

SYLLABUS OF GRADE XI

ENGLISH ELECTIVE

Background

The course is intended to give 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 of world literature as well as Indian writings in English, including classics; develop sensitivity to the creative and imaginative use of English Language and give them a taste for reading with delight and discernment. The course is primarily designed to equip the students to pursue higher studies in English literature and English language at the college level.

Competencies to be focused on:

- i. provide extensive exposure to a variety of writings in English, including some classics to develop sensitivity to literary and creative uses of the language.
- ii. further expand the learners' vocabulary resources through the use of dictionary, thesaurus and encyclopedia.
- iii. develop a taste for reading with discernment and delight.
- iv. critically examine a text and comment on different aspects.
- v. develop proficiency in English Language both in receptive and productive skills.
- vi. grasp the global meaning of the text, its gist and understand how its theme and sub-themes relate.
- vii. relate to the details provided in the text, for example, how the details support a generalization or the conclusion either by classification or by contrast and comparison.
- viii. comprehend details, locate and identify facts, arguments, logical relationships, generalization, conclusion, in the texts.
- ix. draw inferences, supply missing details, predict outcomes, grasp the significance of particular details and interpret texts.
- x. assess and analyze the point of view of the author.
- xi. Infer the meanings of words and phrases from the context; differentiate between apparent synonyms.
- xii. appreciate stylistic nuances, the lexical structure; its literal and figurative uses and analyse a variety of texts.
- xiii. identify different styles of writing like humorous, satirical, contemplative, ironical and burlesque.
- xiv. can produce text-based writing (writing in response to questions or tasks based on prescribed as well as 'unseen' texts)
- xv. develop the advanced skills of reasoning, inferring, analysing, evaluating and creating.
- xvi. develop 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, learner-centered, activity-based approach already recommended 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.) where necessary. Some pre-reading activity will generally be required, as suggested in the course books. The reading of texts should be followed by post reading activities. It is important to remember that every text can generate different reading strategies. Students should be encouraged to interpret texts in different ways, understand the views of others and present their views on a literary text. Some projects may be assigned to students from time to time, for instance, students may be asked to put together a few literary pieces on a given theme, so as to create a meaningful singular hold.

SECTION – A

Reading **20 Marks**

An unseen passage and a poem: **35 Periods**

1. The section will have 12 Questions including 6 Multiple Choice Questions (MCQ) i.e. MCQs from a literary or discursive passage of about 950-1000 words and 6 Objective Type Questions. (1x12=12 marks)
2. 04 Short Answer Questions to test interpretation and appreciation and to be answered in 50-60 words each on a poem of about 24 - 28 lines. (2x4=8 marks)

SECTION –B

Creative Writing Skills **35 Periods**

1. **One Very Long Answer Questions out of three to be answered in 120-150 words each:** An essay on an argumentative/discursive/reflective/descriptive topic, leading to creative rendering, forming and defending of opinions (10x1=10marks)
2. **One Very Long Answer Question out of two to be answered in 150-200 words:** An essay on an argumentative/discursive topic such as an article/report/speech. Contemporary topics / issues to be a part of Article, Report and Speech Writing. (10x1=10 marks)
3. **Eight objective Type Questions:** Transformation of Sentences: (8 marks)

SECTION – C

Literature **60 Periods**

1. **One Short Answer Question out of two to be answered in 50-60 words to**

assess understanding analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. (2x1=2 marks)

2. **Two Short Answer Questions out of three to be answered in 60-80 words to** assess understanding analysis and critical appreciation. Questions should elicit inferential responses through critical thinking and drawing inferences in poetry and prose. (4x2=8 marks)
3. **Two Long Answer Questions out of three to be answered in 80-100 words each to** assess deeper understanding, interpretation, appreciation and drawing inferences. Questions to elicit creative responses and ability to form opinions. (5x2=10 marks)

SECTION D (16 Marks)

Fiction

40 Periods

1. **One Short Answer Question out of two to be answered in 60-80 words to** Test understanding and appreciation and seek comments, interpretation, evaluation and appreciation of characters, events, episodes and interpersonal relationships. (4x1=4marks)
2. **One Long Answer Question out of two to be answered in 120-160 words to** Test deeper (in depth) understanding, interpretation, appreciation and drawing global inferences of the given text with reference to characters /events/ incidents and episodes , leading to creative rendering, forming and defending opinions. (6x1=6marks)

Students can select one of the two prescribed texts.

Seminar

(20marks)

- Presentation - book review /a play /a short story/a novel/novella (tale, table, and parable) to be followed by a question-answer session.
- Poetry reading to be followed by interpretative tasks based on close reading and literary analysis of the text. Critical review of a film or a play
- Conducting a theatre workshop to be followed by a discussion

QUESTION PAPER DESIGN ENGLISH ELECTIVE XII

Marks – 80+20=100

Section	Competencies	Total marks	% Weight age
Reading Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	20	25%
Creative Writing & Applied Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluating, creativity with Fluency. Applying appropriate language conventions comprehension using structures interactively, application, accuracy and fluency	20	25%
Literature	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	20	25%
Fiction	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the text, inferring, analyzing, evaluating and creating, giving opinions, justifying with fluency	10	12.50%
	TOTAL	80	100%
Seminar	Seeking information and clarifying, illustrating with relevant quotations from the texts, reasoning, diction, articulation clarity of pronunciation, using appropriate language conventions Addressing participants using appropriate titles or nomenclatures and overall fluency	20	
	Grand Total	100	