



## Third Language

3.1

# English

### Background

This curriculum framework for the subject of English (Third Language) at Std. IX and X has been prepared bearing in mind the National Curriculum Framework and the State Curriculum Framework, the curriculums of English of the CBSE, the ISCE and different State Boards and the views/opinions expressed by teachers on the existing curriculum framework.

In view of the developments in the field of Information and Communication Technology the Board recommends increasing use of technology for effective implementation of the Curriculum of English. The new curriculum underscores the need of making education learner centered and of adopting the constructivist model of education. The learner, therefore, is expected to 'discover' and 'construct' his/her learning. Some of the other considerations have been as follows :

Increasing importance of English at the International and National level.

Increasing demand for English, not only as a source language (Library Language) but also as an important language of communication.

Introduction of English from Class I, with effect from June 2000, in all the Non-English medium schools in the State of Maharashtra.

The functional (communicative), literary (aesthetic) and cultural (integrative) needs of the learner.

The terminal and the non-terminal Objectives of teaching/learning

English at the Secondary level. (Some students may terminate their studies after Std. X. Others may pursue higher studies in different faculties).

### Objectives

The major objective of teaching English at the Secondary level is to consolidate and extend the language abilities already acquired. In the course of two years, students are expected to develop a broad-based conceptual understanding (cognition) of the idiom of English and to learn to make effective use of English in real life contexts (application).

### General Objectives

#### To enable the student to

1. Learn to use English appropriately.
2. Understand spoken English, used in and outside the school.
3. Speak with confidence using appropriate vocabulary, grammatical forms and acceptable pronunciation.
4. comprehend written texts in English (both textual and non-textual)
5. write in simple and acceptable/ reasonably correct English.
6. acquire the necessary communication skills required for their day to day social interaction.
7. cultivate a broad, human and cultural outlook.
8. Facilitate self-learning.



## Specific Objectives

### Listening Skill

#### To enable the student to

1. enjoy and appreciate various types of poems read aloud.
2. understand meanings of words, phrases and sentences in context.
3. guess meanings of new words and phrases.
4. understand statements, questions, commands, requests and such other sentences.
5. understand and respond appropriately to directive language, e.g. instructions, advice, requests and warning.
6. maintain his/her attention for a reasonable length of time.
7. listen for a global understanding so as to be able to give main points.
8. follow simple narrative, descriptive and such other prose texts read aloud, so as to answer questions set on them.
9. enjoy and appreciate stories, short plays and short narrations read out in the class.
10. take dictation keeping pace with the speed of the speaker.
11. understand and interpret spontaneous spoken discourse in familiar social situations.
12. listen with understanding news, commentaries, short speeches and such other programmes on Radio/T.V./Tapes/CDs, etc.
13. listen with understanding to telephonic conversation.
14. understand nuances conveyed through stress and intonation.

15. infer a speaker's attitude/intention and the message given in his speech.

### Speaking Skill

#### To enable the student to

1. enjoy reciting poems with appropriate rhythm.
2. make meaningful use of words, phrases and sentences in context.
3. use a variety of words and phrases in different contexts.
4. learn to speak fluently and intelligibly on a given topic for a reasonable period of time.
5. answer orally the questions set on narrative and descriptive passages.
6. produce simple statements, questions, commands and requests.
7. converse appropriately in formal and informal contexts.
8. express his/her ideas coherently and logically.
9. narrate events, stories and experiences in brief.
10. describe states and processes that he/she observes.
11. participate in discussions, debates and conversations.
12. use a variety of expressions for complimenting, requesting, apologizing, etc.

### Reading Skill

#### To enable the student to

1. read aloud effectively with correct pronunciation, stress and intonation.
2. read aloud with appropriate pace and pauses showing awareness of punctuation.



3. read aloud poems with appropriate rhythm.
4. read silently with reasonable speed, depending on the type of text.
5. read silently textual and non-textual material for overall/global understanding (skimming), for finding Specific information (scanning), for detailed understanding (intensive).
6. guess/predict appropriately while reading.
7. deduce the meaning of words, phrases with the help of context.
8. read informative material such as notices, advertisements, road signs and news headlines.
9. learn to chunk or group sentences into appropriate sense groups/grammatical groups.
10. learn to use a dictionary and such other reference material.
11. read to understand themes, ideas, emotions, expressed in the text and to respond appropriately.
12. understand logical sequence of sentences in the text.
13. read for pleasure extensively the texts within the range of his/her imagination.
4. write answers to questions on textual/ non-textual reading material
5. frame statements, questions, commands and requests for their appropriate use in different contexts.
6. develop a paragraph on a given theme considering coherence, logical sequence and connective devices.
7. write formal and informal letters with the help of given points.
8. develop a story with the help of given outline/points.
9. write short imaginary write ups e.g. personal essays, compositions with the help of guidelines.
10. write short reports based on interviews, events and talks.
11. describe states and processes with the help of given guidelines.
12. write a short conversation with the help of given guidelines.
13. transfer the information from nonverbal to verbal forms such as from tables, charts and maps to write-ups.
14. Fill in a variety of forms in given formats such as admission form and bio-data form.

### **Writing Skill**

#### **To enable the student to**

1. master the mechanics of writing including the use of Punctuation marks, capital letters and spellings.
2. write correctly, neatly and legibly with a reasonable speed.
3. write grammatically acceptable and situationally appropriate forms of English.

### **Vocabulary**

1. Consolidation and extension of vocabulary learnt in the previous classes (up to Std. VIII / IX).
2. Acquisition of vocabulary arising out of the prescribed texts.

Considering the importance of vocabulary in language learning, a systematic effort will be made to help students in the acquisition of vocabulary. The coursebooks and handbooks will offer the necessary



guidelines in this direction. A variety of tasks/activities will be included in the coursebooks (e.g. Dictionary entries, guessing meanings, finding appropriate words, matching exercises, synonyms and antonyms, word formation, etc.)

## Grammar

Grammar has an important role to play in the teaching and learning of English. However, the question is how should we present grammar in a classroom situation to facilitate the learning of English i.e. how can we help our students to learn to use their knowledge of grammar to use English effectively in a variety of situations. In view of this, the Board makes the following recommendations.

1. Grammar should not be taught for its own sake. Grammar is not an end in itself, it is a means to the use of language.
2. Grammar should be taught with reference to a context. Language is not used in a vacuum, it is used in situations. Isolated sentences should be avoided.
3. The focus has to be on the functional aspects of grammar and not on the formal ones.
4. Grammar affects meaning. Therefore, the teaching of grammatical meaning should be emphasized.
5. The study of grammar should lead to a discovery of rules. We should draw students attention to a variety of examples from the given text and expect them to deduct or infer the rules.
6. Practice plays an important role in the study of language. But mechanical practice is of no use. Meaningful practice, that is, practice combined with understanding should be encouraged.
7. We have to move from fluency to accuracy.
8. Activities/tasks for vocabulary and grammar should help students in developing their language skills.
9. The grammar of the learner's first language may be used for showing the similarities and differences between the two languages.



b)	Grammar	Std. X
Sr.No.	Items	Specification
1	Revision of grammatical items studied up to Std IX.	_____
2.	The Sentence	Types i) Questions- 'Wh' word questions ii) Imperatives iii) Exclamations
3.	The Tenses	i) Present Perfect- Uses- action in the past having current relevance. ii) Present Perfect Continuous- Uses- actions continued from past to present. iii) Past Perfect and Past Perfect Continuous iv) Future with will/shall and 'going to'
4.	Articles	Uses of 'a', 'an', 'the'
5.	Prepositions	Different uses
6.	Reported Speech	Statements, questions, commands, requests, exclamations
7	Passive Voice	Statements, Questions, and Indirect objects.
8	Modal Auxiliaries	Can, may, might, etc.
9.	Non-finites	Infinitives and Participles
10	Degrees of Comparison	Identification and conversion
11.	Word formation	Interchange of word-forms (Nouns/Adjectives/Verbs/Adverbs)
12.	Punctuation	Different uses

### Weightage to be given at Std. IX and X

The following weightage is to be given to the various aspects of the syllabus.

1	Reading Skill (Textual and non-textual)	40%
2	Grammar	15%
3	Writing skill	25%
4	Oral test	20%