



(A) Compulsory Subjects

English (01)

Introduction

The curriculum for the subject of English at Std. XI and Std. XII has been prepared bearing in mind the curriculum of English for the classes I to X in Maharashtra, the National Curriculum Framework & State Curriculum Framework, the curriculums of English in the other states of India, current thinking in curriculum development and curriculum implementation, and the views/opinions expressed by teachers on the existing curriculum frame work.

Characteristic Features of the new curriculum

1. In pursuance of the existing policy of the State Government, a common course in the subject of English has been designed for the learners from the English medium and the Non-English medium schools.
2. The course offers opportunities for remediation, consolidation and extension of the language skills already learnt.
3. The course endeavors to meet the functional (communicative), literary (aesthetic) and cultural (integrative) needs of the learner.
4. The course provides opportunities for meeting the linguistic needs of the vocational as well as the academic stream. It aims at preparing the learner linguistically to undertake different professional courses like Medicine, Engineering and to pursue different types of undergraduate courses in various streams such as Science, Law, Commerce, Humanities, Agriculture, etc. It also aims at helping the learner to face the wider world of work.
5. The National Curriculum Framework, the State Curriculum Framework and the policy of the State Government underscore the need of making education learner-centered and adopting the constructivist model of education. The role of the learner is that of an active participant and the role of the teacher is that of a facilitator of learning. The focus is on the process of learning. The learner is expected to 'discover' and 'construct' his/her learning.
6. The major thrust of this curriculum is on the development of communication skills. Along with the basic language skills of Listening, Speaking, Reading and Writing, the skills such as narrating, describing, reporting, summarizing, persuading, note-taking, note-making, etc. have also been focused.
7. The course makes a conscious effort of helping the learner to sharpen his/her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary texts.
8. In view of the developments in the field of Information and Communication Technology, the Board recommends increasing use of technology for effective implementation of the curriculum of English.



General Objectives

To enable the student to

1. develop his/her language skills to a fair degree of proficiency.
2. acquire communication skills in English useful in real life situations.
3. enrich his/her vocabulary.
4. use English in appropriate grammatical forms.
5. develop reference skills and inculcate self-study habits.
6. use English not only as a library language but also as an important language of communication.
7. cultivate a broad human and cultural outlook.

Specific Objectives

Listening Skill

To enable the student to

1. enjoy and appreciate the rhythmic beauty of various types of poems read out by the teacher in the class.
2. listen with fair comprehension to spoken English dealing with ordinary or specialized topics in known and unknown vocabulary.
3. acquire a global understanding of a variety of texts of a reasonable length read out/played on a cassette/C.D.
4. listen to passages of a reasonable length read out/recorded for getting specific information and to answer questions based on them.
5. listen to speeches or passages for the purpose of taking notes.
6. listen to oral instructions in order to perform a given task.
7. understand read out or recorded stories,

narrations, descriptions, pieces of information of a reasonable length so as to ask pertinent questions on them.

8. identify relevant/irrelevant points in the passages, speeches after listening to them.
9. infer a speaker's attitude/intention and grasp the message given in the speech.
10. listen to, comprehend and enjoy live as well as recorded presentations like skits and plays and notice the sequence of incidents in them.
11. understand oral communication without face to face interaction (e.g. telephonic conversation or messages).
12. listen with comprehension to lectures, talks, conversation, news-bulletins and interviews.
13. understand nuances conveyed through stress and intonation.
14. enjoy and appreciate various literary forms to get sensitized to literary language and experiences.
15. identify the genre and register of a text after listening to it.
16. apply listening skill to other activities like discussions, debates, reading and writing.

Speaking Skill

To enable the student to

1. enjoy reciting poems with proper accent, rhythm and intonation.
2. speak in syntactically acceptable forms/patterns.
3. speak with acceptable pronunciation and play variety of roles in different contexts.
4. speak coherently, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate body language.



5. answer questions orally showing clear understanding of subject matter.
6. frame oral instructions, ask for and offer directions, advise, persuade, express intentions, etc.
7. converse appropriately in formal and informal contexts, considering the role-relationship, the topic and the situation.
8. make oral presentation on a given topic for a reasonable span of time in an ordered manner.
9. present oral reports on planned events, projects, etc.
10. compere programmes, narrate incidents and experiences.
11. take part in group discussions, interviews, debates and elocution competitions.
12. cope with distance communication, telephonic conversation, effectively.
13. comment on the writer's point of view.
14. prepare for other need based functional activities requiring oral communication.
15. communicate nuances through stress and intonation.
9. understand grammatical sentences and their implications.
10. read brochures, reviews, reports, news items to get information.
11. read silently to find out the suggestive meaning in a poem and a prose text.
12. distinguish the main ideas from the subsidiary information.
13. read extensively so as to develop interest in different forms of literature and styles of writing.
14. read so as to make notes, to summarize and to classify.
15. use the information given in the text to respond to e.g. advertisements.
16. understand and appreciate features of literary style.

Reading Skill

To enable the student to

1. improve the speed of reading.
2. read in order to find the intention and attitude and bias of the writer.
3. read aloud and appreciate the rhythm of a poem.
4. adopt different reading strategies depending on the type of texts and the purpose of reading.
5. skim as well as scan the text.
6. read and predict the events to come.
7. read in order to infer through the context.
8. read non-verbal presentations such as railway time-table, graphs, charts, etc.
1. acquire the mechanics of writing including handwriting, the use of punctuation marks, capital letters and correct spellings.
2. write correctly and neatly, using appropriate vocabulary and grammar.
3. write answers to the questions on textual and non-textual reading material showing his/her acquisition of sub skills of reading.
4. write coherently on a given topic using appropriate discourse features.
5. write expository, argumentative essays of about 250 to 300 words.
6. write formal and informal letters for various purposes.
7. acquire ability to draft notices, leaflets, announcements.
8. prepare short write-ups for school magazines/newspapers and wall-papers.
9. develop a draft of a dialogue.



10. write short reports on news, interviews, visits and functions.
11. write notices, agendas and minutes of meetings.
12. develop advertisements, with the help of clues given.
13. make notes based on the given text leading to summarizing.
14. prepare a write-up showing his/her understanding of the information given in non-verbal forms and vice versa.
15. convey in writing his/her understanding and appreciation of different literary forms.
16. write curriculum vitae.

Vocabulary

Development of vocabulary has its importance in language learning. Learners need to be helped in the consolidation and extension of their vocabulary. Learners need to learn how to understand meanings of words with the help of context and how to use words in an effective way. The coursebooks and other materials will offer necessary guidance in this regard.

Grammar

Grammar has an important role to play in the teaching and learning of English. However, our focus has to be not so much on the rules of grammar but on the use of grammar. The knowledge of grammar should lead to an effective use/application of the skills of listening, speaking, reading and writing. Therefore, the focus has to be on the functional aspects of grammar and not on the formal ones.

| Std. XI | | |
|----------------|--|--|
| a) | A Coursebook in English (Yuvabharati) | |
| 1. | For Detailed Study | |
| | i) Prose : | About 80 pages of literary and non-literary (informative) texts/passages (excluding notes, illustrations, tasks, etc.) |
| | ii) Poetry : | About 200-250 lines |
| 2. | For Non-detailed study | |
| | A selection of literary and non-literary texts (Longer Pieces) : About 40 pages. | |
| b) | Grammar | |
| Sr. No. | Items | Specification |
| | Revision of the items learned up to Std X. | |
| 1 | The Tenses | Revision of the tenses learned upto Std. X. Advanced level of the above items. |



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|-----|--------------------------------------|---|
| 2. | Types of sentences | Simple, Compound, Complex, Relative clauses. |
| 3. | Clauses | Proper usage and synthesis. |
| 4 | Verbs of perception | Uses of see, hear, smell, feel, taste and know, have, own think, etc. |
| 5. | Voice | Statements, questions, indirect objects, object + object complement, negatives. (Advanced level) (Conversion) |
| 6. | Reported Speech | Advanced level, continuous short paragraph consisting of three to four connected sentences. |
| 7 | Collocation | The co-occurrence of lexical items. |
| 8 | Uses of 'too' and 'enough' | Conversion and synthesis. |
| 9. | Modal Auxiliaries | Will, shall, can, could |
| 10. | Articles | Uses and omission of 'a', 'an', 'the' |
| 11 | Prepositions | Indicating time, place and direction. |
| 12. | Linking words/discourse markers | Use of linking words in sentences and in larger units. |
| 13. | Word formation | Changing word forms-nouns, verbs, adverbs, adjectives |
| 14. | Infinitives, Gerunds and Participles | Usage and synthesis |

Std. XII

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|----------------|--|---|
| a) | A Coursebook in English (Yuvabharati) | |
| 1. | For Detailed Study | |
| | i) Prose : About 80 pages of literary and non-literary (informative) texts passages (excluding notes, illustrations, tasks, etc.) | |
| | ii) Poetry : About 200-250 lines | |
| 2. | For Non-detailed study | |
| | A selection of literary and non-literary texts (Longer Pieces) : About 40 pages. | |
| b) | Grammar | |
| Sr. No. | Items | Specification |
| | Revision of the items learned up to Std XI. | |
| 1 | The Tenses | Advanced level of the tenses learned upto Std XI. Sequence of Tenses. |



| | | |
|-----|---|---|
| 2. | Types of sentences | Simple, Compound, Complex, Relative clauses. |
| 3. | Clauses | Proper usage and synthesis. |
| 4. | Voice | Statements, questions, indirect objects, object + object complement, negatives. (Advanced level) (Conversion) |
| 5. | Reported Speech | Advanced level, continuous short paragraph consisting of three to four connected sentences. |
| 6. | Uses of 'too' and 'enough' | Conversion and synthesis. |
| 7. | Modal Auxiliaries | may, might, must, etc. |
| 8. | Articles | Uses and omission of 'a', 'an', 'the' |
| 9. | Prepositions | Indicating time, place and direction. |
| 10. | Linking words/ discourse markers | Use of linking words in sentences and in larger units. |
| 11. | Word formation | Changing word forms-nouns, verbs, adverbs, adjectives |
| 12. | Infinitives, Gerunds and Participles | Usage and synthesis |

Weightage to be given at Std. XI and XII

The following weightage is to be given to the various aspects of the syllabus.

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| 1 | Reading Skill (Textual and non-textual) | 40% |
| 2 | Grammar | 15% |
| 3 | Writing skill | 25% |
| 4 | Oral test | 20% |

