

SYLLABUS OF GRADE XI

ENGLISH

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, 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 professional domain. 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.

Competencies to be focused on:

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing oral presentations on a variety of topics;
- develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation on given topics;
- perceive the overall meaning and organisation of the text (i.e., co-relation of the vital portions of the text);
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English;
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities;
- translate texts from mother tongue(s) into English and vice versa;
- develop ability and acquire knowledge required in order to engage in independent reflection and enquiry;
- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: 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, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes;
- make use of contextual clues to infer meanings of unfamiliar vocabulary;
- select, compile and collate information for an oral presentation;
- produce unified paragraphs with adequate details and support;
- use grammatical structures accurately and appropriately;

- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.;
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

The Core course draws upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- Use of passive forms in scientific and innovative writings.
- Convert one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries-uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's purpose and tone
- comprehend the difference between the literal and the figurative
- differentiate between claims and realities, facts and opinions, form business opinions on the basis of latest trends available
- comprehend technical language as required in computer related fields, arrive at personal conclusion and logically comment on a given text
- specifically develop the ability to be original and creative in interpreting opinion, develop the ability to be logically persuasive in defending one's opinion and making notes based on a text.

Develop literary skills as enumerated below:

- respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.
- understand and appreciate the oral, mobile and visual elements of drama .Identify the elements of style such as humour, pathos, satire and irony, etc.
- make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

I. Specific Objectives of Listening & Speaking

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages;
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc;
- respond in interviews and to participate in formal group discussions;
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad;
- listen to business news and to be able to extract relevant important information. develop the public speaking skills.

II. Guidelines for Assessment in Listening and Speaking Skills

i. Activities:

- Activities for listening and speaking available at www.cbseacademic.in can be used for developing listening and speaking skills of students.
- Subject teachers should also refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters:

- i. Interactive competence (Initiation & turn taking, relevance to the topic).
- ii. Fluency (cohesion, coherence and speed of delivery).
- iii. Pronunciation
- iv. Language (accuracy and vocabulary).

iii. Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the convenience and schedule of the school.

III. Record Keeping:

The record of the activities done and the marks given must be kept for three months after the declaration of result, for any random checking by the Board.

No recording of speaking skills is to be sent to the Board.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks. To fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately

- write on various issues to institutions seeking relevant information, lodge complaints, express gratitude or render apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form of speech or debates, using a variety of accurate sentence structures
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

D. More About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn. If our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review / dramatization of the story.
- Commentary on the characters.
- Critical evaluation of the plot, storyline and characters.
- Comparing and contrasting the characters within the story, with other characters in stories by the same author or by different authors.
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story.
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author.

- Holding a literature fest where students role-play as various characters to interact with each other.
- Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme.
- Creating graphic novels out of novel or short stories they read.
- Dramatizing incidents from a novel or a story.
- Creating their own stories.
- Books of one genre to be read by the whole class.

Teachers may select books and e-books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages by dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. A befitting mode of assessment may be chosen by the teacher.

E. 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 (dictionary, thesaurus, 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 students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, although 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 CLASS – XI

SECTION – A READING COMPREHENSION

**(20 Marks)
45 Periods**

There shall be two unseen passages (including poems) with a variety of questions like Objective Type Questions, Short Answer Questions and Multiple Choice Questions, including 04 marks for vocabulary such as word formation and inferring meaning.

Multiple Choice Questions (1x6=6marks), Objective Type Questions (1x6= 6marks)
The range of the two passages including a poem or a stanza, should be 900-1000 words as per the following details:

1. The passage of 550-600 words in length will be used for note-making and summarizing. (Note making - 4 marks, Summarizing – 4 marks)
2. The passage of 350-400 words in length will be used to assess comprehension, interpretation and inference.

OR

3. An unseen poem of 28-35 lines to assess comprehension, interpretation and inference. The passages as given above could be of any one of the following types:
Factual passages, e.g., illustrations, description, reports / discursive passages involving opinion, e.g., argumentative, persuasive/literary passages e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION B WRITING SKILLS AND GRAMMAR

**(30 Marks)
(60 Periods)**

Writing

1. One Short Answer Question: Based on notice/ poster/ advertisement. Posters and advertisements should lead to creative rendering, provisions for which should be made in the marking scheme. 4 Marks
2. Two Long Answer Questions: Letters based on verbal/visual input. – (6x2=12 Marks)

It would cover all types of letters. Letter types may include:

- (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/opinions on an issue) Provide realistic context in the form of newspaper report/article to which the students may respond.
- (c) application for a job with a bio-data or résumé

(d) letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.

3. Very Long Answer Question: Composition in the form of article/speech/report/narrative/debate writing. Contemporary topical issues to be a part of speech and debate writing. For example, 'Protests should not be permitted as a democratic right.' (8 Marks)

GRAMMAR (6 Objective Type Questions)

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Change of Voice. These grammar areas will be tested through 6 objective type questions on the following preferably contextualized grammar:

- A. Error Correction, editing tasks/cloze passages
- B. Re-ordering of sentences,
- C. Transformation of sentences

SECTION C

(30 Marks)

LITERATURE

(70 Periods)

Questions from the prescribed texts to test comprehension at different levels, like literal, inferential and evaluative will be asked.

1. Two Objective Type Questions out of three - Based on an extract from poetry to assess reference to context comprehension and appreciation. Direct questions to be avoided. Reference to the lines to be made, to answer questions based on the given extract. (1x2=2 Marks)

2. Five Short Answer Questions out of six (3 questions should be from Hornbill) - Based on prose, poetry and plays from both the texts. Questions should elicit inferential responses through critical thinking. (2x5=10 marks)

3. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words). Based on prescribed text to assess global comprehension and extrapolation beyond the texts. Questions to provide evaluative and analytical stimuli to the learners, using incidents, events, themes as reference points. 6 Marks

4. One Long Answer Questions out of two from Snapshots (to be answered in 120-150 words) - Based on incidents or events to test global comprehension and extrapolation beyond the texts. Questions to elicit creative responses and ability to form opinions. 6 Marks

5. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words)- Questions to provide evaluative and analytical stimuli to the learners using incidents, events, themes as reference points. 6 Marks

INTERNAL ASSESSMENT

Assessment of Listening and Speaking Skills

45 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.

QUESTION PAPER DESIGN ENGLISH CORE XII

Marks-80+20=100 marks

Section	Competencies	Total Marks	% Weightage
Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate formats.	20	25%
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	30	37.5%
Literature Textbooks and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency.	30	37.5%
TOTAL		80	100%
Assessment of Listening and Speaking Skills		20	-
GRAND TOTAL		100	