

English (Second Language)

SUBJECT CODE - C1

Classes- X

Rationale:

The goals of a language curriculum are two fold: attainment of a basic proficiency and the development of language as an instrument for basic interpersonal communication and later for abstract thought and knowledge acquisition. One hopes that by the time a student finishes his/her school, she/he would become an autonomous learner. This argues for a language-across-the-curriculum approach that breaks down barriers between English and other languages and subject areas. At the initial stages, English may be one of the languages for learning activities designed to enhance children's awareness of their immediate surroundings. It is at this stage that the use of the languages of children may turn out to be most productive for teaching English. It is important to note that children effortlessly learn several languages if adequate comprehensible input is available in anxiety free situations. It is also important to note that simultaneous exposure to several languages does not, as many people tend to believe, 'confuse' children. These facts would constitute significant guidelines for teaching strategies in the classroom.

Input-rich communicational environments are essential for language learning. Inputs include textbooks, learner-chosen texts, class libraries, parallel books and materials in more than one language, media support (learner magazines/newspaper columns, radio/ audio-CD), and authentic materials.

Themes/sub-themes should be in conformity with the learners' immediate environment—physical, social and cultural. These should lead to an understanding and practice of the values enshrined in the Constitution of India, including the Fundamental

Rights and Duties. The various sub-themes to be included are personal relationships, the neighbourhood, the larger community, the nation, the world, etc. In addition to textual materials, various other inputs can be brought into the language classroom, which include cards, charts, advertisements, texts produced by children, brochures, pamphlets, T.V. news, etc.

Background :

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study and to equip the learner with communicative skills to perform various language functions through speech and writing.

Objectives :

The general objectives at this stage are:

- to build greater confidence and proficiency in oral and written communication.
- to develop the ability and knowledge required in order to engage in independent reflection and inquiry.
- to use appropriate English to communicate in various social settings.
- to equip learners with essential language skills to question and to articulate their point of view.
- to build competence in the different registers of English.
- to develop sensitivity to, and appreciation of, other varieties of English.
- to enable the learner to access knowledge and

information through reference skills (consulting a dictionary/ thesaurus, library, internet etc.)

- to develop curiosity and creativity through extensive reading.
- to facilitate self-learning to enable them to become independent learners.
- to review, organise and edit their own work and work done by the peers.

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

- give a brief oral description of events/incidents of topical interest.
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversation, discussions, etc, on topics of mutual interest in non-classroom situations.
- narrate the story depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications
- read and identify the main points/significant details of texts like scripts to audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the position taken/views expressed
- write a summary of short lectures on familiar topics by making/taking notes
- write an assessment of different points of view expressed in discussion /debate

- read poems effectively (with proper rhythm and intonation)
- grasp the theme of the poem and appreciate the creative uses of language
- transcode information from a graph / chart to a description/report
- write reports on books read or festivals/important days attended.

Content:

The ten core components identified in the National Policy of Education must be suitably integrated in school curriculum. These components, which will cut across all subject areas, should be reinforced in the whole range of inputs (print and non-print, formal and informal) for teaching/learning at various stages of school education.

Since all contemporary concerns and issues cannot be included in the curriculum as separate subjects of study, some emerging concerns like environmental issues, conservation of resources, population concerns, disaster management, forestry, animals and plants, human rights, safety norms and sustainable development should be suitably incorporated in the course content. Course materials should also draw upon following concerns in an integrated manner :

1. Self, Family, Home, Friends and Pets
2. Neighbourhood and Community at large
3. The Nation—diversity (socio-cultural, religious and ethnic, as well as linguistic), heritage (myths/legends/folktales)
4. The World—India's neighbours and other countries (their cultures, literature and customs)
5. Adventure and Imagination

6. Sports
7. Issues relating to Adolescence
8. Science and Technology
9. Peace and Harmony
10. Travel and Tourism
11. Mass Media
12. Art and Culture
13. Health and Reproductive health

The thematic package given above is suggestive and at each stage should be in line with learners' cognitive level, interest and experience.

Language Items:

In addition to consolidating the grammatical items practised earlier, the courses in Classes-IX and X will seek to reinforce the following explicitly:

- sequence of tenses.
- reported speech.
- use of passive voice
- degrees of comparison
- question patterns
- word order
- preposition
- determiners
- vocabulary (phrases/idioms,etc)
- synthesis of sentences
- clauses, modals, etc.

Curricular Package:

It is recommended that the package for each class (IX-X) will consist of a textbook and a supplementary reader. The textbook should contain about 10 comprehensive units (lessons, exercises

and activities) and at least five/six poems of varying lengths. Besides, it may include an oral/Spoken English component. The supplementary reader will have about eight pieces meant essentially for self-study promoting reading for information and pleasure. In the case of textbooks, it is imperative that layout and illustration etc are treated as integral to the text rather than as mere cosmetic add-ons.

Methods and Techniques:

The methodology will be based on multi-skill, activity based, learner centred approach. Care would be taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation the teacher is the facilitator of learning, she/he presents language items, contrives situations which motivate the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role playing
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings
- Borrowing situations from the world around the learners, from books and from other disciplines
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs—computer, television, video

cassettes / CD, tapes, software packages etc.

Time Available:

There are about 259 working days available for teaching/ learning etc. amounting to one period per day allotted to the teaching of English. The actual number of teaching days available, however, may be about 239 . The size of the curricular package should be such as can be conveniently covered in the given time.

Evaluation:

Evaluation in language should be continuous and periodic. It should be both oral and written.

Results of tests and examinations should be treated basically as feedback to teachers. They should guide them in programming their teaching and in organising remedial work. Evaluation should be linked to assessment of general proficiency rather than to specific achievements. The evaluation procedure should be continuous and comprehensive in combination with summative evaluation.



ENGLISH (Second Language)

SUBJECT CODE - C1

Class - X

Theory : 90 Marks

Time : 3 hours

Internal Assessment : 10 Marks

Pass Marks : 30

Pass Marks in Written examination : 27

Section	LESSON/UNITS	Marks	
		Half Yearly	Final
A	Reading Comprehension (two prose passages—one seen, another unseen) 5 + 5	5	10
B	Writing (translation/substance writing (prose), essay/story writing, letter writing/report writing) (6+6+5)	11	11
C	Grammar : All the grammar portion of class IX and determiners, tense forms, voice, narration, preposition, vocabulary, synthesis of sentences, verb phrases, sentence correction (clauses, modals, etc.)	16	16
D	Literature/Textbook (First Flight) Prose : 1. A Letter to God, 2. Nelson Mandela : Long Walk to Freedom 3. Glimpses of India (Coorg & Tea from Assam), 4. Madam Rides the Bus Poetry : 1. A Tiger in the Zoo, 2. Amanda!, 3. Animals, 4. The Ball Poem, 5. The Tale of Custard the Dragon	29	26
E	Supplimentary Reader : (Footprints without Feet) 1. The Midnight Visitor, 2. A Question of Trust, 3. Footprints without Feet, 4. The Hack Driver	15 14	13 14
	Total	90	90
F	Internal Assessment :	10	10
	Grand Total	100	100

N.B. : Underlined lessons/items are for Half-Yearly Examination

Internal Assessment :

Spoken English - 10 Marks

to be evaluated through Spoken English App

Text books : (1) First Flight
(2) Footprints without Feet
(3) An Approach to English Grammar (IX-X)
