

1. ENGLISH ELECTIVE NCERT (Code No. 001)

CLASSES XI

(2017-18)

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 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.

Objectives

The general objectives at this stage are:

- i) to 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) to further expand the learners' vocabulary resources through the use of dictionary, thesaurus and encyclopaedia.
- iii) to develop a taste for reading with discernment and delight.
- iv) to critically examine a text and comment on different aspects.
- v) to develop proficiency in English both in receptive and productive skills.

At the end of this course, the learner

- i) grasps the global meaning of the text, its gist and understands how its theme and sub-themes relate.
- ii) relates 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.
- iii) comprehends details, locates and identifies facts, arguments, logical relationships, generalization, conclusion, in the texts.
- iv) draws inferences, supplies missing details, predicts outcomes, grasps the significance of particular details and interprets texts.
- v) assesses and analyzes the point of view of the author.
- vi) infers the meanings of words and phrases from the context; differentiates between apparent synonyms.
- 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 writing (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, learner-centred, 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, and course books suggest those activities. 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.

ENGLISH ELECTIVE NCERT (Code No. 001) CLASS - XI

SECTION - A

Reading an unseen passage and a poem 35 Periods

- **Very Short and Short Answer Questions:** Literary or discursive passage of about 900-950 words.
- **Short Answer Questions:** A poem of about 20-24 lines to test interpretation and appreciation.

SECTION - B

Creative Writing Skills 35 Periods

- **Long Answer Question:** An essay on an argumentative/discursive/reflective/descriptive topic.
- **Very Long Answer Question:** A composition such as an article / a report / a speech.

SECTION - C

Literature Textbooks

Woven Words 75 Periods

- **Very Short and Long Answer Questions:** To test comprehension, literary appreciation and drawing inferences in poetry and prose.

Arms and the Man - [Drama] 25 Periods

- **Long Answer Questions:** To test the evaluation of characters, events and episodes.

Fiction

- **Short and Long Answer Questions:** To test analysis of characters, events, episodes and interpersonal relationships and understanding of content, events and episodes
- 25 Periods

Note: Short answer questions or long answer questions based on values can be given in the writing or in the literature section.

Seminar

- Presentation of a book review/a play/a short story/a novel/novella (tale, fable, 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

Note : Teachers may develop their own rubrics to assess the performance of student objectively

The parameters for assessing Speaking skills as given the syllabus of English Core and English Elective CBSE may be referred to.

Prescribed Books:

1. **Text book: Woven Words** published by NCERT
2. **Fiction: The Old Man and the Sea** (Novel unabridged) by Ernest Hemingway
3. **Drama: Arms and the Man** by George Bernard Shaw

QUESTION PAPER DESIGN 2017-18 CLASS XI								
ENGLISH ELECTIVE NCERT - XI (Code No. 001)					Marks -100 (80+20 Seminar)			
Typology	Testing Competencies/learning outcomes	VSA 1 mark	Short Answer 50-60 words 2 marks	Long Answer -1 80 - 100 words 5 marks	Long Answer -2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Overall %
Reading Comprehension	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, literary conventions and vocabulary.	10	5	—	—	—	20	20
Creative Writing Skill	Reasoning, appropriacy of style and tone, use of appropriate format and fluency	—	—	—	—	2	20	20
Literature Texts	Recalling, reasoning, appreciating literary conventions illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	4	5	—	1	—	20	20
Drama	Recalling, reasoning, appreciating literary conventions, illustrating with relevant quotations from the texts, giving opinions and justifying with fluency	—	—	2	—	—	10	10
Fiction	Recalling, reasoning, appreciating literary conventions, Illustrating with relevant quotations from the texts, giving opinions and justifying and fluency	—	2	—	1	—	10	10
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	20
	TOTAL	14x1 = 14	12x2= 24	2x5=10	2x6= 12	2x10= 20	80+20 =100	100

2. ENGLISH ELECTIVE CBSE (Code No. 101) (2017-18)

Aims and Objectives of the Course

According to NCF 2005: The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centres. A variety of successful innovations exists whose generalizability needs exploration and encouragement. Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy. Higher-order skills (including literary appreciation and role of language in gendering) can be developed once fundamental competencies are ensured.

Further, according to NCF 2005: A set of work-related generic competencies (basic, interpersonal and systemic) could be pursued at all stages of education. This includes critical thinking, transfer of learning, creativity, communication skills, aesthetics, work motivation, work ethics of collaborative functioning and entrepreneurship-cum-social accountability.

Indeed, today's job market, offering employment, for example, in hotels, hospitals, construction, or manufacturing, welcomes workers with specific occupational skills, and, more importantly, the ability to understand and interact orally, to fill out job applications, and to use manuals or catalogues, successful participation in training programmes, in specialized forms of English. Then, again, at the managerial level, increasingly a proficient command of English is necessary to interact efficiently and appropriately with English-speaking colleagues, clients, customers or employees; and, for students, it will be the achievement of a higher level of competency in the global language, for their higher academic pursuits in India and abroad.

The English Elective CBSE for Classes XI and XII, highlights the CBSE's approach to language training within an academic and professional context. The content emphasizes literary appreciation along with language competencies and effective workplace communication skills. Therefore, the comprehensive English curriculum will enable students opting for English Elective CBSE to understand and use significantly complex language in the contexts of higher studies or employment.

English Elective CBSE for classes XI and XII, includes listening, speaking, reading and writing skills, grammar vocabulary and literary appreciation which will cover the various areas through a variety of themes offered in the course materials.

The Approach to the Curriculum

- A skill-based communicative approach is recommended with graded texts followed by learner-centred activities.
- Academic reading and writing and appreciation of literature form the basis of the syllabus.
- It is recommended that teachers consciously take a back seat, playing the role of a coordinator and facilitator.

Language Skills and their Objectives

Approach to Reading

- The course aims at introducing a variety in text type rather than having only short stories and prose pieces.

- The emphasis is to enlarge the vocabulary through word building skills and impart training in reading for specific purposes.

Specific Objectives of Reading:

Students are expected to develop the following study skills:

- refer to dictionaries, encyclopaedia, thesaurus and academic reference material
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's point of view
- differentiate between claims and realities, facts and opinions
- form business opinions on the basis of the latest trends available
- comprehend technical language as required in various of professional fields
- arrive at personal conclusion and comment on a given text
- be original and creative in interpreting opinion
- be logically persuasive in defending one's opinion
- appreciate other' perspective.

Develop literary skills as enumerated below:

- personally 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
- summarizing

Listening and Speaking:

Listening and Speaking skills need a very strong emphasis. Hence, testing of these skills must be made an important component of the overall testing pattern.

Specific objectives of Listening and Speaking Skills:

- Communication
- understand conversational English
- confidence in speaking English with greater fluency
- using a wider vocabulary to talk about a range of general topics as well as specific subject area.
- adopting appropriate strategies to get more information
- asking for repetition without losing understood names, terms, numbers, or directions
- accuracy and pronunciation
- efficient interaction

Specific Objectives of Listening:

Students are expected to develop the ability:

- to listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
- to listen to news bulletins and to develop the ability to discuss informally on a wide ranging issues like current national and international affairs, sports, business, etc.
- to respond in interviews and to participate in formal group discussions.
- to listen to business news and to be able to extract relevant important information.

Guidelines for Assessment in Listening and Speaking Skills

A. Activities: <ul style="list-style-type: none">● Activities for Listening and Speaking available at www.cbseacademic.in are to 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 create their own material for assessing the listening and speaking skills.
B. Parameters for Assessment: <p>The listening and speaking skills are to be assessed on the following parameters:</p> <ul style="list-style-type: none">i. Interactive competence (Initiation & turn taking, relevance to the topic).ii. Fluency (cohesion, coherence and speed of delivery).iii. Pronunciationiv. Language (accuracy and vocabulary).
C. Schedule: <ul style="list-style-type: none">● 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.
D. Record keeping: <p>The record of the activities done and the marks given must be kept for three months after the declaration of result of class XI, for any random checking by the Board.</p> <p>No recording of speaking skills is to be done.</p>

Approaches to Writing

The course for two years has been graded in such a way that it leads the students towards acquiring advanced writing skills through integrated tasks that move from less linguistically challenging to more challenging ones. It has been planned on the premise that sub skills of writing should be taught in a context and more emphasis should be laid on teaching the process of writing.

Specific Objectives of Writing

- to write letters to friends, pen friends, relatives, etc.
- to write business and official letters.
- to send faxes, e-mails[formal].
- to open accounts in post offices and banks.

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

Grammar and Phonetics

The Grammar that supports these skills includes adjectives and adverbs, modals and semi-modals, gerunds and participles, the simple, continuous, perfect [present, past] tense forms, future time, active and passive voice, reported speech, sentence transformation.

The Speaking and listening skills acquisition will be supported by the inclusion of the following: Speech Mechanism, Organs of Speech, Classification of Vowels - Diphthongs, Cardinal Vowels, Phonemes - Allophones and Allophonic Variations, Homonyms and Homophones, Stress and Rhythm, Intonation, Juncture Elision and Assimilation.

Evaluation and Assessment

The curriculum is intended as a preparation/vocational for higher academic studies and professional careers will require students to qualify in the assessments of the following areas:

	Weightage	
	XI	XII
● Reading	20	30
● Writing Skills and Grammar	30	30
● Literary Appreciation and Extended Reading Texts	30	40
● Assessment of Listening and Speaking Skills	20	—

Group project/class presentation/case study/research will be based on the use of English for literary appreciation in academic and professional/vocational contexts, for internal assessment

The multi-focal English language curriculum, aims at equipping our students with excellent communicative skills in diverse applications of English Language designed to open up a wide spectrum of higher academic and career avenues in a fast evolving knowledge and technology driven society. The curriculum with its component for students' exposure to major works of literature will foster human values and will stimulate self-exploration and effective self-expression to empower them to be active participants and contributors in the knowledge society.

An integrated literary and functional English will provide students of the vocational and academic streams important, more focused language skills necessary for successful upward mobility academically and

professionally as a result of their higher standard of English proficiency. Besides, the revised integrated curriculum will enhance the Total Learning Experience of students offering either the vocational or regular streams, who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English, in higher academic study/the work place.

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' and if our children are in the habit of reading they will learn to reinvent themselves and deal with any 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 which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. 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. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information, analysis and synthesis of knowledge. The student may be encouraged to read on topics as diverse as Science and Technology, Politics and History. This will improve his/her critical thinking skills and also help in improving his/her concentration.

ENGLISH ELECTIVE CBSE (Code No. 101) CLASS-XI (2017-18)

SECTION-A

Advanced Reading Skills

45 Periods

MCQs, very short answer and short answer questions: to test comprehension, analysis, inference, evaluation and literary appreciation

1. 450-500 words in length for note-making and summarising;
2. 400-450 words in length (comprehension and vocabulary).

The passages or poems could be of any of the following types:

- a) Factual passages, e.g., instructions, descriptions, reports.
- b) Discursive passages involving opinion, e.g., argumentative, reflective persuasive, etc.
- c) Literary texts, e.g., poems, extracts from fiction, biography, autobiography, travelogue, etc.

Note: In the case of a poem, the text may be shorter than 200 words or 20-24 lines.

SECTION-B

Writing Skills and Grammar **60 Periods**

This section will include writing tasks as indicated below:

3. **Short Answer Questions:** Messages, notices, e-mails (formal) and description of people.

Note: Though e-mail is included as one of the writing tasks, it is suggested that it may be tested as a part of internal or formative assessment.

4. **Long Answer Question:** Based on a verbal or visual input:

a) Official letter for making inquiries, suggesting changes, registering complaints, asking for and giving information, placing orders and replies.

b) Letters to the editor on various social, national and international issues.

5. **Very Long Answer Question:** Sustained writing tasks such as writing a speech, an article for a magazine or report based on a verbal or a visual input.

Grammar

A variety of questions through MCQs and Very Short Answer type questions may be asked to test grammar items in context (not as isolated sentences). Though only modals, determiners, voice and tense forms are being dealt with in Class XI, other grammar items such as prepositions, verb forms, connectors which have been learnt earlier would also be included.

- Drafting questions/questionnaires based on verbal/visual input
- Composing a dialogue based on the given input
- Recognizing consonant and vowel values in pronunciation/ sentence and word stress
- Correction of errors in sentences

SECTION - C

LITERATURE: Textbooks and Long Reading Texts **70 Periods**

Questions are asked to test local and global comprehension involving interpretative, inferential, evaluative and extrapolatory skills.

- **Very Short Answer Questions:** Any two out of three extracts based on different poems to test theme, setting and literary devices.
- **Short Answer Questions:** Based on different prose / drama / poetry / pieces to test Local and Global comprehension of ideas and language.
- **Long Answer Question:** Based on prose or play to test comprehension of characters, actions and plot appreciation of literary conventions and reasoning.

Note: Short answer questions or long answer questions based on values can be given in the writing section or in the literature section.

- **Long Answer Questions:** To test understanding, appreciation, analysis, inference in the plot of the long reading text and writing a character sketch.

Assessment of Listening and Speaking Skills (ALS)

It is recommended that speaking and listening skills should be regularly practiced in the class. **45 Periods**

PREScribed BOOKS:

1. *Language Skills Book* - Class XI English Elective CBSE published by Central Board of Secondary Education, Delhi.
2. *Literature Reader* - Class XI English Elective CBSE published by Central Board of Secondary Education, Delhi.
3. **The Extended Reading Texts: (Either one)**

	Author
i) The Canterville Ghost (unabridged - 1906 Edition)	Oscar Wilde
ii) Up from Slavery (unabridged - 2000 Edition)	Booker T. Washington

QUESTION PAPER DESIGN 2017-18 CLASS XI									
English Elective CBSE XI (Code No. 101)			Time: 3 hours				Marks: 80+20=100		
Typology	Testing Competencies/learning outcomes	MCQ 1 mark	Very Short Answer 1 mark	Short Answer 50-60 words 4 marks	Long Answer-1 80 - 100 words 5 marks	Long Answer-2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Overall %
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, a literary conventions and vocabulary, summarising and using appropriate format/s	5	5	1	—	1	—	20	20
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency Applying language conventions appropriately using structures integrative, accuracy and fluency	4	6	1	—	1	1	30	30
Literary Texts and Long Reading Texts	Recalling, reasoning, appreciating literary conventions and fluency	—	10	1	2	1	—	30	30
Assessment of Listening and Speaking Skill	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency	—	—	—	4	—	—	20	20
	TOTAL	9x1=9	21x1=21	3x4=12	6x5=30	3x6=18	1x10=10	100	100%

3. ENGLISH (CORE) (Code No. 301) (2017-18)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, 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 and comprehend live as well as record in writing oral presentations on a variety of topics
- to 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
- 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

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: 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
- 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 should draw 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:

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 modal auxiliaries-uses based on semantic considerations.

Specific Objectives of Reading

Students are expected to develop the following study skills:

- refer to dictionaries, encyclopaedia, thesaurus and academic reference material
- select and extract relevant information, using reading skills of skimming and scanning
- understand the writer's attitude and bias
- comprehend the difference between what is said and what is implied
- understand the language of propaganda and persuasion
- 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 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
- making notes based on a text

Develop literary skills as enumerated below:

- personally 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

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.

Specific Objectives of Listening

Students are expected to develop the ability:

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

- to listen to business news and to be able to extract relevant important information.
- to develop the art of formal public speaking.

Guidelines for Assessment in Listening and Speaking Skills

A. Activities:

- Activities for listening and speaking available at www.cbseacademic.in are to 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 create their own material for assessing the listening and speaking skills.

B. 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).

C. 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.

D. Record keeping:

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

No recording of speaking skills is to be done.

Specific Objectives of Writing

- to write letters to friends, pen friends, relatives, etc.
- to write business and official letters.
- to send faxes, e-mails[formal].
- to open accounts in post offices and banks.
- to fill in railway/airline reservation forms.
- to write on various issues to institutions seeking relevant information, lodge complaints, express thanks or tender apology.
- to write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- to write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- to write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- to express opinions, facts, arguments in the form a speech or debates.
- to draft papers to be presented in symposia.

- to take down notes from talks and lectures.
- to write examination answers according to the requirement of various subjects.
- to summarise a text.

About Reading

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purposes 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 and, 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 and with other characters in stories by the same author or by the other 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 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 but 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. The mode of assessment may be decided by the teachers as they see fit.

These may be used for internal assessments only. It may be noted that this reading project is apart from the long reading texts which have been prescribed for the Term-end Assessments.

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 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 (CODE NO. 301)

CLASS - XI

(2017-18)

SECTION - A

READING COMPREHENSION

45 Periods

- **Very short answer +/ Short answer and MCQ type questions:**

Two unseen passages (including poems) with a variety of questions including 04 marks for vocabulary such as word formation and inferring meaning. The total range of the 2 passages including a poem or a stanza, should be around 900-1000 words.

1. 550-600 words in length (for note-making and summarising)
2. 350-400 words in length (to test comprehension, interpretation and inference)

An unseen poem of about 28-35 lines.

The passages 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

Writing

60 Periods

Short Answer Questions: Based on notice/ poster/ advertisement

- **Long Answer Questions:** Letters based on verbal/visual input. 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)
 - (c) application for a job with a bio-data or resumé
 - (d) letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.
- **Very Long Answer Question:** Composition in the form of article, speech, report writing or a narrative

GRAMMAR

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 using the following short answer type and MCQ type questions.

- Error Correction, editing tasks,
- Re - ordering of sentences,
- Transformation of sentences

SECTION C

LITERATURE AND LONG READING TEXTS/NOVELS

70 Periods

Questions to test comprehension at different levels: literal, inferential and evaluative

1. **Hornbill:** Textbook published by NCERT, New Delhi
2. **Snapshots:** Supplementary Reader published by NCERT, New Delhi

The following have been deleted:

Textbooks

Name of the lessons deleted

- | | |
|----------|--|
| Hornbill | <ol style="list-style-type: none"> 1. Landscape of the Soul 2. The Adventure 3. Silk Road 4. The Laburnum Top (Poetry) |
|----------|--|

Snapshots

Name of the lessons deleted

- | |
|---|
| <ol style="list-style-type: none"> 5. The Ghat of the only World |
|---|

- **Very Short Answer Questions** - Based on an extract from poetry to test reference to context comprehension and appreciation.
- **Short Answer Questions** - Based on prose, poetry and plays from both the texts.

- **Long Answer Question** - Based on prescribed texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.
- **Long Answer Questions** - Based on theme, plot, incidents or events from the prescribed novels.
- **Long Answer Question** - Based on understanding appreciation, analysis and interpretation of the characters.

Note: Values-based questions may be given as long answers in the writing or literature sections.

Extended Reading Texts: (either one)

With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a Long Reading Text - Novel in the English Core Course which will be evaluated in the Term-end Assessments. Schools can opt for either one of the texts.

	Author
i) The Canterville Ghost	Oscar Wilde (unabridged 1906 Edition)
ii) Up from Slavery	Booker T. Washington (unabridged 2000 Edition)

Assessment of Listening and Speaking Skills **45 Periods**

It is recommended that listening and speaking skills should be regularly practiced in the class.

QUESTION PAPER DESIGN 2017-18 CLASS XI										
ENGLISH CORE XI (Code No. 301)			Time- 3 hours					Marks - 80+20=100		
Typology	Typology of questions/ learning outcomes	MCQ I mark	Very Short Answer Question 1 mark	Short Answer Question 3 marks	Short Answer Question 4 marks	Long Answer- 1 80 - 100 words 5 marks	Long Answer- 2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Overall %
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating ,literary conventions and vocabulary, summarising and using appropriate format/s	6	6	1	—	1	—	—	20	20
Writing Skills and Grammar	Reasoning, appropriacy of style and tone, using appropriate format and fluency inference, analysis, evaluation and creativity, appreciation applying of languages conventions, comprehension using structures integratively, accuracy and fluency	—	10	—	1	—	1	1	30	30
Literary Text books and long reading text /novel	Recalling, reasoning, appreciating a literary conventions, inference, analysis, evaluation, creativity with fluency	—	3	3	—	—	3	—	30	30
Assessment of Listening and Speaking Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency	—	—	—	—	4	—	—	20	20
	TOTAL	6x1=6	19x1=19	4x3=12	1x4=4	5x5=5	4x6=24	1x10=10	100	100