

STATE COUNCIL OF EDUCATION RESEARCH AND TRAINING, CHENNAI -06

TNCF 2017 DRAFT SYLLABUS-ENGLISH –STANDARD XI

New innovations in the teaching – learning process are possible that require inquiry, research, discovery by the learner rather than memorization of prescribed texts. Classroom methodology could be a more contemporary approach to complement effective learning in an increasingly technology driven world .The revised / updated English syllabus would, therefore, effectively fulfill the needs of learners coming from a range of academic backgrounds. Globalization demands that learners leave school as confident individuals, with essential communicative competencies [listening, speaking, reading and writing]. Read texts in a variety of genres [informational, academic and literary], communicate [speak with appropriate tone, stress and intonation] with peers, socially outside the class/school with confidence, express their point of view and justify, agree and disagree, write creatively, construct dialogue and draft reports. The syllabus contains thematic texts that encourage learners to acquire important life skills

At this level, improving learners’ reading skills will reduce unnecessary reading time and enable them to read in a more focused and selective manner. They will also be able to increase their levels of understanding and concentration by exercising skimming and scanning strategies. Different reading skill practices, ensures learners’ increased efficiency and effectiveness. Activities like note making, listing, tabulating, mapping etc will enable the teachers to assess learners’ competence.

SKILLS AND SUB -SKILLS	LEARNING OBJECTIVES/OUTCOMES	CLASSROOM ACTIVITIES	EVALUATION
READING	Students will be able to : <ul style="list-style-type: none"> ● use strategies of skimming and scanning for understanding ● select and extract information ● understand writer’s attitude and 	Students are expected to: <ul style="list-style-type: none"> ● use reference materials through commentaries, thesaurus and internet ● read a range of text types /genres [factual, literary] 	Criteria for assessment of reading: <ul style="list-style-type: none"> ● Identify the main and supporting ideas of a text. ● recognize the theme,

	<p>bias</p> <ul style="list-style-type: none"> • appreciate , respond to, analyze distinguishing features of a range of texts and interpret information [factual, literary] • distinguish fact from opinion • explore and evaluate the features of character, plot and setting etc. • relate visual content with graphics • identify the elements of humor, pathos, satire and irony in literary and non-literary texts • refer and do research independently • understand e-content • use a range of tools to record/store information for easy retrieval [making notes/summarizing] 	<ul style="list-style-type: none"> • discuss in pairs/groups/ whole class for specific points to identify different points of view • comprehend a technical language • make notes using a range of suitable formats [listing as points and sub - points /tabulation/flow chart/ven diagram / mapping/abbreviations etc] • frame an appropriate a title 	<ul style="list-style-type: none"> • appreciate a writers point of view • express agreement or disagreement and justify • give reasons / establish cause and effect • make notes using a range of suitable formats [listing as points and sub - points / tabulation / flow chart / ven diagram/mapping etc meaningfully • infer & interpret information • understand the logical sequence of events • understand the meaning of unfamiliar words/expressions using contextual clues • transcode information from a visual input and relate the same with verbal content for meaning • write a summary of one-third the length of the text, based on the notes, using suitable linking devices • supply a suitable title
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<p><i>Writing skills cover the following genres :<u>academic writing</u>, <u>drama</u>, <u>essay</u>, <u>fiction</u>, <u>general</u>, <u>formal /official</u> and <u>personal writing</u>, <u>persuasive writing</u>, <u>integrated grammar usage</u> ,using stylistic devices, idioms and formatting etc. The course books give extensive ,useful guidance how to gather and develop ideas from a range of resources , organize content, edit, and express themselves with clarity, appropriacy, fluency and accuracy ,in realistic contexts.</i></p>			
<p>WRITING</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> ● fill up forms accurately ● express opinions with appropriate examples ● write informal reports [events] ● organize content in a logical and linear form as a short text/paragraph / longer pieces of writing [2-3 paragraphs] based on any given visual or graphic input ● express cause and effect ● use a range of formal and informal language to suit purpose /audience ● express a point of view logically and justify effectively ● cite relevant examples to support a view point ● use persuasive language 	<p>Students are expected to:</p> <ul style="list-style-type: none"> ● fill up forms (bank challan, reservation forms, application for admission forms, online forms, competitive examination forms, opening of account in bank and post office) ● discuss and work in pairs/groups /whole class to collect and collate ideas before writing ● do individual reference work [using the library/internet] to gather information ● design posters to raise awareness about environmental & simple social issues ● draft notices & messages ● write essays and paragraphs on various issues (social and environmental issues) ● describe processes/events ● confidently and actively participate in grammar & vocabulary building games ● draft their own speeches 	<p>Criteria for assessment of short and long pieces of writing / letters</p> <ul style="list-style-type: none"> ● fluency ● accuracy ● relevance of content ● content organization ● appropriate idioms ● punctuations ● use of grammatical structures in an integrative manner ● creativity ● critical appreciation of literary text ● logical thinking ● reasoning ● drawing inferences ● use of appropriate tone and style where ever

	<ul style="list-style-type: none"> • write examination answers ,observing prescribe word limits • draft informal and official letters using suitable styles, tone & formats • draft formal e-mails/'blog' 	<p>[general/debate] on familiar issues in their environment</p> <ul style="list-style-type: none"> • write formale-mails to school authorities [not for testing] • draft letters to friends, pen friends and relatives etc. • draft official letters to school authorities [appeal/request/excuse/complaint /suggestion etc] • write informal reports for morning assembly, annual day and sports day and reports • short creative prose for magazines • write exploratory and argumentative articleson various environmental /social issues • 'blog' - environmental/ social issues • use CODER to improve their writing skills 	<p>applicable</p> <ul style="list-style-type: none"> • format and punctuation •
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Teachers, foremost, demonstrate effective speaking in their day-to-day leadership of the class by conveying directions and information clearly with style and confidence, and thus model for students how English is spoken. They could build confidence and necessary competency by engaging learners in practice and drills as given the textbooks, and consistently using the language in their day to day communications inside /outside the classroom. Students should be supported in all their efforts.

LISTENING AND SPEAKING	<p>Students will be able to :</p> <ul style="list-style-type: none"> • listen to lectures and talks in order to extract relevant points for a specific purpose • listen to audio forms such as 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • speak fluently and comment the characters, lectures and talks • compare and contrast the information • extrapolate about the information read 	<p>The listening and speaking skills are to be assessed on the following parameters:</p> <ul style="list-style-type: none"> • Interactive competence (Initiation & turn taking, relevance to the topic).
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	<p>sports commentary, advertisements, radio play ,panel discussion, lecture, general speech etc</p> <ul style="list-style-type: none"> • speak on newspaper information and other longer announcements • respond to interviews appropriately • participate interactively in pairs/groups in whole class discussion • frame appropriate questions will making enquires/seeking information and responding to enquires • participate in a formal discourse to make presentation in seminar/symposia etc. • participate and defend a healthy argument in a debate. • recognize basic sound symbols to support use of pronunciation dictionary • recognize the importance of stress/intonation in relation to meaning & use them appropriately 	<ul style="list-style-type: none"> • gain confidence to get through the interviews successfully • skillfully turn-take and negotiate a group discussion • express oneself appropriately in any given role • address a gathering, present a paper and exchange pleasantries <ul style="list-style-type: none"> • give concrete illustrations / examples for an argument in a debate and find possible solution to familiar issues [school & their environment] • practice speaking aloud-debate ,recitation, declamation, elocution, 'JAM' , • presenting a radio/ TV programme/ advertisement etc • performing a radio play/news reading / voice over/sports commentary etc 	<ul style="list-style-type: none"> • Fluency (cohesion, coherence and speed of delivery). • Pronunciation • Language (accuracy and vocabulary)
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GRAMMAR	<p>Students will be able to :</p> <ul style="list-style-type: none"> • write with accuracy • integrate a range of structures to achieve clarity and effective communication of • use punctuations accurately in writing 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • use a range of grammatical structures in a variety of written and spoken contexts • participate confidently in grammar games to gain fluency and accuracy in communication • enrich their linguistic competence during language use in real 'life'/authentic contexts in speech and writing • accomplish the right usage of grammar [accuracy] 	<p>Test item types for integrative grammar[in a given context] :</p> <ul style="list-style-type: none"> • editing • re-ordering jumbled sentences/words • supplying a missing word • transforming • sentence completion • cloze
VOCABULARY	<p>Students will be able to :</p> <ul style="list-style-type: none"> • use appropriate words in spoken & written discourses/ communication • understand meanings of new words and expressions using contextual clues • use a range of reference sources [advance dictionary/ thesaurus/ pronunciation dictionary /online resources] 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • maintain the unity between words and contexts in speech and writing • participate confidently in Language & activities as pair/group/whole class/ individual activities or games to gain knowledge and use [speaking & writing] new words/expressions in a range of realistic contexts • use their knowledge of etymology to understand the meaning of written and spokenwords 	<p>Contextual usage of vocabulary</p>

<p>LITERATURE TEXTBOOK</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • comprehend the central theme/writer’s message and sequence of events leading to conclusion in short stories, essays, prose pieces& poems • understand character & motives, follow main and sub-plots/recognize atmosphere/relate the theme to events & character etc • appreciate literary style and use of literary /poetic devices • recognize the values of life as presented through the literary pieceand recognize the same in ‘real life ‘situations. 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • narrate events/incidents from different perspectives and analyze for communicating ideas • use cohesive language and collocations appropriately: and identify poetic devices • and encourage themselves to read literature books in and around the learning location • understand and appreciate the oral, visual and mobile elements of a drama to enact the play in the class 	<p>Literary appreciation of:</p> <ul style="list-style-type: none"> • character • characterization • literary style/ use of literary devices • development of plot/sub-plot • message/theme • atmosphere <p>Test item types:</p> <ul style="list-style-type: none"> • Explain with reference to context [based on an extract from prose only] • Short answer/long answer type • long answer-extrapolation from the set text
<p>EXTENDED READING TEXT</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • read independently ,for pleasure • comprehend the central theme/writer’s message and sequence of events leading to conclusion • understand character & motives, follow main and sub- 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • cultivate the habit of independent reading • read a range of literary genres/styles • develop an appreciation for different cultures • appreciate different points of view • think critically and analytically • try to express themselves creatively • develop a broad social outlook and 	<p>Literary appreciation of:</p> <ul style="list-style-type: none"> • character • characterization • literary style/ use of literary devices • development of plot/sub-plot

	<p>plots/recognize atmosphere/relate the theme to events & character etc</p> <ul style="list-style-type: none">• appreciate literary style and use of literary /poetic devices• recognize the values of life [conflicts] as presented through the literary piece• assimilate the positive values• broaden societal outlook and individual behavior.	<p>apply positive values in their life</p>	<ul style="list-style-type: none">• message/theme• atmosphere• values/messages• Identifying, analyzing and synthesizing with reference to character, theme, plot, conclusion etc
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TNCF 2017 DRAFT SYLLABUS-ENGLISH –STANDARD XII

The higher secondary syllabus at +2 level, is further tailored to meet the requirements of learners appearing for the competitive, national level examinations. The course book provides a wide range of inputs that support learners' confident and fluent use of the language in a range of meaningful contexts. Their participation in collaborative, interactive and research- oriented class activities promotes the acquisition of a higher level of communicative competence in the four language skills [LSRW], in a structured, balanced manner. Students will be required to find relevant information from the school / class library or the internet and are expected to exercise discrimination and judgement in the selection of data/materials for the completion of the tasks. The learning experiences are embedded in themes which are explored through prose, poetry and drama, which would appeal to students at this level. The students' active participation in class activities develops their self-confidence and as a form of training in language skills needed for their effective functioning in academic, professional and social situations. Teachers should motivate their students to use the language inside and outside the classroom/school [real lifesituations]as this exposure ensures that they will be better prepared to take on an increasingly globalised, information –driven world.

*At this level, learners need to be able understand/ process a wide range of complex text types [reports, discourses, literary, scientific texts etc] and respond appropriately. Clear reading goals can significantly increase **their** reading efficiency. As not everything in print will be of use, learners can easily and quickly prioritize information according to the task in hand. The practice assignments offer learners enough reading texts and teachers may add and enrich further their reading experience throughout the session.*

SKILLS AND SUB -SKILLS	LEARNING OBJECTIVES/OUTCOMES	CLASSROOM ACTIVITIES	EVALUATION

READING	Students will be able to :	Students are expected to:	Criteria for assessment of reading:
	<ul style="list-style-type: none"> ● use strategies of skimming and scanning for understanding ● read longer texts at an increased speed ● select and extract information ● understand writer’s attitude and bias ● appreciate , respond to, analyze distinguishing features of a range of texts and interpret information [factual, literary] ● distinguish fact from opinion ● explore and evaluate the features of character, plot and setting etc. ● distinguish between propaganda and persuasion when reading newspapers /articles ● differentiate between claims and realities; distinguish between facts and opinions ; apply prior knowledge to the understanding of a passage/text ; arrive at personal conclusion ● relate visual content with 	<ul style="list-style-type: none"> ● use reference materials through commentaries, thesaurus and internet ● read a range of text types /genres [factual, discursive] ● read factual information and technical passage from a scientific, sports, technical, environmental and national geographical journals ● discuss in pairs/groups/ whole class for specific points to identify different points of view, express their points of view/observations & substantiate with relevant examples ● make notes using a range of suitable formats [listing as points and sub - points /tabulation/flow chart/ven diagram / mapping/abbreviations etc] ● frame an appropriate a title 	<ul style="list-style-type: none"> ● Identify the main and supporting ideas of a text. ● recognize the theme, ● appreciate a writers point of view ● express agreement or disagreement and justify ● give reasons / establish cause and effect ● make notes using a range of suitable formats [listing as points and sub - points / tabulation / flow chart / ven diagram/mapping etc meaningfully ● infer & interpret information ● understand the logical sequence of events ● understand the meaning of unfamiliar words/expressions using contextual clues ● transcode information from a visual input and relate the same with verbal content for meaning ● write a summary of one-third the length of the text, based on the notes, using suitable linking devices

	<ul style="list-style-type: none"> graphics • 'puzzle-out'/understand meaning of new words/unfamiliar expressions using contextual clues • identify the elements of humor, pathos, satire and irony in literary and non-literary texts • referand research independently • understand e-content • use a range of tools to record/store information for easy retrieval [making notes/summarizing] 		<ul style="list-style-type: none"> • puzzle out meaning using contextual clues • supply a suitable title
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At this level, students are on the threshold when they will need to write using a variety of style, tone ,other discourse markers for different purposes to suit different types of readers. The 'mantra' "pre-write, draft, revise, edit, and proofread" guides learners to read their work back and forth through the stages of the writing process, is the most effective way to help them become better writers. They need to be encouraged to practice this while completing their assignments.

<p>WRITING</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • fill up forms accurately • express opinions with appropriate examples • write informal reports [events] • organize content in a logical and linear form as a short text/paragraph / longer pieces of writing [2-3 paragraphs] based on any given visual or graphic input • express cause and effect • use a range of formal and informal language to suit purpose /audience • draft informal and official letters using suitable styles, tone & formats • express a point of view logically and justify effectively • cite relevant examples to support a view point • use persuasive language • write examination answers ,observing prescribed word /paragraph limits 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • discuss and work in pairs/groups / whole class to collect and collate ideas before writing • do individual reference work [using the library/internet] to gather information • confidently and actively participate in grammar use & vocabulary building games [oral & written] • fill up forms (bank challan, reservation forms, college /examination application forms, online forms, including opening of account in bank and post office) • draft classified & poster advertisements, circulars, pamphlets, notices &short messages • write articles/reports basedon various issues (social / environmental) • describe people, objects, places ,processes and events • write a formal report for magazine, newspaper and journal etc based on a graphic/visual input • draft their own speeches [general/debate] onvarious issues • draft official/business / commercial letters [place orders, seek information about products /college admission and respond to letters of greetings, enquiry and complaints 	<p>Criteria for assessment of short and long pieces of writing / letters</p> <ul style="list-style-type: none"> • fluency • accuracy • relevance of content • content organization • appropriate idioms • punctuations • use of grammatical structures in an integrative manner • creativity • critical appreciation of literary text • logical thinking • reasoning • drawing inferences • use of appropriate tone and style where ever applicable • format /layout and punctuation and prescribed length of writing
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		& responding appropriately , (including to health officer, school principal etc.); <ul style="list-style-type: none"> • apply for a job - application with detailed CV/without CV • write expository and argumentative essays on various issues • use CODER to improve their writing 	
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The syllabus reflects the wide range of experiences the textbooks provide relevant real life related experiences to help learners practice their speaking and listening skills necessary for successful participation in the world. Teachers need to further improve students' abilities for a variety of purposes and audiences by encouraging learners to participate and interact in meaningful class activities—in whole groups, small groups, and with a partner—that are built around significant content.

LISTENING AND SPEAKING	Students will be able to : <ul style="list-style-type: none"> • listen to lectures and talks in order to extract relevant points for a specific purpose • listen to audio forms such as sports commentary, advertisements, radio play ,panel discussion, lecture, general speech etc • speak on newspaper information and other longer announcements • respond to interviews appropriately • participate interactively in 	Students are expected to: <ul style="list-style-type: none"> • express their point of view and justify confidently. Able to use the language of debate when required • compare and contrast the information • extrapolate about any information they have read • gain confidence to participate in oral the interviews with confidence • skillfully turn-take and negotiate a group discussion • express oneself appropriately in any given role • address a gathering, present a paper 	The listening and speaking skills are to be assessed on the following parameters: <ul style="list-style-type: none"> • Interactive competence (Initiation & turn taking, relevance to the topic). • Fluency (cohesion, coherence and speed of delivery). • Pronunciation • Language (accuracy and vocabulary)
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	<p>pairs/groups in whole class discussion</p> <ul style="list-style-type: none"> • frame appropriate questions will making enquires/seeking information and responding to enquires • participate in a formal discourse to make presentation in seminar/symposia etc. • participate and defend a healthy argument in a debate. • recognize basic sound symbols to support use of pronunciation dictionary/dictionary • recognize the importance of stress/intonation in relation to meaning & use them appropriately 	<p>and exchange pleasantries</p> <ul style="list-style-type: none"> • give concrete illustrations / examples for an argument in a debate and find possible solution to various social/environmental issues • practice speaking aloud-debate ,recitation, declamation, elocution, 'JAM' , etc • presenting a radio/ TV programme/ advertisement etc • performing a radio play/news reading / voice over/sports commentary etc 	
<p>GRAMMAR</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • write with accuracy • integrate a wide range of structures to achieve clarity and effective communication of • use punctuations accurately in writing 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • use a range of grammatical structures in a variety of written and spoken contexts • participate confidently in grammar games to gain fluency and accuracy in communication • enrich their linguistic competence during language use in real ' life'/authentic contexts in speech and writing • accomplish the right usage of grammar 	<p>Test item types for integrative grammar[in a given context] :</p> <ul style="list-style-type: none"> • editing • re-ordering jumbled sentences/words • supplying a missing word • transforming • sentence completion • cloze

		[accuracy]	
VOCABULARY	<p>Students will be able to :</p> <ul style="list-style-type: none"> • use appropriate words in spoken & written discourses/ communication • understand meanings of new words and expressions using contextual clues • use a range of reference sources [advance dictionary/ thesaurus/ pronunciation dictionary /online resources] 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • maintain the unity between words and contexts in speech and writing • participate confidently in Language & activities as pair/group/whole class/ individual activities / games/solving cross word puzzles etc to gain knowledge and use new words/expressions in a range of realistic contexts [speaking & writing] • use their knowledge of etymology to understand the meaning of written and spoken words • use cohesive language and collocations appropriately: 	Contextual usage of vocabulary
LITERATURE TEXTBOOK	<p>Students will be able to :</p> <ul style="list-style-type: none"> • comprehend the central 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • narrate events/incidents from different perspectives and analyze for 	<p>Literary appreciation of:</p> <ul style="list-style-type: none"> • character

	<p>theme/writer's message and sequence of events leading to conclusion in short stories, essays, prose pieces & poems</p> <ul style="list-style-type: none"> • understand character & motives, follow main and sub-plots/recognize atmosphere/relate the theme to events & character etc • appreciate literary style and use of literary /poetic devices • recognize the values of life as presented through the literary piece and recognize the same in 'real life' situations. 	<p>communicating ideas</p> <ul style="list-style-type: none"> • appreciate the use of various poetic devices poetic devices & idioms • seek out a range of literature books in and around the learning location • understand and appreciate the oral, visual and mobile elements of a drama to enact the play in the class • seek out values and apply them to life situations • enjoy and appreciate the various styles and genres of writing • be motivated to create their own literary pieces 	<ul style="list-style-type: none"> • characterization • literary style/ use of literary devices • development of plot/sub-plot • message/theme • atmosphere <p>Test item types:</p> <ul style="list-style-type: none"> • Explain with reference to context [based on an extract from prose only] • Short answer/long answer type • long answer-extrapolation from the set text
<p>EXTENDED READING TEXT</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • read independently ,for pleasure • comprehend the central theme/writer's message and sequence of events leading to conclusion • understand character & motives, follow main and sub-plots/recognize atmosphere/relate the theme to events & character etc • appreciate literary style and use 	<p>Students are expected to:</p> <ul style="list-style-type: none"> • cultivate the habit of independent reading • read a range of literary genres/styles • develop an appreciation for different cultures • appreciate different points of view • think critically and analytically • try to express themselves creatively • develop a broad social outlook and apply positive values in their life 	<p>Literary appreciation of:</p> <ul style="list-style-type: none"> • character • characterization • literary style/ use of literary devices • development of plot/sub-plot • message/theme • atmosphere • values/messages • Identifying, analyzing and synthesizing with reference to character, theme, plot,

	<p>of literary /poetic devices</p> <ul style="list-style-type: none">• recognize the values of life [conflicts] as presented through the literary piece• assimilate the positive values• broaden societal outlook and individual behavior.		conclusion etc
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