

## ENGLISH (Core)

### SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE

One paper

Three Hours

Marks : 100

#### Unitwise Distribution of Marks and Periods :

Unit	Areas of Learning	Marks	Periods
A.	Reading Unseen Passages (Two)		
B.	Writing		30
C.	Grammar		30
D.	Textual Questions		20
	(i) Textbook		80
	(ii) Supplementary Reader		
E.	Conversation Skills		20
	(i) Listening		
	(ii) Speaking		
	<b>Total</b>	<b>100</b>	<b>180</b>

### SECTION - A

#### Reading unseen Passages for Comprehension and Note-making 20 Marks 30 Periods

Two unseen passages with a variety of questions including 5 marks for vocabulary such as words formation and inferring meaning, The total length of both the passages together should be around 1100 words.

1. The passages could be any of the following two types:
2. (a) Factual passages e.g. instructions, descriptions, reports.
- (b) Discursive passages involving opinion e.g. argumentative, persuasive.

### SUMMARY - H.S. First year

No.	Unseen Passages	No of words	Testing Areas
1	12 marks	around 600	Short answer type questions to test local, global and inferential comprehension
			Vocabulary
2	08 marks	around 500	Note-making in an appropriate format
			Vocabulary

One of the passages should have about 600 words carrying 12 marks, the other passage should have about 500 words carrying 8 marks.

The passage carrying 08 marks should be used for testing note-making for 5 marks and testing vocabulary for 3 marks. Vocabulary for 2 marks may be tested in the other passage carrying 12 marks.

## SECTION - B

### WRITING

30 Periods

3. One out of two tasks such as a factual description of any event or incident, a report or a process based on verbal input provided (80-100 words).
4. One out of two compositions based on a visual and/or verbal input (in about 100-150 words). 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.
5. Writing one out of two letters based on given input. Letter types include (a) business or official letters (for making enquiries registering complaints, asking for and giving information, placing orders and sending replies); (b) letters to the editors (giving suggestions, opinions on an issue of public interest) or (c) application for a job.

## SECTION - C

### GRAMMAR

20 Periods

Different grammatical structures in meaningful contexts will be tested. Item types will include gap-filling, sentence-reordering, dialogue-completion and sentence-transformation. The grammar syllabus will include the following areas:

6. Determiners, Tenses, Clauses, Modals and Error Correction
7. Editing Task
8. Reordering of sentences

## SECTION - D

### TEXTUAL QUESTIONS

80 Periods

Questions on the prescribed textbooks will test comprehension at different levels: literal, inferential and evaluative based on the following prescribed text books :

1. **Hornbill** : Text book, published by NCERT, New Delhi.
2. **Snapshots** : Supplementary Reader : published by NCERT, New Delhi.

### English Reader

9. One out of two extracts based on poetry from the text to test comprehension and appreciation.
10. Two out of three Short answer questions from the poetry section to test local and global comprehension of text (upto 30 words).
11. Five out of six short answer questions on the lessons from prescribed text (upto 30 words)
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)

### Supplementary Reader

13. One out of two long answer type questions based on Supplementary Reader to test comprehension of theme, character and incidents. (upto 100 words)
14. Two out of three short answer questions from the Supplementary Reader (upto 30 words)

### Prescribed Books

1. *Hornbill* - Text book published by NCERT, New Delhi.
2. *Snapshots* - Supplementary Reader published by NCERT; New Delhi.

### Listening :

The examiner 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 ten different questions for half a mark each.

### 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 to test recall of a personal experience.

### NOTE:

- ❖ 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.
- ❖ 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.
  - ❖ Once the candidate has started, the examiner should intervene as little as possible.

### Conversation Skills Assessment Scale

#### Listening

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

#### Speaking

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

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