

# Statements of Competencies - English Yuvakbharati (Compulsory English)

## Standard XI

### Listening

- Listen actively and attentively.
- Enjoy, comprehend and appreciate a variety of poems.
- Get an exposure to a wide range of vocabulary items through listening exercises.
- Acquire a global understanding of literary and non-literary audio texts.
- Develop the ability to listen for specific purposes.
- Develop the skill of note taking while listening.
- Understand general oral instructions,
- Expose the students to different accents and varieties of English i.e. British English, American English and Indian English.
- Understand different intentions like irony, sarcasm, wit and humour through the tone of the speaker.
- Comprehend and enjoy live as well as recorded presentations like songs, skits, movies and plays.
- Understand oral communication without face to face interaction (e.g. telephonic conversation, IVRS Skype calls etc.)
- Listen with comprehension to lectures, talks, conversations, news-bulletins, interviews, debates and discussions.
- Identify the genre and register of a text after listening to it.

### Speaking

- Use spoken language fluently in day-to-day communication.
- Speak with acceptable pronunciation.
- Speak coherently, logically, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate body language.
- Answer questions orally.
- Make oral presentations on a given topic.
- Narrate stories, describe events and experiences, read news loudly and compere programmes.
- Use formal and informal language according to the context, role and relationships, topics and situations.
- Express effectively in group discussions, interviews, debates, elocutions and extempore speeches.
- Communicate through digital media (live chats, interviews, zoom meetings, video conferences, webinars, skype).
- Give instructions, make complaints, give suggestions, make enquiries, give compliments orally or through IVRS.
- Comment on the writer's point of view.
- Recite poems, deliver speeches with correct pronunciation, intonation and stress.

### Reading

- Adopt different reading strategies including silent reading such as skimming, scanning, prediction, inferences etc depending on the type of texts and the purpose of reading.
- Read aloud and appreciate the rhyme scheme of the poem.
- Read patiently till the end of the literary piece for better comprehension.
- Read in order to find the intention and attitude of the writer.
- Identify verbosity, ambiguity, inconsistency, disparity in texts.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Relate and evaluate the information with one's previous knowledge and develop further insights.
- Appreciate precision, clarity and transparency in the given text.
- Learn about other cultures and develop humanistic and liberal mindset.
- Ascertain the authenticity/reliability of the source of information.

- Understand the literal as well as the suggested/implied meaning.
- Understand the imaginative/informative/narrative/argumentative, persuasive and reflective nature of texts.
- Develop the habit of reading the newspapers, magazines, periodicals, journals, reference books and web-graphs for authentic information.
- Read brochures, reviews and reports on various events, situations, programmes to get information.
- Distinguish the main ideas from the subsidiary information.
- Read so as to make notes, summarize and classify for oral and written communication.
- Read to prepare for competitive exams and understanding different career options.
- Read to develop wide variety of diction, syntax and semantics.
- Read and respond analytically as a well-versed reader.
- Read and understand the situations in modern society and respond in an appropriate manner.
- Read to distinguish between facts, opinions, important ideas and supporting details.
- Read extensively so as to develop interest in different forms of literature and writings.

### Writing

- Report an event by using an appropriate format such as news drafting and journal writing.
- Write formal letters, applications and emails.
- Attempt using different styles of writing and literary devices.
- Attempt creative writing in different forms—stories, poems, dialogues, graphics jokes, advertisements, fliers etc.
- Write correctly, coherently, concisely clearly and completely while responding to questions, queries, doubts etc.
- Review and correct his/her own work regularly.
- Write a conversation and dialogue independently.
- Express and expand one's own thoughts, feelings, emotions and ideas in appropriate language.
- Compare and contrast one's own experiences with those of others.
- Review a book, film, a TV programme, play etc.
- Attempt using different techniques for writing more effectively.
- Use quotations, idiomatic expressions, phrases and proverbs appropriately in writing.
- Write short reports on news, interviews, visits and functions.
- Create advertisements with the help of given clues.
- Summarize the given text.
- Prepare a script on various situations such as introducing the speaker, giving vote of thanks, expressing condolences, bidding farewell etc.
- Write blogs to reach out to the maximum number of people.
- Write an appreciation of a poem.

### Study Skills

- Use of ICT in learning the language and literature.
- Prepare and compile glossaries and other reference materials through dictionaries, thesaurus, encyclopedias, internet etc.
- Prepare personal notes to remember and recall information.
- Make use of films, plays, concerts and presentations and appreciate them critically.
- Practise note taking, note making and summarizing for developing analytical, and critical thinking skills.

- Explore different styles of reading, speaking and writing independently.
- Frame probing questions, queries and comments.
- Write and express feedback objectively in appropriate language.
- Prepare questionnaire, opinionnaire, check-list etc.
- Use of online modes of communication for different purposes such as e-mail, Skype, Twitter, Instagram, YouTube, Blog, Vlog, Transactions etc.
- Create audio-visual aids for presentations, posters, booklets, wall magazines, hand-outs, informative strips and power point presentation.
- Create and use different revision techniques to recall increasingly the larger chunks of information.
- Practise translating different types of informative texts and literary extracts from mother tongue to English and from English into mother tongue.
- Practise analyzing errors in oral and written work, which occur due to influence of mother tongue.
- Use resources from other languages while speaking and writing in English.
- Practise planning and execution of a survey and present a comprehensive report.
- Practise presentation of information in concise and lucid manner, supported by appropriate graphics.
- Practise paraphrasing techniques.
- Practise use of computer for the purpose of translation, transcription and presentation.
- Practise use of social media in a responsible manner.

### Language Study

Students at the +2 stage, need better sentence construction skills, appropriate vocabulary building and usage.

Merely knowing the dictionary meaning of words is not enough. They need to know how words take on new meanings according to the context.

They should be introduced to the use of thesaurus and should be able to construct sentences well, enrich their vocabulary and bring it into oral and written practice. Similarly, they need to be made aware that when the form of the word changes, the meaning and usage of the word changes too. For word-building need to be made aware that each word in a given list of synonyms, has a slightly different and nuanced meaning.

The above should be introduced in a graded manner through revision of parts of speech, punctuation, sentence construction, vocabulary building, speech, figures of speech, figurative use of language, stylistic devices, word usage, idioms, maxims, proverbs, editing, functional grammar and omissions. They should be made familiar with common gaffes in daily use.

• • •

1. **Parts of Speech** : Verbs (main/auxiliary/modal, transitive/intransitive, gerund, finite/infinite verbs, participles; time, tense, phrasal verbs, adjectives, adverbs, prepositions, determiners, articles etc.
2. **Sentence structure** : Types of sentences—statements (positive/negative), imperative, exclamatory questions, transformation of sentences (framing questions, negatives, voice, reported speech, joining sentences)
3. **Vocabulary and word building** : Synonyms, antonyms, homonyms, word register, root word, prefix, suffix, connotation, denotation, collocation, derivatives, compound words, minor processes of word building : blends, introduction to thesaurus.
4. **Speech** : Pronunciation, syllables, stress, intonation, rhyme, rhythm, accent etc.
5. **Figures of Speech and stylistic devices**: Simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, synecdoche, metonymy and ambiguity.
6. **Phrases, proverbs and maxims and their usage** :
7. **Functional grammar** : Editing, omission, finding errors, common gaffes. (errors)

## - Contents -

### SECTION ONE (Prose)

1.1	Being Neighborly	<i>Louisa May Alcott</i>	1
1.2	On To The Summit : We Reach The Top	<i>Tenzing Norgay</i>	15
1.3	The Call of the Soil	<i>Venkat Iyer</i>	25
1.4	Pillars of Democracy	<i>Dr. Babasaheb Ambedkar</i>	35
1.5	Mrs. Adis	<i>Sheila Kaye Smith</i>	43
1.6	Tiger Hills	<i>General Ved Prakash Malik</i>	53

### SECTION TWO (Poetry)

2.1	Cherry Tree	<i>Ruskin Bond</i>	65
2.2	The Sower	<i>Victor Hugo</i>	71
2.3	There is Another Sky	<i>Emily Dickinson</i>	75
2.4	Upon Westminster Bridge	<i>William Wordsworth</i>	81
2.5	Nose versus Eyes	<i>William Cowper</i>	87
2.6	The Planners	<i>Boey Kim Cheng</i>	91

### SECTION THREE (Writing Skills)

3.1	Expansion of Ideas	-	97
3.2	Blog Writing	-	101
3.3	E-mails	-	105
3.4	Interview	<i>J. Krishnamurti</i>	111
3.5	Film Review	-	117
3.6	The Art of Compering	-	122

### SECTION FOUR (Genre-Drama)

4.1	History of English Drama	-	128
4.2	The Rising of the Moon	<i>Lady Gregory</i>	138
4.3	Extracts of Drama	-	
	(A) A Midsummer - Night's Dream	<i>William Shakespeare</i>	151
	(B) An Enemy of the People	<i>Henrik Johan Ibsen</i>	174