

ENGLISH LITERATURE

Marks : 150

There shall be two theory papers of 75 marks each and 2½ hours duration.

Paper A

Max. Marks : 75

Time : 2½ hours

Books Prescribed :

1. The Art of the Essayist	35 marks
2. Modern Stories	20 marks
3. The Vicar of the Wakefield	<u>20 marks</u>
Total	75 marks

Scheme of Assessment

1. One question on explanation with reference to context from the book “The Art of the Essayist”. The candidate will be required to attempt at least three parts. One reference will be set from each unit. The units are detailed below :—

Unit I : **5 marks**

- (i) The Spectator Club
- (ii) Sir Roger and Will Wimble

Unit II : **5 marks**

- (i) Detached Thoughts on Books
- (ii) The Ideal House

Unit III : **5 marks**

- (i) Third Thoughts
- (ii) The Student and
- (iii) Pleasures

2. One general question on easy from the book “The Art of the Essayist”. **15 marks**
3. One question from the book ‘Modern Stories’ on theme or character or narration of an incident of a story. **15 marks**
4. One question on the novel “The Vicar of the Wakefield” on the description of a character or scene. **15 marks**
5. One objective type question consisting of 15 multiple choice items of 01 mark each covering the units and sub units of the prescribed textual sections. **15 marks**

Paper B

Max. Marks : 75

Time : 2½ hours

Books Prescribed :

- | | |
|-------------------------|----------|
| 1. Whispering Reeds | 40 marks |
| 2. The Arms and the Man | 35 marks |

Scheme of Assessment

1. One question on explanation with reference to context from the book “Whispering Reeds”. Candidates will be required to attempt three references, selecting at least one from each unit. The detail of the units is given below :— **15 marks**
 - Unit I :** **5 marks**
 1. Since Brass, Nor Stone
 2. That Time of Year
 3. The sun Rising
 4. Alexander’s Feast.
 - Unit II :** **5 marks**
 1. Written in London September 1802
 2. Dejection– An Ode
 3. Ode on A Grecian Urn
 4. La Belle Dam Sans Merci
 - Unit III :** **5 marks**
 1. Ode to A Skybark
 2. Dover Beach
 3. Strange Meeting
 4. My Parents kept me
 5. From Children who were Rough.
2. One general question on a poem from the book “Whispering Reeds”. At least one question will be set from each of the units mentioned above. **15 marks**
3. One question on explanation with reference to context from the drama “The Arms and the Men”. The candidate will be required to attempt three. **15 marks**
4. One general question on drama “The Arms and the Man” on narration of a scene or character sketch. **15 marks**
5. One objective type question consisting of 15 multiple choice items of 01 mark each covering all units and sub units of the prescribed textual section. **15 marks**

FUNCTIONAL ENGLISH

Aims and Objectives of the Functional English Courses:

- (i) To enable the learner to acquire competence with special emphasis is on different linguistic functions.
- (ii) To reinforce the various sub skills acquired by classes IX and X with reference to reading, writing, listening and speaking.
- (iii) To equip the learner with languages skill that will enable him/ her to achieve his/ her academic and career goals.
- (iv) To broaden the language base that will empower the learner to use language for creative purposes.
- (v) To promote personal growth and enrichment.

The Approach to Functional English Curriculum:

- (i) A skill based communicative approach recommended in Functional English, with graded texts followed by learner centered and teacher- friendly activities.
- (ii) It is recommended that teachers consciously take a back seat, playing the role of a manager, coordination and facilitator.
- (iii) Text used are varied, authentic and represent various authors to help the learner discover the various facets of language in use.

The following skills and their objectives are spelt out in detail :

Reading

- (i) Variety in text type rather than having only short stories and prose pieces.
- (ii) Activities in built with enough guidance to the teacher and learners towards acquisition of reading skills.
- (iii) Vocabulary developed through word building skills.
- (iv) Reading inputs cater to the needs of the students and help to prepare them for professional courses as well as vocational courses.
- (v) Ten core objectives of the National Policy kept in mind while looking for reading inputs and working on the materials.

Specific objectives of Reading

- (i) To develop specific study skills such as
- (ii) To refer to dictionaries, encyclopedia, thesaurus and academic reference material.
- (iii) To select and extract relevant information, using reading skills of skimming and scanning.
- (iv) To transcode information from one form to another.
- (v) To be able to read and comprehend a given text (for example advertisements, posters, newspaper articles, reports, write-ups, extracts etc. specifically.
- (vi) To understand the writer's attitude and bias.
- (vii) To comprehend the difference between what is said and what is implied.
- (viii) To understand the language of propaganda and persuasion.
- (ix) To develop the ability to differentiate between claims and realities, facts and opinion.
- (x) To develop the ability to form business opinion on the basis of latest trends available.
- (xi) To develop the ability to comprehend technical language as required in computer related fields.
- (xii) To arrive at personal conclusion and comment on a given text specifically.
- (xiii) To develop the ability to be original and creative in interpreting opinion.
- (xiv) To develop the ability to be logically persuasive in defending one's opinion.
- (xv) To develop literary skills as enumerated below
- (xvi) To personally respond to literary text.
- (xvii) To appreciate and analyze special features of language that differentiates literary texts from non-literary ones.
- (xviii) To explore and evaluate features of character, plot, setting etc.
- (xix) To understand and appreciate the oral, mobile and visual elements of drama
- (xx) To identify the elements of style such as humour, pathos, satire and irony etc.

Speaking and Listening

- (i) Skills overtly built into the materials. (Language skills book)
- (ii) Teachers need special guidance in the actualization of the skills.
- (iii) Speaking needs a very strong emphasis and is an important 'objective leading to professional competence.
- (iv) Testing of oral skills to be made an important component of the overall testing pattern.

Specific objectives of Listening and Speaking Conversation Skills

(Aural/Oral)

To develop the ability :

- (i) To listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
- (ii) To listen to news bulletins and develop the ability to discuss informally on wide ranging issues like current national and international affairs, sports, business etc.
- (iii) To appear for interviews and participate in formal group discussions.
- (iv) To make enquiries meaningfully and adequately respond to enquiries for the purpose of traveling within the country and even abroad.
- (v) To listen to business news and be able to extract relevant important information.
- (vi) To develop the art of formal public speaking.

Writing Skills

- (i) Teaching skills and sub skills of writing focused on the process of writing.
- (ii) Writing skills integrated with the other skills and not compartmentalized.
- (iii) Sub skills of writing are taught in a context.
- (iv) Courses for two years graded in such a way that it leads the students towards acquiring advanced writing skills.
- (v) Writing tasks move from less linguistically challenging to more linguistically challenging ones.

Specific objectives of Writing

To develop the ability:

- (i) To write letters to friends, pen friends, relatives etc.
- (ii) To write business letters and official ones.
- (iii) To send telegrams, faxes, e-mails.
- (iv) To open accounts in post offices and banks.
- (v) To fill in railway reservation slips.
- (vi) To write to various issues or institutions seeking relevant information, lodge complaints, express thanks or tender apology.

- (vii) To write applications, fill in application forms, prepare personal bio- data for admission into college, universities, entrance tests and jobs.
- (viii) To write informal reports as part of personal letters on functions programmes and activities held in school (morning assembly, annual day, sports day etc.)
- (ix) To write formal reports for school magazines or in local on the above events or occasions.
- (x) To write presentation of opinions, facts arguments in the form of set speeches for debates.
- (xi) To present papers for taking part in symposia.
- (xii) To take down notes from talks, lectures, and make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing.
- (xiii) To write examination answers according to the requirement of the various subjects.

DETAILED SYLLABUS

Paper A

Maximum Marks :75

Time: 2 ½ hours

1. Two questions based on the comprehension of two unseen prose passages, of three questions of 3 marks each and 3 marks on vocabulary test for each question.

(9+3+9+3) = 24 Marks
2. One question of four parts of 4 marks each, based on the comprehension from the following chapters of the Literature Reader II :
 1. The Turning point.
 2. Polar melt down.
 3. Forests....Desperate Measures Needed.
 4. Taking UP the challenge. **16 marks**
3. One question with alternate describing an even or the Moral of the following short stories of the Literature Reader II
 1. Some Hill Station Ghosts.
 2. The Rightful Inheritors of the Earth.
 3. Ha' Penny.
 4. The Devil Outwitted. **10 marks**
4. One question based on the theme, summary or central Idea of the following poems of the Literature Reader II
 1. Abraham Lincoln's letter to His Son's Teacher.
 2. The Secret of Machines. **09 marks**

5. Two questions of 8 marks each based on the description of an even or a character or a conversation from the following Dramas.

1. Don't call out or you will be shot 'ii'

2. The count's Revenge....

2×8 = 16 marks

Paper B

Maximum Marks :75

Time: 2 ½ hours

1. One question on 'Note Making' or 'Note Taking' of a given passage..... **5 marks**
2. One question on writing of an advertisement on the given caption. **5 marks**
3. One question on writing an invitation and giving a Reply to the invitation. **2+2 = 4 marks**
4. One question based on the writing of a memorandum on any of the given topics. **10 marks**
5. One question on writing of a circular on a given caption. **4 marks**
6. One question on the writing of Report on any of the given topics. **10 marks**
7. One question on writing of summary of the given prose passage. **10 marks**
8. One question based on the formation of tables and their interpretation on the given topics. **4 marks**
9. One question based on interpreting Bar Charts and Histogram. **4 marks**
10. One question on of the Editing and Proof Reading of the given prose passage. **10 marks**
11. One question on writing of main points of a given passage. **4 marks**
12. One question on writing the notes on any one of the following topics :
(a) Dialects; (b) Accent; (c) Register; (d) Style **5 marks**

BOOKS PRESCRIBED:

1. Functional English Literature Reader II by Indu, Manlen, G. Preet, Vibhu & Rama, for class XIII published by Goyal Brothers Prakashan in cooperation with Jammu and Kashmir State Board of School Education.
2. Functional English 'Skills Book II by Indu, Manlen, G.Preet, Vibhu & Rama, for class XII published by Goyal Brothers Prakashan in cooperation with Jammu & Kashmir State Board of School Education.