

## 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

<p><b>A. Activities:</b></p> <ul style="list-style-type: none"><li>● Activities for Listening and Speaking available at <a href="http://www.cbseacademic.in">www.cbseacademic.in</a> are to be used for developing listening and speaking skills of students.</li><li>● Subject teachers should also refer to books prescribed in the syllabus.</li><li>● In addition to the above, teachers may create their own material for assessing the listening and speaking skills.</li></ul>
<p><b>B. Parameters for Assessment:</b></p> <p>The listening and speaking skills are to be assessed on the following parameters:</p> <ol style="list-style-type: none"><li>i. Interactive competence (Initiation &amp; turn taking, relevance to the topic).</li><li>ii. Fluency (cohesion, coherence and speed of delivery).</li><li>iii. Pronunciation</li><li>iv. Language (accuracy and vocabulary).</li></ol>
<p><b>C. Schedule:</b></p> <ul style="list-style-type: none"><li>● The practice of listening and speaking skills should be done throughout the academic year.</li><li>● The final assessment of the skills is to be done as per the convenience and schedule of the school.</li></ul>
<p><b>D. Record keeping:</b></p> <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)**

	<b>Author</b>
i) <b>The Canterville Ghost</b> (unabridged - 1906 Edition)	Oscar Wilde
ii) <b>Up from Slavery</b> (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	Over all %
<b>Reading Skills</b>	Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, a literary conventions and vocabulary, summarising and using appropriate format/s	5	5	1	—	1	—	20	20
<b>Writing Skills and Grammar</b>	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
<b>Literary Texts and Long Reading Texts</b>	Recalling, reasoning, appreciating literary conventions and fluency	—	10	1	2	1	—	30	30
<b>Assessment of Listening and Speaking Skill</b>	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency	—	—	—	4	—	—	20	20
	<b>TOTAL</b>	<b>9x1=9</b>	<b>21x1=21</b>	<b>3x4=12</b>	<b>6x5=30</b>	<b>3x6=18</b>	<b>1x10=10</b>	<b>100</b>	<b>100%</b>