

## **ENGLISH LANGUAGE AND LITERATURE**

### **(Code No. 184) (2019-20)**

#### **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
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- build listening and speaking into the curriculum.

#### **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 conversations, 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 email etc.
- read and identify the main points / significant details of texts like scripts of 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 in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of view expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

### **Language Items**

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

### **Methods and Techniques**

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill 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, contrive situations which motivates 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 play
- 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
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**

**CLASS – X 2019-20**

**SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE**

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbooks and Supplementary Reading Text	30
	TOTAL	80

**Note: The annual board examination will be of 80 marks, with a duration of three hours. There will be internal assessment for 20 Marks.**

**SECTION A: READING**

**50 Periods**

**20 Marks**

**This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:**

I. A factual passage of 300-350 words with eight Objective Type Question( including Multiple Choice Questions).8 marks

II.A Discursive passages of 350-400 words with four Short Answer Type Questions to test inference, evaluation and analysis four Objective Type Question( including Multiple Choice Questions) to test vocabulary. 12 marks

**SECTION B: WRITING AND GRAMMAR 60 Periods**

**For writing tasks there will be internal choice**

**30 Marks**

III. Formal letter complaint / inquiry / placing order / letter to editor / article in about 100-150 words. The questions will be thematically based on the prescribed books.8 marks

IV. Writing a short story based on a given outline or cue/s in about 150-200 words. 10 marks

**The Grammar syllabus will include the following areas in class X.**

1. Tenses
2. Modals
3. Use of passive voice

4. Subject – verb concord

5. Reporting

- (i) Commands and requests
- (ii) Statements
- (iii) Questions

6. Clauses:

- (i) Noun clauses
- (ii) Adverb clauses
- (iii) Relative clauses

7. Determiners

8. Prepositions

**The above items may be tested through test types given below:**

V Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks

VI Editing or omission. 4 marks

VII Sentences Reordering or Sentence Transformation in context. 4 marks

## **SECTION C**

### **LITERATURE TEXTBOOKS AND SUPPLEMENTARY READING TEXT 60 Periods**

**Internal choice will be there.**

**30 Marks**

VIII. One out of two extracts from prose/poetry/drama for reference to context. Four Objective Type Question( including MCQs): Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. 4 marks

IX. Five Short Answer type Questions to be answered in 30-40 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET to test local and global comprehension of theme and ideas( three from FIRST FLIGHT and two from FOOTPRINTS WITHOUT FEET) . 2x5=10 marks

X. One out of two Long Answer type Questions from FIRST FLIGHT to be answered in about 100-150 words to assess creativity, imagination and extrapolation beyond the text and across the texts.

8 marks

XI. One out of two long answer question from the book 'FOOTPRINTS without FEET' on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-150 words. 8 marks

**Prescribed Books: Published by NCERT, New Delhi**

- FIRST FLIGHT – Text for Class X
- FOOTPRINTS WITHOUT FEET – Supplementary Reader for Class X

**Note: Teachers are advised to:**

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) continue the Speaking and Listening activities given in the NCERT books.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions.

1. Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.
2. Writing Section: All types of short and extended writing tasks will be dealt with.
3. Grammar: Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

**INTERNAL ASSESSMENT**

Assessment of Listening and Speaking Skills 50 Periods

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class. Art-integrated activities like role-play, skit, dramatization etc. can also be used.

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**Course (2018-19) CLASS - X**

Textbooks	
Literature Reader (First Flight)	
PROSE (First Flight)	
1.A Letter to God 2.Nelson Mandela 3.Two Stories about Flying 4.From the Diary of Anne Frank 5.The Hundred Dresses –I 6.The Hundred Dresses –II	7.Glimpses of India 8.Mijbil the Otter 9.Madam Rides the Bus 10. The Sermon at Benares 11. The Proposal
POETRY	
1.Dust of Snow 2.Fire and Ice 3.A Tiger in the Zoo 4.How to Tell Wild Animals 5.The Ball Poem 6. Amanda	7. Animals 8.The Trees 9.Fog 10. The Tale of Custard the Dragon 11. For Anne Gregory
SUPPLEMENTARY READER (Footprints without Feet)	

1.A Triumph of Surgery	6.The Making of a Scientist
2.The Thief's Story	7.The Necklace
3.The Midnight Visitor	8.The Hack Driver
4.A Question of Trust	9.Bholi
5.Footprints without Feet	10. The Book that Saved the Earth



**ENGLISH LANGUAGE AND LITERATURE**  
**CLASS - X (2019-20)(Code no.184)**

**Marks 80**

<b>Typology</b>	<b>Testing competencies</b>	<b>Objective Type Question including MCQs (1 mark each)</b>	<b>Short Answer Question 30-40 words (2 marks each)</b>	<b>Long Answer Question 100-150 words (8 marks each)</b>	<b>Very Long Answer Question 150-200 words (10 marks each)</b>	<b>Total marks</b>
Reading Comprehension	Conceptual Understanding, decoding Analyzing, inferring, interpreting and vocabulary	4 MCQ+ 8 Objective Type Questions	4	-	-	20
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justify, illustrating, appropriacy of style and tone, using appropriate format and fluency, applying conventions, using integrated structures with accuracy and fluency.	12	-	1	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and subthemes, understanding the writer's message and writing fluently.	4	5	2	-	30
<b>Total</b>		<b>1x28=28</b>	<b>2x9=18</b>	<b>8x3=24</b>	<b>10x1=10</b>	<b>80</b>