

**Curriculum**  
**Subject – English (Core) Code- 301**  
**Session 2022-23**  
**Class – XI**

**Books:**

- Hornbill
- Snapshots
- BBC Compacta (Reference)

Month	Content	Learning Outcomes	Reading, Listening and Speaking Skill	Writing Skill	Grammar	Competency based Activity/ Experiential Learning Activity
May/ June	<p><b>Hornbill (Prose)</b> -The Portrait of a Lady</p> <p><b>(Poetry)</b> -A Photograph</p> <p><b>Prose (Snapshots)</b> -The Summer of the Beautiful White Horse</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• listen and comprehend live as well as record in writing oral presentations on a variety of topics</li> <li>• 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</li> <li>• perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)</li> <li>• identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English</li> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue(s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> </ul>	<p>-Note Making</p> <p>Referenc e to context</p> <p>Debate</p>	-Debate	-Tenses	Newspaper Reading for News Headline

		<ul style="list-style-type: none"> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> <li>• 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.</li> </ul>				
<b>July</b>	<p><b>Hornbill (Prose)</b> -We're not Afraid to Die ... if we can be together</p> <p><b>(Poetry)</b> -The Laburnum Top</p>	<ul style="list-style-type: none"> <li>• write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes</li> <li>• make use of contextual clues to infer meanings of unfamiliar vocabulary</li> <li>• select, compile and collate information for an oral presentation</li> <li>• produce unified paragraphs with adequate details and support</li> <li>• use grammatical structures accurately and appropriately</li> <li>• write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.</li> <li>• filling up forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.</li> </ul>	-Reading Comprehension through Unseen Passage  Appreciation of Poetry	-Classified Advertisement	-Clauses	Flipped Teaching  Slide show/PPT
<b>August</b>	<p><b>Hornbill (Prose)</b> -Discovering Tut: the Saga Continues</p> <p><b>(Poetry)</b> -The Voice of the Rain</p>	<ul style="list-style-type: none"> <li>• listen and comprehend live as well as record in writing oral presentations on a variety of topics</li> <li>• develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions,</li> </ul>	-ASL -Project Work	-Speech	-Re-ordering Sentences	Slogan writing

	<p><b>Prose (Snapshots)</b> -The Address</p>	<p>interviews by making short oral presentation on given topics</p> <ul style="list-style-type: none"> <li>• perceive the overall meaning and organisation of the text (i.e., correlation of the vital portions of the text)</li> <li>• identify the central/main point and supporting details, etc., to build communicative competence in various lexicons of English</li> </ul>				
September	<p><b>Hornbill (Prose)</b> -The Adventure</p> <p><b>Prose (Snapshots)</b> -Mother's Day</p>	<ul style="list-style-type: none"> <li>• promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities</li> <li>• translate texts from mother tongue(s) into English and vice versa</li> <li>• develop ability and acquire knowledge required in order to engage in independent reflection and enquiry</li> <li>• read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.</li> </ul>	Able to speak with purpose to compare two characters or themes	-Poster	-Transformation of sentences	Picture Description of a Mother
October	<p><b>Hornbill (Prose)</b> -Silk Road</p> <p><b>(Poetry)</b> -Childhood</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes</li> <li>• make use of contextual clues to infer meanings of unfamiliar vocabulary</li> </ul>	Listening for specific and general information			Assignment on Silk Route

		<ul style="list-style-type: none"> <li>• select, compile and collate information for an oral presentation</li> </ul>				
<b>November</b>	<p><b>(Poetry)</b> -Father to Son</p> <p><b>Prose (Snapshots)</b> -Birth</p>	<ul style="list-style-type: none"> <li>• produce unified paragraphs with adequate details and support</li> <li>• use grammatical structures accurately and appropriately</li> <li>• write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.</li> <li>• filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.</li> </ul>	<p>Group discussion Appreciation of Poetry</p> <p>Narrate simple experiences and put ideas in proper sequence</p>			Self composed poem
<b>December</b>	<p><b>Prose (Snapshots)</b> -The Tale of Melon City</p>	<ul style="list-style-type: none"> <li>• The use of passive forms in scientific and innovative writings.</li> <li>• Convert 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.</li> </ul>	<p>Narrate the story/ incident depicted pictorially or in any non-verbal mode</p> <p>Story prompts</p> <p>-ASL -Project Work</p>			Story Telling Role Play
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Project Work</li> <li>• ASL</li> </ul>						