

## CURRICULUM- STRUCTURE

## CLASS – XI

## SUBJECT – ENGLISH (020)

Total Marks - 100

Theory - 80

Project - 20

S. No.	Units	Contents	Allotted Marks	Periods
1.	Section –A	<b>Reading Comprehension</b>		
		1. Unseen Passage	21	60
		2. Unseen Analytical Passage		
		3. Note making		
		4. Summarization		
2.	Section –B	<b>Grammar &amp; Creative Writing Skill</b>		
		5. Notice Writing	29	70
		6. Poster Making		
		7. Letter Writing		
		8. Article/Speech Writing		
		9. Grammar [Voice, Narration, Clause]		
3.	Section –C	<b>Literature - Text Books</b>		
		10. Hornbill (Seen Prose)	30	70
		11. Hornbill (Seen Poetry)		
		12. Hornbill Textual Questions		
		13. Snapshots Textual Questions		
<b>Total</b>			<b>80</b>	<b>200</b>
<b>Project work</b> (Assessment of Listening and Speaking Skills)			<b>20</b>	<b>20</b>
<b>Grand Total</b>			<b>100</b>	<b>220</b>

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Total Marks - 80

Time : 3 Hours

A"- शैक्षिक उद्देश्य अनुसार अंक विभाजन

No	Types of Questions	Objective (MCQ/VSA) 01	Short Answer (SA-I) 02	Short Answer (SA-II) 03	Long Answer (LA-I) 04	Long Answer (LA-II) 05	Very Long Answer (VLA) 08	Total Marks	% weightage
1.	<b>ज्ञानात्मक (Knowledge)</b> परिभाषा, सिद्धांत, तथ्यों को पहचानना, सूचना इत्यादि पर आधारित सामान्य स्मरण क्षमता पर आधारित प्रश्न	02	02	02	01	-	-	16	20%
2.	<b>अवबोधात्मक (Understanding)</b> अर्थ, व्याख्या, अंतर स्पष्ट करना, वैचारिक समझ, भावानुवाद	08	-	02	01	-	-	18	23%
3.	<b>अनुप्रयोगात्मक (Application)</b> उदाहरण सहित/संदर्भ और समझ के आधार पर दी गई नयी परिस्थितियों को समझाना/सिद्धांत के समाधान/हल निकालना	-	-	-	02	01	01	21	26%
4.	<b>विश्लेषणात्मक(Analysis)</b> [HOTS] वर्गीकृत, तुलनात्मक, व्याख्या विभिन्न स्रोतों पर आधारित विशेष जानकारी को समाहित करना/एकीकरण/सुसंगठित करना/अंतर	-	-	-	02	-	-	08	10%
5.	<b>मूल्यांकन (Evaluation)</b> मूल्यांकन करना/समीक्षा करना/मूल्य निर्धारण /निष्कर्ष निकालना/चयन करना/तर्क आधारित	-	-	-	01	01	-	09	11%
6.	<b>रचनात्मक (Creation/Creativity)</b> सृजन करना/पूर्वानुमान/योजना बनाना/परिकल्पना/संगठित करना	-	-	-	-	-	01	08	10%
	<b>योग</b>	1(10) =10	2(2) =04	3(4) =12	4(7) =28	5(2) =10	8(2) =16	80	100%

"B"- प्रश्नानुसार विभाजन

No.	Types of Questions	Marks carried by each Question	Total Questions	Total Marks
1.	Objective (MCQ/VSA)	01	1(10)	10
2.	Short Answer (SA-I)	02	02	04
3.	Short Answer (SA-II)	03	04	12
4.	Long Answer (LA-I)	04	07	28
5.	Long Answer (LA-II)	05	02	10
6.	Very Long Answer (VLA)	08	02	16
	<b>Total</b>		<b>17+1(10)=18</b>	<b>80</b>

"C"- कठिनाई स्तर अनुसार विभाजन

No.	Difficulty Level	Marks	Percentage
1.	Easy (E)	24	30%
2.	Average(AV)	40	50%
3.	Difficult (D)	16	20%
	<b>Total</b>	<b>80</b>	<b>100%</b>

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**CURRICULUM- STRUCTURE**  
**CLASS – XI**  
**SUBJECT – ENGLISH (020)**

Total Marks - 80

Time : 3 Hours

No	Educational objectives	Marks Weigh tage	Objective (MCQ/ VSA) 01	Short Answer (SA-I) 02	Short Answer (SA-II) 03	Long Answer (LA-I) 04	Long Answer (LA-II) 05	Very Long Answer (VLA) 08	Total Marks	Total no of Question
1.	Unseen Passage	10	1(10)	-	-	-	-	-	10	1(10)
2.	Unseen analytical passage	04	-	-	-	01	-	-	04	1(0)
3.	Note Making	04	-	-	-	01	-	-	04	1(0)
4.	Summarizing	03	-	-	01	-	-	-	03	1(0)
5.	Notice Writing	04	-	-	-	01*	-	-	04	1(0)
6.	Poster Making	04	-	-	-	01*	-	-	04	1(0)
7.	Letter Writing	05	-	-	-	-	01*	-	05	1(0)
8.	Article/Speech Writing	08	-	-	-	-	-	01*	08	1(0)
9.	Grammar	08	-	-	-	-	-	01	08	1(0)
10.	Seen Prose (Hornbill)	04	-	-	-	01	-	-	04	1(0)
11.	Seen Poetry (Hornbill)	04	-	-	-	01	-	-	04	1(0)
12.	Textual Questions (Hornbill- Prose)	12	-	01	02	01*	-	-	12	4(0)
13.	Textual Questions (Snapshots)	10	-	01	01	-	01*	-	10	3(0)
	<b>Total</b>	<b>80</b>	<b>1(10) =10</b>	<b>2(2) =04</b>	<b>3(4) =12</b>	<b>4(7) =28</b>	<b>5(2) =10</b>	<b>8(2) =16</b>	<b>80</b>	<b>17+1 (10)=18</b>

**Note:** 01. Asterisk (\*) mark indicates internal choice.

02. Digit outside the brackets indicates allotted marks and digit inside the brackets indicates number of questions.



**Section –C**

**Literature Text Book and Supplementary Reading Text – 30 Marks**

10. One Prose extract from the book **Hornbill** to assess comprehension, interpretation, analysis, inference and appreciation. 1x4= 04 Marks
11. One Poetry extract from the book **Hornbill**, to assess comprehension, interpretation, analysis, evaluation and appreciation. 1x4= 04 Marks
12. One Short answer type question of two marks (to be answered in 30 words); two questions of three marks (to be answered in 40-50 words) and one long answer question of four marks (to be answered in 75-100 words) from the prose lessons of the book **Hornbill**. Questions should elicit inferential responses through critical thinking. 2x1, 3x2, 4x1 = 12 Marks
13. Two Short answer type questions of two and three marks each (to be answered in 30 words and 40-50 words respectively) and a long answer question of five marks (to be answered 100-150 words) from the lessons of the supplementary textbook **Snapshots**. Questions should elicit inferential responses through critical thinking. 2x1, 3x1, 5x1 = 10 Marks

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**CLASS – XI**  
**SUBJECT – ENGLISH (020)**

**Text Books Contents**

**I. Hornbill:**

**Prose**

1. The Portrait of a Lady
2. “We’re Not Afraid to Die.... if We Can Be Together”
3. Discovering Tut: The Saga Continues
4. The Ailing Planet: the Green Movement’s Role
5. The Adventure
6. Silk Road

**Poetry:**

1. *A Photograph*
2. *The Laburnum Top*
3. *The Voice of the Rain*
4. *Childhood*
5. *Father to Son*

**II. Snapshots:**

1. The Summer of the Beautiful White Horse (Prose)
2. The Address (Prose)
3. Mother’s Day (Play)
4. Birth (Prose)
5. *The Tale of Melon City* (Poem)

## Listening skill enhancement activities:

### 1. **Spot the mistake:** To develop attentive listening skills

Teacher will read or play passage, story, news report or biographies with a few deliberate errors. Learners must listen carefully and note down the error and correct it.

### 2. **Song Gap-Fill:** To help practice vocabulary, grammar, and listening rhythm.

Teacher should choose a popular school-appropriate song. Provide lyrics with missing words. Learners will listen and fill in the blanks. Use slow or clear-speech songs (e.g., Disney songs, educational songs etc.)

### 3. **Identify the Dish:** To learn vocabulary related to food and recipe.

Teacher will say aloud the description of any dish. Learners will listen carefully and write down or speak the name of the dish they think is being described. Teacher can allow group/pair discussion or individual response.

For example- It is a famous native sweet dish made up of wheat flour.

It's a local dish made up of rice and looks like dosa.

The teacher should encourage learners to give as many answers as possible and discuss them.

### 4. **Draw as you listen:** To enhance learners' ability to listen carefully and translate verbal information into a visual form (drawing/sketching).

The teacher may prepare beforehand a short descriptive passage (around 100–150 words) describing a scene, object, or situation. As the teacher reads aloud slowly (twice), Learners will listen carefully and draw what they hear. It can be imaginative (e.g., a magical forest) or real-life (e.g., a traffic scene, a market).

### 5. **Audio Puzzle:** To develop logical thinking and make learners learn to sequence or summarize correctly.

Teacher has to break a short story or dialogue into 4–5 audio segments. Play them in random order. Learners must identify the correct sequence.

### 6. **Podcast Listening Activity:** To develop comprehension of spoken English – including tone, pronunciation, and vocabulary. To build critical thinking by analyzing real-world topics. To improve note-taking and summarizing skills.

How to conduct the activity in class:

- Select a short episode (3–7 minutes) relevant to Learners' age and interest. Examples:
  - The Past and the Curious (History), TED –ED Daily etc.
- Set the Context (Pre-Listening): Give a brief introduction about the podcast topic.
  - Ask warm-up questions related to the theme.
- Play the Podcast: Use a speaker.
  - Ask Learners to listen without writing during the first play.
  - On the second play, let them take notes or answer a worksheet.
- Ask Questions (While/Post Listening): Use a mix of objective (MCQs, True/False, and Fill in the Blanks) and subjective questions (short answer, summary).

### 7. **Audio Ad Listening + Creation Activity:** To enhance listening comprehension and recognize persuasive/ impressive elements in audio advertisements. It will foster creativity and speaking skills by designing and presenting original audio ads.

Learners will listen to Sample Audio Ads (2–3 minutes total) Choose 2–3 short audio ads (15–45 seconds each). And discuss “What made the ‘ad’ effective?” “Did it tempt you to buy? Why?” After that learners will make their own Audio Ad and perform live in class.

**8. What Happens Next? (Prediction-Based Listening):** To develop prediction and inference skills using audio clues.

Teacher should choose a short audio clip or story (1–2 mins) with a clear storyline or sequence. (E.g., a short story, news clip, or podcast segment.) Play the first part and stop at a suspenseful or incomplete point. Ask the learners: (“What do you think will happen next?” “Why do you think so?”) Play the full audio after all predictions. Discuss how close the guesses were to the actual ending.

**9. Missing Words Challenge:** To improve focused listening for detail, vocabulary, structure, language accuracy and spelling.

Teacher has to choose a song, speech, or dialogue (1–2 minutes) (E.g., an English song, story passage, or motivational clip.) Prepare a transcript with blanks in key words (e.g. verbs, nouns, prepositions, etc.). Distribute the worksheet. Learners will listen and fill in the missing words. Play it 2–3 times for accuracy. Review answers together. Discuss tricky or misheard words.

**10. Talk Time Task:** To expose learners to real-life communication and interview formats. To develop the ability to take notes and recall key information.

Teacher will play an audio of an interview of a famous person. S/he may play it twice, if needed. S/he will ask comprehension questions related to it.

**Note:** Teachers may select any six activities appropriate to the medium of instruction and the comfort level of the learners. Teachers can develop their own activities similar to the above. One of the topics will be asked in the final examination.

## Speaking skill enhancement activities:

**1. Chain Talk (One Word, One Sentence):** To improve sentence construction, continuity, and spontaneous speaking. To build on each other's ideas and practice speaking in context.

1. Start with a word. For ex.- "School".
2. First learner makes a sentence: "My school is big."
3. Next learner uses one word (noun, verb, adjectives, adverbs) from the previous sentence in a new sentence: "Big schools usually have many learners."
4. Continue the chain around the class.

**2. Just a Minute (JAM):** To build fluency and confidence in speaking and to reduce hesitation.

1. Give a simple topic (e.g. My Hobby, My Best Friend, My favourite food, My School, A Rainy Day).
2. Set a timer for 1 minute.
3. The student must speak without stopping or repeating.
4. Provide support or vocabulary cues if needed.

**3. Roll the dice and Speak:** To develop quick thinking and speaking fluency.

1. Write numbers 1–6 on the board.
2. Ask learners to suggest six topics that they would like to talk about.
3. Write those topics on the board.
4. Divide learners into small groups of 3–4.
5. Each group will roll the dice one by one. According the number rolled, student 1 in each group has 1 minute to talk about the topic.
6. Use stop watch or ask a student to keep a check on the clock. If they manage to speak for a minute, they win 2 points for their team. If they can't make it to one minute, student 2 continues for the rest of the minute and wins 1 point for the team.

Start with simple topics like -My Best Friend, My Morning Routine etc.

**4. Read and Retell:** To strengthen comprehension and oral summarizing along with sequencing and clarity of storytelling.

1. Give each pair of the learners a short paragraph or dialogue.
2. After reading, they must retell it in their own words (without reading).
3. Encourage proper use of past tense and logical order.

**5. Finish the Story:** To help improve imagination and the use of past tense.

1. Start a story with 2-3 sentences. (e.g. "It was a stormy night and I heard a knock...").
2. Go around the class—each learner adds 1–2 lines to continue the story.
3. Encourage logical flow and use of linking words like "then", "suddenly", "finally".
4. End when it reaches a logical or funny conclusion.

**6. Describe a Person / Guess Who? (Yes/No Questions):** To practice adjectives, physical description, and personality traits. To help learners learn descriptive speech.

1. Divide the learners into groups of 4–6. Learners think of three famous people and write them down. They should keep their people secret.
2. They take it in turns to describe one of their famous people for the rest of the group to guess.
3. If they cannot guess, the learners should reveal who their person is.
4. To add challenge, play ‘20 questions’. Learners can take it in turns to ask one of their classmates closed questions about their person (e.g. ‘Is it a woman?’ ‘Is she alive?’ ‘Is she on the TV?’ etc.).

Teacher should give examples of the types of famous people they might choose, like people from history, actors, singers, sports personalities, etc. Write these on the board, and ask learners to vote for which category they want to start with. They then think of famous people from that category. If you have time for a second round, they can vote again for the category for that round. Learners should work in pairs to think of and describe their famous people.

**7. Picture Sequencing:** To build storytelling skills using visual clues to practice chronological order and time linkers.

1. Give learners a set of 3–4 pictures (comic strip or story sequence).
2. Ask them to arrange and describe the story.
3. Use past tense and linkers like “next”, “after a while”, “in the end”.

**8. Festival Talk:** To build cultural awareness and descriptive vocabulary. To organize ideas into beginning, middle, and end.

1. Learners choose a festival they celebrate.
2. Ask them to speak on:  
When it happens                      How it’s celebrated                      What they enjoy most
3. Give 2–3 minutes of prep time.

**9. Sell the Product:** To use persuasive language and creativity in order to build confidence in speaking in front of peers.

1. Give any object (e.g. old shoe, spoon, plastic bottle).
2. The learners act like salespersons trying to “sell” the product.
3. Encourage use of phrases like “limited offer”, “best quality”, etc.

**10. News Reporter Role Play:** To encourage formal speaking and reporting style. To enhance vocabulary related to news and events.

1. Ask the learners to pretend to be reporters.
2. Assign them a topic (real or imaginary — e.g. school event, accident, weather).
3. Give 5 minutes to prepare a 1-minute news report.
4. Let them present standing like real reporters.

**11. Opinion Round:** To develop the ability to express personal opinions politely. To encourage sentence formation using opinion phrases.

1. Ask a simple question (e.g. “Should learners wear uniforms?”).

2. Each learner gives his opinion starting with:

“I feel that...”

“In my opinion...”

“I think...”

**12. Telephone Conversation Role Play:** To practice polite, formal, and informal speech over a call and to improve listening and response time.

1. Pair the learners — one is the caller, the other is the receiver.

2. Situations can be: booking a ticket, inviting a friend, asking for homework etc.

3. Encourage expressions like:

“Can I speak to...?”

“May I know who is calling?”

**13. Two Truths and a Lie:** To practice sentence formation and conversation skills. It makes speaking practice fun and engaging.

1. Divide the class into small groups of 4-5. Each learner thinks of two true facts and one false fact about himself.

2. One learner of the group will say all the three sentences aloud to their group.

3. The remaining group members have 3 minutes to ask questions to guess which one is false.

4. The learner must answer confidently, even about the false one!

5. After 3 minutes of questioning, the group will guess the false statement.

6. Now take turns – the next learner will say his three sentences.

**14. Role Play:** To practice real-life dialogues to improve sentence framing and pronunciation.

1. Give the learners a situation (e.g. buying a train ticket).

2. Provide basic expressions if needed (e.g. “How much is the fare?”).

3. Learners perform a 2-minute dialogue in pairs.

4. Rotate roles and repeat with new pairs. Or Give new situations (at a shop, doctor’s clinic, and airport).

**15. Group Discussion (GD):** To promote collaborative speaking to develop reasoning and expression of views.

1. Form groups of 4–5 learners.

2. Give a simple topic (e.g. “Books are better than movies”).

3. Allow 5 minutes to discuss.

4. Observe and guide turn-taking, politeness, and relevance.

**16. Speech on a Current Topic:** To develop formal speaking and public speaking skills so as to organize thoughts clearly and logically.

1. Assign or let learners choose a topic (e.g. “Importance of Reading”).
2. Give 5–10 minutes to prepare.
3. Each learner speaks for 1–2 minutes.
4. Encourage eye contact and clear voice

**Note:** Teachers may select any six activities appropriate to the medium of instruction and the comfort level of the learners. Teachers can develop their own activities similar to the above. One of the topics will be asked in the final examination.

**Project Work**  
**CLASS – XI**  
**SUBJECT – ENGLISH (020)**

(Max. Marks 20)

(Time: 2 Hours)

No.	Heading	Marks allotted
1.	Record (Sessional)	10
2.	Assessment of Listening Skill	05
3.	Assessment of Speaking Skill	05
	<b>Total</b>	<b>20 Marks</b>

The assessment of listening and speaking skills will be based on the following parameters:

- Interactive competence (Initiation & turn taking, relevance to the topic)
- Overall fluency
- Pronunciation
- Language (grammar & vocabulary)

Note – The list of activities is uploaded to the website.

**Project Work**  
**Class – XI**

**A: Creative Writing**

**4 Marks**

**Learners will attempt any one out of the given four sections.**

**1. Notice Writing**

Prepare a sample notice for school or society on different topics, e.g.:

- \* Lost and Found
- \* Meeting Announcement
- \* Any event
- \* Health Awareness Camp
- \* Any Competition

Include format, heading, date, time, venue, and contact details.

**2. Poster Making**

Create a poster on social issues, e.g.:

- \* Save Water
- \* Say No to Drugs
- \* Road Safety Awareness etc.

Write catchy slogans and decorate with drawing.

**3. Formal and Informal Letters**

Write one formal letter (e.g., to The Principal, Bank Manager, Editor, Commissioner etc.)

Write one informal letter (e.g., to a friend, cousin, sibling, aunt, grandfather etc.)

Topics can include leave application, enquiry, complaint, permission, invitation, apology, congratulation, advice, experience sharing, and thank you letter.

**4. Article / Speech Writing**

Prepare a short article/speech in 150-200 words. (Include heading/salutation, introduction, body and conclusion.)

**B. Literature**

**6 Marks**

Each student will be assigned one prose and one poem from the text book Hornbill.

1. For the poem students must write a short summary and poetic devices used by the poet.

**3 Marks**

2. For prose lesson students must write Theme of the lesson / Character Sketch in 100 words.

**3 Marks**

Or

Prepare a mind map of any lesson from the text book.