

Assam Higher Secondary Education Council (AHSEC)

2nd Year Syllabus

ALTERNATIVE ENGLISH

SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

Background

The course is intended togive students a high level of competence in English with an emphasis on the study of literary texts. The course will provide extensive exposure to a variety of rich texts from world literature as well as Indian writings in English, Including classics. It also aims at developing a sensitivity to the creative and imaginative use of English in students and giving them a taste for reading with delight and discernment.

Objectives

The general objectives at the initial stage are: -

I. To provide extensive exposure toavariety of writings in English, including some classics to develop a sensitivity toa literary and creative use of the language.
II. To further expand the learner's vocabulary through the use of dictionary, thesaurus, and encyclopedia
III. To develop a taste for reading
IV. To critically examine a text
V. To develop proficiency in English both in receptive and productive skills.

At the end of the course, the learner

I. Grasps the global meaning of the texts, its gist and understands how its theme and sub-themes relate.
II. Relates to the details provided in the texts. For example, how the details support a generalization or the conclusion either by classification or contrast and comparison.
III. comprehends details, locates and identifies facts, arguments, logical relationships, generalizations, conclusion in the texts
IV. Draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.
V. assesses and analyses the attitude and bias of the author
VI. Infers the meaning of words and phrases from the context; differentiates between apparent synonyms and appreciates the nuances of words.
VII. Appreciates stylistic nuances, the lexical structure --- its literal and figurative uses and analyses a variety of texts.
VIII. identifies different styles of writing like humorous, satirical, contemplative, ironical and burlesque
IX. can produce text-based writings (writing in response to questions or tasks based on prescribed as well as 'unseen' texts)
X. Develops the advanced skills of reasoning, inferring, analysing, evaluating, and creating.
XI. Develops familiarity with the poetic uses of language including features of the language through which artistic effect is achieved.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. The multi-skill, learners-centered, activity-based approach alreadyrecommended for the

previous stages of education, is still in place, though it will be used in such a way that silent reading of prescribed selected texts for comprehension will receive greater focus as one of the activities. Learners will be trained to read independently and intelligently, interacting actively with texts and other reference materials (dictionary, thesaurus, encyclopedia etc.) as necessary. Some pre-reading activity will generally be required, and course books should suggest those activities. It is important to remember that every text can generate different reading strategies.

Students should be encouraged to interpret texts in different ways while presenting their views. Some projects may also be assigned to students from time to time.



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One paper **Three hours** **Marks 100**

Unit wise distribution of Marks and Periods:

Unit no	Topic	Marks	Periods
Unit- I	Prose	40	90
Unit-II	Poetry	30	40
Unit- III	Grammar And Comprehension	20	35
Unit- IV	Essay	10	15
	Total	**100**	**180**

Distribution of course content [Unit Wise]

Selected Prose (Marks - 40)

1. A Cup of Tea — Katherine Mansfield
2. The Voyage — Bhupen Hazarika
3. The Verger — William Somerset Maugham
4. The Martyr's Corner — R.K. Narayan
5. Bina Kutir — Saurav Kumar Chaliha

Selected Poetry (Marks - 30)

1. Ozymandiasof Egypt — P.B. Shelly
2. Because I Could Not Stop for Death — Emily Dickinson
3. Strange Meeting — Wilfred Owen
4. The Solitude of Alexander Selkirk — William Cowper
5. The Lake Isle of Innisfree — WB Yates
6. Night of the Scorpion — Nissim Ezekiel

Grammar (Marks 5+5 = 10)

1. Common Errors (Marks - 05)
2. Question Tags (Marks - 05)

Comprehension (Marks 10)

1. Comprehension based on a given conversational passage.

Essay (Marks - 10)

1. Essay Writing

Weightage to Questions

Type of question		No Of questions	Marks
Essay type	10 marks	1	10
LA type	5 marks	4	20
SA Type	3 marks	6	18
	2 marks	11	22
VSA Type	1 mark	20	20
	½ marks	20	10
	Total	62 nos.	100 marks

Weightage to objective

Objective	**Marks**	**%**
Knowledge	20	20%
Understanding	30	30%
Application	50	50%

Prescribed textbook: Harmony: An Anthology of Prose and Poetry

Study Materials

aglasem.com

Model Papers

Sample Papers

Half Yearly Sample Papers

Important Resources

Periodic Table

Writing Skills / Formats

Maps of India / World

Notes

- [ ] Class 6 Notes
- [ ] Class 7 Notes
- [ ] Class 8 Notes
- [ ] Class 9 Notes
- [ ] Class 10 Notes
- [ ] Class 11 Notes
- [ ] Class 12 Notes

Books and Solutions

NCERT Books

NCERT Book Solutions

HC Verma Chapter Wise Solutions

RD Sharma Solutions

CGBSE Solutions