ENGLISH  
(UNDER PART-I)  
FIRST LANGUAGE – PAPER II**

**Objective:**

To enable learners to function effectively in different academic and real life situations using skills of English (listening/speaking/reading/writing).

To develop an interest among learners for reading literature written in English and to able to communicate intelligibly.

**Main Reader:**

**Part-A**

The course aims at helping learners to read and enjoy poetry and prose in English and appreciate the use of language in them. The linguistic skills of learners shall be developed by giving them opportunities to practice them. An attempt also has been made to reinforce and extend the vocabulary of students. Preparation of curriculum vitae filling up of forms, report writing, letter writing and such other study skills are focussed upon to enhance the students ability to use English in real life situations.

- The total number of prose lessons shall be five.
- The lessons should be interesting in nature and from both Indian and Western authors.
- The selections shall be representative of different forms of literature – essay, short story, biography, non-fiction, one-act play.
- The prose lessons shall be on the following themes:
  - 1) Triumph of will/culture and heritage.
  - 2) Values (human/moral)
  - 3) Emotions/adventure
  - 4) Science & technology

### **Part-B**

The total number of poems shall be five. They shall cover themes such as

- Development of human values
- Appreciation of nature
- Patriotism/Co-existence / tolerance
- Independent decision making/growth of individuality
- Empowerment of women/social equality

The poems prescribed shall be read and enjoyed for the ideas they present / linguistic/ literary values. They shall be from modern native or non-native writers.

The maximum length of each poem shall not exceed 4 to 6 stanzas.

### **Part-C**

In this section students shall be given passages to read, interpret and appreciate. These passages shall be called customized passages to show how authentic texts may be read even though they have not been encountered before.

The poems shall be on how to read them rather than on what they contain. Graphic information and such other texts are also presented for specific reading and comprehension.

The topics may be of current thematic interest such as environmental pollution, AIDS awareness and music.

Three passages shall be customized for training students in reading articles, advertisements, understanding non-verbal items like flow-chart, pie-chart, bar-chart and tables.

#### **After reading the customized passages the students were expected to**

- Identify the topic, source and main ideas of the text
- Recognise words from a given text
- Interpret non-verbal items
- Understand and respond to advertisements
- Participate in various other language activities.

The students shall also be presented words and one-word substitutes to extend and re-inforce their vocabulary. Some training shall also be provided in pronunciation by creating awareness about the significance of stress in English. Lists of some common words with monosyllabic, disyllabic and tri-syllabic stress shall be given for practice.

**Part-D**

All selections shall contain a brief write-up about

- The author
- The title
- Gist/summary
- Critical appreciation
- Glossary
- Check your understanding
- Paragraph questions
- Annotations
- Language activities

**Part-E****Supplementary Reader:**

The Supplementary Reader shall be an abridged and simplified version of a novel. The novel should deal with any one of the following themes:

- 1) Adventure
- 2) Adolescence
- 3) Rural life

**Part-F****Comprehension, Composition and Communication Skills:**

- 1) Reading comprehension
- 2) Reading advertisements
- 3) Interpreting Non-verbal items
- 4) Letter writing
- 5) Describing on process

- 6) Report writing
- 7) Filling in forms
- 8) Preparing curriculum vitae
- 9) Note making
- 10) Role – Play
- 11) One word substitutes
- 12) Syllable division and stress marking

**The following are the prescribed lessons in Poetry, Prose and Non-detailed texts and Comprehension, Composition and Communication skills:**

**Book 1**

**Poetry**

- 1) Little Black Boy – William Blake
- 2) Three years she grew – William Wordsworth
- 3) If - Rudyard Kipling
- 4) The Tiger and the Deer – Sri Aurobindo
- 5) An Introduction – Kamala Das

**Prose**

- 1) The Great Journey to the west – Romain Rolland
- 2) A Tiger comes to school – R.K. Narayan
- 3) The Lost child – Mulk Raj Anand
- 4) On cloning a human being – Lewis Thomas
- 5) Lithuania – Rupert Brooke

**Customised passages:**

- 1) Environmental pollution
- 2) AIDS Awareness
- 3) Music

**Book 2**

**Supplementary Reader:**

R.L. Stevenson's novel **The Treasure Island**, abridged by the Editorial Board of B.I.E. is prescribed as Supplementary Reader.

**Book 3**

**Comprehension, Composition and Communication Skills:**

- 1) Reading comprehension
- 2) Reading advertisements
- 3) Interpreting non-verbal items
- 4) Letter writing
- 5) Describing – process
- 6) Report writing
- 7) Filling – in forms
- 8) Preparing curriculum vitae
- 9) Note making
- 10) Role – play
- 11) One word substitutes
- 12) Syllable division and stress marking