

## ENGLISH ELECTIVE

Code No. 001

2023-24

### 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:

#### The general objectives are to:

- 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 its different aspects.
- v. develop proficiency in English Language, in both 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 and 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 inferring, analysing, reasoning, 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-centric, 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.

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**CLASS – XI**

**2023-24**

**Section A**

**Reading Comprehension**

**25 Marks**

**Two unseen passages and a poem**

1. 12 out of 15 Multiple Choice / Objective Type Questions, from a literary or discursive passage of about 950-1000 words to assess comprehension, interpretation, inference, analysis, appreciation and vocabulary. **(1x12=12 marks)**
2. 8 out of 9 Multiple Choice Questions / Objective Type Questions to test interpretation, inference and appreciation of a poem of about 10-12 lines. **(1x8=8 marks)**
3. 5 out of 7 Multiple Choice Questions / Objective Type Questions from a case-based passage (with visual input- statistical data, chart etc.) of 100-120 words to test interpretation, analysis and evaluation. **(1x5=5 marks)**

**Section B**

**Creative Writing Skills**

**15 Marks**

4. An Essay on an argumentative/discursive/reflective/descriptive topic, leading to creative rendering, forming and defending of opinions, to be answered in 120-150 words. **(5 marks)**
5. Article on one out of two topics to be answered in 120-150 words pertaining to contemporary topical issues. **(5 marks)**
6. Speech on one out of two topics to be answered in 120-150 words pertaining to contemporary topical issues. **(5 marks)**

**Section C**

**This section will have variety of assessment items including Multiple Choice Questions, Objective Type Questions, Short Answer Type Questions and Long Answer Type Questions to assess comprehension, interpretation, analysis and extrapolation beyond the text.**

**Textbook**

**20 Marks**

**7. Reference to the Context**

- i. One Prose extract, out of two, to assess comprehension, literary appreciation and inference. **(5+5=10 Marks)**
  - ii. One Poetry extract, out of two, to assess comprehension, literary appreciation and inference. **(5+5=10 Marks)**
8. Two Short Answer Questions out of three, to be answered in 30-40 words to assess understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. **(2x2=4 marks)**
  9. Two Short Answer Questions, out of three, to be answered in 50-60 words to assess understanding, analysis and critical appreciation. Questions should elicit inferential responses through critical thinking. **(3x2=6 marks)**

### **Arms and the Man - [Drama]**

**10 Marks**

10. Two Long Answer Questions, out of three, to be answered in 80-100 words to appreciate characters, events and episodes. Questions to provide analytical responses using incidents, events, themes, as reference points. **(5x2=10 marks)**

### **Fiction**

**10 Marks**

11. One Short Answer Question, out of two, to be answered in 30-40 words to critically appreciate characters, events, episodes, interpersonal relationships and formation of personal points of view, with reference to content, events and episodes. **(2 marks)**
12. 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. **(3 marks)**
13. One Long Answer Question, out of two, to be answered in 120-150 words to test literary appreciation and to draw inferences. Questions should elicit creative responses and develop ability to form personal points of view. **(5 marks)**

### **Seminar (20 marks)**

- Presentation - book review /a play /a short story/a novel/novella (tale, fable, 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/ documentary 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 students objectively**

The parameters for assessing Speaking skills, as given in the curriculum for English Core, 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

**Book-Woven Words- Short Stories**

- *The Lament*
- *A Pair of Mustachios*
- *The Rocking-horse Winner*
- *The Adventure of the Three Garridebs*
- *Pappachi's Moth*
- *The Third and Final Continent*

**Book-Woven Words-Poetry**

- *The Peacock*
- *Let me Not to the Marriage of True Minds*
- *Coming*
- *Telephone Conversation*
- *The World is too Much With Us*
- *Mother Tongue*
- *Hawk Roosting*
- *Ode to a Nightingale*

**Book-Woven Words-Essays**

- *My Watch*
- *My Three Passions*
- *Patterns of Creativity*
- *Tribal Verse*
- *What is a Good Book?*
- *The Story*
- *Bridges*