Dawood Public School
Course Outline 2016-2017
Class XI
English

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Syllabus Aims

A qualification in this syllabus demonstrates to universities that candidates can communicate effectively in Standard English through:

- **Communicative competence**: the ability to communicate with clarity, relevance, accuracy and variety
- **Creativity**: the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact
- **Critical skills**: the ability to scan, filter and analyse different forms of information
- **Cross-cultural awareness**: the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar.

Paper pattern:

The **Task** aspect of Paper 1 is **Directed Writing**, where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. **Language** (as well as content) is tested in the **Creative Writing** section, where candidates have an opportunity to display their English language skills in order to express their opinion, experience or imagination.

The **Task** aspect of Paper 2 is **Reading for Ideas**, where, for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text. **Language** is tested in the **Reading for Meaning** section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text.
In this way, it is hoped that candidates will develop strategies to be able to transfer these communication skills to other subjects and to their future careers/studies as they encounter a variety of texts and are required to make a positive impact through the written word.

List of contents:

AUGUST

1. Key writing skills
   a) Overview of parts of speech
      The different words in a sentence have different functions. In order to have a clear understanding of the mechanics of writing it is important to know the different parts of speech and to be aware of their features.

Quick Review

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<tr>
<th>Nouns</th>
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<tr>
<td>Nouns are naming words; they apply to the names give to persons, places, animals or things.</td>
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<td>Types of Nouns</td>
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<tr>
<td>Common Noun: A common noun is the name of any unspecified person, place or thing. For example girl, town, car.</td>
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<tr>
<td>Proper Nouns: A proper noun is the name given to a particular person, place, animal or thing, for example Leena, Karachi, Toyota</td>
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<tr>
<td>Abstract Nouns: An abstract noun is the name given to something intangible like an idea, for example thought, love, happiness</td>
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<tr>
<td>Collective Nouns: A collective noun is a single word, which describes a collection of things or people for example flock, team, audience and queue. There is no hard and fast rule as to whether collective nouns should be considered grammatically as singular or plural. However, if the collection of things is functioning as a single unit then it should be expressed using the singular; if, however, the noun describes a collection of individuals functioning independently, then it should be expressed using the plural. Think of the difference between these statements</td>
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Students should be able to recall, review and build on their existing skills

- All parts of speech
- Nouns and their usage
- Forms of Adjectives and their usage
- Verbs and their usage
- Adverbs, adverbial phrases and their usage

b) Sentence structures

- Recalling sentence structures and their formation
- Simple, compound, complex, complex-compound sentences
- Usage of conjunctions to combine sentences
- Using the present participle to combine sentences
- Using the relative pronoun to combine sentences

c) Paragraphing

- Use correct paragraphing

d) Topic Sentences

- Identify topic sentences

e) Punctuation

- Using correct punctuation
- Using the colon and semi colon correctly
- Using the question mark and exclamation mark correctly
f) Subject-verb agreement
   ➢ Developing knowledge about agreement and build on existing skills

g) Spelling and vocabulary
   ➢ Spelling new words accurately

   ➢ Introduction pg 1
   ➢ Choosing the topic pg 3
   ➢ Planning pg 5
   ➢ Getting started pg 6
   ➢ Length pg 10

Resources

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Directed writing: Speeches

A speech is generally a more formal form of spoken address than a talk and is likely to be aimed at a larger audience. For example, a talk maybe addressed to members of your own class at school, whereas, a speech could be delivered as part of a public speaking competition to an audience with whom you are unfamiliar. In the latter case it would be sensible to begin your response by introducing yourself [Good evening, my name is Anne Frank and I have come to speak on ___________] whereas in the former such an introduction would be unnecessary as your listeners already know who you are; in this case your introduction will be more low-key. [Hello everyone, you all know me and will not be surprised that i am going to talk to you about ___________] Remember also that both speeches and talks may require you to be persuasive or informative and you should ensure that the register you use is appropriate to the task.

The instruction to the task will indicate who your audience is. It is important that you keep the audience in mind while you are writing your response as you will be rewarded for the use of tone which is appropriate to the audience. For example if you are addressing an audience of 16-years-old students within a school classroom your language is going to be more colloquial. So if the following speech task is given to you, your tone may be conversational yet informative.

Task

Your best friend, who is a popular member of your class and the captain of the sports club, is leaving your school to move overseas. On your friend’s last day at school you have been asked by your teacher, Mr. Johnson, to make a speech to your classmates wishing your friend goodbye and good luck.

Write your speech. You must include the following:
• the name of your friend and where your friend is going
• why your friend is moving
• what you and your classmates will miss about your friend.

Cover all three points above in detail. You should make sure your speech is friendly and contains wishes for a successful future. Start your speech, ‘Mr. Johnson and friends...’
On the other hand if you are addressing an audience of local dignitaries, teachers and parents your tone should be formal.

**Task**
To celebrate the start of a special environmental project, a tree is being planted in your school grounds. As secretary of the project committee, you are to make a speech to mark the occasion in front of the Principal, guests, staff and students of the school.

Write your speech. You must include the following:
- details of what the environmental project hopes to achieve
- why you think this project is important
- how your audience could support the project.

Cover all three points above in detail. You should make sure your speech is enthusiastic and informative. Start your speech, ‘Principal, guests, teachers and fellow students...’

**Reading a vast variety of Texts:**
The Task aspect of Paper 2 is Reading for Ideas, where, for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text. Language is tested in the Reading for Meaning section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text.

Students should be able to:
- Use language inform and explain
- Show an awareness of how written and spoken communication varies according to situation, purpose and audience
- Read a variety of texts accurately and with confidence
- Select, retrieve, evaluate and combine information from written texts
- Appreciate the ways writers make use of language
- Plan, organize and paragraph, using appropriate punctuation
- Choose a vocabulary which is suited to its purpose and audience, and use correct grammar and punctuation
- Write in standard English
- Spell accurately the words within the working vocabulary
- Write legibly and present finished work clearly and attractively

**SEPTEMBER**

**Narrative Writing**

Narrative is a report of related events presented to the listeners or readers in words arranged in a logical sequence. A story is taken as a synonym of narrative. A narrative or story is told by a narrator who may be a direct part of that experience and he or she often shares the experience as a first-person narrator. Sometimes he or she may only observe the events as a third-person narrator and gives his or her verdict.

Narrative essays require you to write a story and may either present you with a sentence on which to base your writing or ask you write a story based on a particular situation. Many candidates choose this option as they think that it is an easy choice but, in fact, it is very difficult to construct and write a convincing short story within the time constraints of an examination. If you choose this genre it is important that you have a clear understanding of what the title requires before you begin to write and that you avoid writing too involved or too complicated a plot. Planning is very important with this type of essay as it is very easy to get caught up in the story which you are making up and then find that you have introduced so many twists and turns into the plot and so many interesting characters that you’ve actually got enough material for a three volume novel and nowhere near enough time to write it in.
Some points which should always be kept in mind

- Do not make the story too complicated; you have only a limited time and it is important that you plan your answer carefully to keep it tightly focused.
- Keep closely to the given title or topic; too many short stories written under examination conditions lose marks because they wander away from the topic and lose credibility.
- Try to write a story which contains events which could be within your own experience, examiners do not find unsophisticated secret agent stories particularly enjoyable or convincing.
- Try to break up long sections of narratives with passages of direct speech. Remember, however, that making direct speech sound authentic and punctuating it correctly are difficult skills. If you don’t get it right your story will not be successful.
- Do not repeat a story you have written or read elsewhere – memorized stories seldom fit the given topic and examiners will always spot the joins.

Treatment of the Task

- **Presentation of Situation and Setting**
  
  The essential point about producing an effective short narrative is to be economical in the telling of the story. Lengthy scene-setting and description is better suited to a long novel. Your concern is to engage your reader as quickly as you can but also ensure that the situation you are presenting can be understood straightaway. Before starting to write your story you should try to put yourself in the position of your readers. Ask yourself a couple of straightforward questions such as “What do my readers need to know?” “What important details about the setting of the story do I need to give them so that they quickly understand the background of where the events happen?” Remember: you may have a clear idea of the scene in your mind but the reader will not have unless you give a clear, but not over detailed description of it.

- **Narrative standpoint**
  
  The first decision you have to make is whether you intend to present your story through a first or third person narrative. A first person narrative is possibly more effective in allowing a reader to identify with the narrator and it also means that the events described can only be those within the narrator’s experience – again, an effective way to limit the focus and range of your narrative. On the other hand, using the third person narrative allows for a more omniscient approach. If you intend your story to conclude with, for example, the death of the central character, then a first person narrative standpoint may present problems.

- **Characters**
  
  When you are writing a short story, you should try to be as economical as you can in your description of characters and not include too many of them in your story. It is important that you give some brief and pertinent details about your character so that your readers can form an idea of them in their minds and can, therefore, build up an understanding of how those characters are likely to act and behave in the course of the story. However, those introductory details need to be little more than one sentence character summaries as, “Rita, who was always on time for everything and never looked untidy or tired” or “David was the sort of person who never panicked and was always a reliable friend”

- **Tone/Register**
  
  The tone and register you use will, to some extent, depend upon the narrative standpoint you have chosen. A first person narrative allows for a more colloquial, informal approach.

- **Vocabulary/Expression**
  
  The vocabulary used by the narrator of the story and his or her sentence patterns are also an effective way of establishing character. It also helps in building a suitable atmosphere for the story you are telling.
Structure

- **Development of Idea**
  Your narrative should quickly establish the direction it is going to take and the sequence of events should be planned to develop coherently. Keep your readers in mind at all times; if they find it difficult to follow what is happening, they will quickly lose interest.

- **Conclusion**
  When you plan your narrative be sure that you have a clear understanding of how it is going to conclude. You may decide that your final paragraph will wrap up all the loose ends of your story or you may want to leave your readers in mid-air. What is important, however, is that whatever the ending you choose it should be the one you have planned for. The best narratives arrive at a logical conclusion rather than

- **Structure of Paragraphs**
  Paragraphs should be used to structure your story as their topic sentences are likely to provide the key stages of your narratives.

Technical Accuracy

- Sentence structures: range/variety
- Use of idiom
- Punctuation; grammatical accuracy; spelling

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Letters

Letters may be either formal or informal. For example you may be required to write a letter to a magazine or a newspaper; to a company or organization asking for information or complaining about something; to a friend or an acquaintance asking for their support in a venture you are undertaking or apologizing for something which happened.

Of the above examples, the letters to a newspaper or an organization are likely to be formal and that to a relative or friend will be informal.

Reading for Meaning; Simple questions on facts:

Students should be able to

- Select simple facts from the passage.
- Understand that some answers have to copied/lifted from the text

Things to be remembered:

- Read the question carefully
- The question will tell you which part of the text to study
- Make sure that you go to that part of the text
- Look for keywords or phrases in the question that will lead to the facts you have to select
The floods stretched as far as the eye could see and the water was still rising. The head master was confident that the school had solid foundations and there was no fear of flood destroying the building. However as he looked out at the old stone warehouse opposite and saw the water up to its second floor window, he knew time was running out.

Q1. In the opening paragraph above we learn that the school building would not collapse. What made him so sure? [1]

Ans: The school had solid foundations.

OCTOBER

Descriptive writing
The descriptive topic in some ways one of the more straightforward pieces of writing to choose to do under examination conditions and allows you to write about something with which you are familiar and which is likely to capture the interest of the examiner who is reading it. There are different types of descriptive essay topics:

- A description of a place or a scene or a building.
- A description of an event or an occasion
- A description of a person or an animal.

This is a fairly simple list and you can almost certainly think of other variations. However the common factor in all of them, you can write personally about your perception of what is being described. When you are writing under examinations conditions and pressure, it is much better to write about something or someone who is familiar to you, than to worry about having to make something up.

Tools for descriptive writing
In order to bring a scene alive for the reader, it is a good idea to think about ways to describing how it appeals to the different sense such as smell and hearing. Effective descriptive writing makes use of certain linguistic devices which help to make clear what is being described. Among those devices are Simile, Metaphor, Adjectives, Verbs and Adverbs.

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<th>Some Sample Topics</th>
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<tr>
<td>1. Describe somewhere you go to when you want to be alone and say why this place is special to you.</td>
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<td>2. Describe the scene at a concert hall or sports ground before the main event begins.</td>
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<td>3. Describe your favorite shop or market stall and some of people who work there.</td>
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<td>4. Describe a ceremony in which all your family took part.</td>
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<td>5. Describe a place which you know well at two different times of the day.</td>
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Reports
There are two possible types of report that you may be required to write as a Directed Writing exercise. One is a report for a newspaper or magazine giving an account of an event or an episode; the other is a formal report written to be read by someone in authority [the Principal of a school or the police] in which you provide information about something which you have witnessed or in which you have assembled facts and details to support a particular proposition [such as suggestions for redesigning a student common room].

Whichever type of report you write, it is important that you organize your response carefully as you must ensure that the facts you are communicating are followed easily by the reader. You should keep the audience for your report in mind at all times and write using a register appropriate to that person’s position. Remember that with a formal report, the person for
whom you are writing is likely to be busy and will not, therefore, appreciate something that is
too full of digressions and unnecessary description and does not convey the facts directly.
As a general rule, you should include a main heading at the start of your report [“Proposals for
Redesigning the Students’ Common Room”]. Each paragraph should contain one key point and
the topic sentence should clearly state what this is and point the way forward. At the end of the
report there should be a business like summing up of the main points with a suggestion as to
the next stages to be considered if the task requires this.
If you are asked to write a report for a newspaper or a magazine then certain specific features
need to be considered. One of these is that it may be necessary to make the report more
immediate or dramatic than would be the case with a formal report. Newspaper reports, in
particular, should start with a headline which prepares the reader for both the facts and tone of
what follows. They may also contain statements given by other people who were present there.
These statements can be written either as reported speech or included in your report as
directed quotations [in which case it is, of course, that you punctuate them correctly as direct
speech.]

**NEWSPAPER REPORT**

Your class is organizing a project to help some people in your community. You decide to write a
report for your school magazine to encourage other students to join in this project.
Write your magazine report. You must include the following:

- details of the people you are helping **and** why you are helping them
- details of the project you are organizing
- what other students can do to help.

Cover all three points above **in detail**. You should make sure your article is informative and
persuasive.

Start your article with a suitable headline.

**WRITING A REPORT TO YOUR PRINCIPAL**

An incident occurred in your English class the other day. Your teacher had had to leave the
room on urgent business and while she/he was gone a window had accidentally broken. As the
class rep. the principal has asked you for a formal written report to explain what happened.

Your report should include the following details
- Why the teacher had to leave the room? Whether anybody had been left in charge?
- What happened
- Who was involved? Was anyone at fault?

Cover all three points above **in detail**. You should make sure your article is informative and
persuasive.

Start your article with a suitable headline.
Summary writing [content points]
The first stage is to read the rubric properly and quite clear in mind what you are being asked to do.
The second stage is to carefully read the passage or the area of the passage which you are asked to summarize at least twice. If you have answered comprehension questions before arriving at the summary questions, you will already have done a lot of reading of the passage anyway, but it is still a good idea to read it again with the summary rubric in mind.
The third stage is to select the content points. These are the pieces of information which you need to follow the rubric. So in the first summary task, the content points will be problems encountered, in the second task the content points will be skills necessary to become a good swimmer, and so on.

NOVEMBER

Argumentative writing
An argumentative task requires you to construct a logically –developed argument. It is not necessary to attempt to give equal weight to opposing point of view, but what you write should be clear and rational and supported by appropriate examples and references. You should try to avoid becoming too emotional in your approach and/or filling your essay with personal comments and anecdotes which detract from your main line of argument.

Planning points
A good argumentative essay should be based on a well controlled- structure which leads the reader clearly from a well defined opening to forceful conclusion. A good way to make a plan for such an essay is by writing down the topics of each paragraphs and then organizing them into their most effective order.

Emotive vocabulary
We know that carefully chosen vocabulary allows a writer to convey precise shades of meanings. Having an awareness of the connotations associated with certain words and phrases and of their effect on the reader is particularly helpful when you are writing argumentatively and trying to encourage a reader to agree with your point of view.

Tools for argumentative writing
When you are writing to express your views on a particular topic, one of your main concerns is to convince your readers of your point of views and to persuade them to agree with you. There are certain writing techniques that you can use which can help you to be successful in this purpose., for example, with this type of writing, it is important that you adopt an appropriate tone (you should aim to be persuasive but not aggressive); you should pay close attention to the structure of your argument, particularly to introductory and concluding paragraphs and to the devices you use to link paragraphs as a way of furthering your argument. Remember to try to use actual examples and, if appropriate, facts and statistics to support your arguments. You also need to think carefully about your vocabulary especially whether to choose emotively-toned words.

Some Sample Topics
1. ‘The challenges in life bring out the best in young people’. What are your views?
2. ‘People are much too interested in their appearance nowadays.’ Do you agree?
3. What aspects of your education do you think will be most useful to use in adult life?
4. ‘Animals and birds should never be kept in cages’ what is your opinion?
5. ‘Children do not spend enough time with their parents nowadays’. What is your opinion?
Summary Writing [style]
Planning and organizing summary is easier than planning and organizing a composition, where you have a topic to work on and little or no guidance.

There are 3 stages for planning a summary
- The rubric or the instruction should be read carefully. It should be done by isolating the key words in it and keeping those in the front of your mind as you read the passage to be summarized.
- The passage should be read at least twice.
- Select the content points. So far you have selected the content points by writing it down in a list. Now is the time to think about how to organize these content points so that the best possible summary can be produced with them. It is particularly important to have a system for planning and organizing the summary which will work for you during exams or working against the time.

DECEMBER

Mid-term Examination

JANUARY

Discursive Writing
Assessment objective states that you should be able to ‘recount personal experience, views and feelings. Sometimes these objectives are checked individually through descriptive writing tasks. Some essay topics, however, allow you to refer to all three aspects. Such essay topics are called discursive essays. You have a certain type of freedom in the way you approach the tasks as you are able to make your own decision about the particular aspect of the task that you want to make the focus of your writing.

FEBRUARY

Practice/revision

MARCH

Mock Examination