


# Assam Higher Secondary Education Council (AHSEC)

## 2nd Year Syllabus

# ENGLISH (Core)

## SYLLABUS FOR HIGHER SECONDARY COURSE

**Background :**

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XII, and the course will aim, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the world of work. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

**Objectives :**

The general objectives at this stage are :

- ❖ to listen to and comprehend live as well as recorded oral presentations on a variety of topics,
- ❖ to develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
- ❖ to participate in group discussions/interviews, making short oral presentations on given topics.
- ❖ to perceive the overall meaning and organisation of the text (i.e., the relationships of the different "chunks" in the text to each other).
- ❖ to identify the central/main point and supporting details, etc.
- ❖ to build communicative competence in various registers of English.
- ❖ to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- ❖ to translate texts from mother tongue (s) into English and vice versa.
- ❖ to develop ability and knowledge required in order to engage in independent reflection and enquiry.
- ❖ to develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

**At the end of this stage, learners will be able to do the following:**

- ❖ Read and comprehend extended texts (prescribed and non-prescribed) in the following genres: fiction, science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- ❖ Text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts)
- ❖ Understand and respond to lectures, speeches, etc.
- ❖ Write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.
- ❖ Write formal/informal letters and applications for different purposes.
- ❖ Write items related to the workplace (minutes, memoranda, notices, summaries, reports; filling up of forms, preparing CVs, etc.).
- ❖ Taking/making notes from reference materials, recorded talks etc.

**Language Items :**

The Core Course should draw upon the language items meant for their language proficiency. Particular attention may, however, be given to the following areas of grammar:

The uses of different tense forms for different kinds of narration.

The use of passive forms in scientific and innovative writings.

Converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses.

A conscious knowledge of some grammatical rules and sound pattems may be useful and interesting at this stage.

**Methods and Techniques :**

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role play, dramatization, group discussion, writing, etc. although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionaries, thesauruses, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually.

In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

## ENGLISH (Core)

### SYLLABUS FOR HIGHER SECONDARY SECOND YEAR COURSE

**One paper** **3 Hours** **Marks : 100**

**Unit wise Weightage :**

| | Unit/Areas of Learning | | Marks |
|---|---|---|---|
| | **Section-A** | | |
| **A.** | **Reading Skills** | | **10** |
| | Reading unseen prose passage | | |
| | **Section-B** | | |
| **B.** | **Advanced Writing Skills** | | **25** |
| | **Section : C** | | |
| **C.** | **Grammar** | | |
| | **(i) Narration : Direct and Indirect** | **4marks** | **20** |
| | **(ii) Voice** | **3marks** | |

| | | | |
|---|---|---|---|
| | **(iii) Tenses** | **5marks** | |
| | **(iv) Preposition** | **4marks** | |
| | **(v) Transformation of Sentences** | **4marks** | |
| **D.** | **Section-D (Prescribed Books)** | | |
| | **(i) Flamingo** | | **30** |
| | **(ii) Vistas** | | **15** |

## SECTION - A

**Reading unseen Passage** **10 Marks**

Reading unseen prose passage for comprehension.

The total length of the passage will be between 500-800 words. The passages may be one of the following:

(a) Factual Passages e.g. instructions. descriptions, reports.

(b) Discursive passage involving opinion e.g. argumentative. persuasive or interpretative text.

(c) Literary passage e.g. extract from fiction, drama, poetry, essay or biography.

### SUMMARY - H.S. Final year

| | Unseen Passages | No of words | Testing Areas | Marks allotted |
|---|---|---|---|---|
| 1 | | 500-800 | Short answer type questions to test local, global and inferential comprehension | 07 |
| | | | Vocabulary | 03 |

## SECTION - B

**Advanced Writing Skills** **25 Marks**

2. One out of two short compositions of not more than 50 words each e.g. advertisement and notices, designing or drafting posters, writing formal and informal invitations and replies. 05

3. A report or a factual description based on verbal input provided (one out of two) (100-125 words) 10

4. Writing one out of two letters based on verbal input. Letter types include : 10

**(a) Business or official letters** (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):

**(b) Letters to the editor** (giving suggestions on an issue)

**(c) Application for a job**

## SECTION-C-Grammar **20 Marks**

**5. 1. Narration : Direct and Indirect** **4marks**

**2. Voice** **3marks**

**3. Tenses** **5marks**

**4. Preposition** **4marks**

**5. Transformation of Sentences** **4marks**

**SECTION-D** **45 Marks**

**Prescribed Textbooks : (i) FLAMINGO** **30 marks**

**Prose : Selected Text**

**1. The Last Lesson : Alphonse Daudet**
**2. Memoirs of Chota Sahib : John Rowntree**
**3. Lost Spring : Anees Jung**
**4. Indigo : Louis Fischer**
**5. Going places : A.R. Barton**

**Poetry : Selected Poetries**

**1. My Mother At Sixty Six : Kamala Das**
**2. Keeping Quiet : Pablo Neruda**
**3. A Thing of beauty : John Keats**
**4. A Roadside Stand : Robert Frost**

6. **One** out of two extracts based on poetry from the text to test comprehension and appreciation 4
7. **Three** out of four short questions from the poetry section to test local and global comprehension of text. 2×3=6
8. **Five very** Short answer questions out of seven questions based on the lessons from prescribed text. 1×5=5
9. **Five** short answer questions out of seven questions based on the lessons from prescribed text 2×5=10
10. **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 about 80-100 words each) 5

**Prescribed Textbooks : (ii) VISTAS** **15 marks**

**Selected Pieces**

**1. The Tiger King : Kalki**
**2. The Enemy : Pearl S. Buck**
**3. On the Face of it : Susan Hill**
**4. Memories of Childhood : Zitkala Sa and Bama**
**5. Magh Bihu or Maghar Domahi : Dr. Praphulladatta Goswami**

11. **One** out of two long answer type question based on Supplementary Reader to test comprehension and extrapolation of theme, character and incidents (Expected word limit about 125-150 words) 07
12. **Four** short answer questions from the Supplementary Reader (2x4) 08

***Prescribed books :***

**1. Flamingo :** English Reader *published by Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21, developed by NCERT.*

**2. Vistas :** Supplementary Reader *published by Assam Higher Secondary Education Council, Bamunimaidam, Guwahati-21, developed by NCERT.*

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# 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