

Dawood Public School
Course Outline 2017-18
English Language
Class XI

Textbooks:

Developing Vocabulary Skills Book 4

Cambridge O Level English Language Course Book

August

Reading for Ideas:

- Extraction of content points
- Writing a summary with linking devices

Directed Writing: (Formal and Informal Letter)

- Differentiation between tone, register and formats of a formal and informal letter.
- Formulation of a letter (formal or informal) by fulfilling rubric requirements.

September

Reading for Meanings:

- Searching for implicit and explicit meanings in the text.
- Understanding the connotation of the questions.
- Answering with Brevity and Concisely

Creative Writing: (Narrative Writing)

- Identification of elements of a story in an exemplar of a narrative piece of work.
- Writing for specific purpose and audience.
- Pre-writing of a paragraph with scaffolding to ascertain use of punctuation and variety of sentences.
- Focusing on use of dialogue.
- Formulation of a story in the third person point of view.

October

Reading for Ideas:

- Revision of extraction of content points and writing a summary.
- Focus on identification of opinions.

Directed Writing: (Newspaper report and article)

- Note differences between a newspaper report and article.
- To write both independently with a focus on correct use of tense, tone and fulfillment of task.

November

Reading for Meanings:

- Understanding how to answer the questions as per requirement of 'own words' or 'contrast questions.'
- Understanding how to formulate one word meanings for given vocabulary and the strategically identifying the correct option.

Creative Writing: (Argumentative Essay)

- Comparisons of Grade A and Grade E essays with critical evaluation.
- Setting up a self-evaluative checklist for measurement of success with reference to the bands.
- Formation of thesis statement and subsequent planning of an argumentative essay.
- Writing a well-formed argumentative essay through independent effort.

December

Exams

January

Reading for Ideas:

- Revision of all the above.
- Identifying areas of weaknesses for targeted remedial measures of summary writing.

Directed Writing: (Speech)

- Identifying the audience and purpose of writing a speech.
- Using appropriate tone and register to write a report to a higher authority.
- Fulfilling the requirements through understanding the connotation of the task.

February

Reading for Meanings:

- Added practice for proficiency.

Creative Writing: (Descriptive Writing)

- Focusing on descriptions through vivid, sensory details.
- Using the 'show-don't tell' method.
- Providing scaffolding to enhance level of writing.
- Focus on description of a place through 'zooming in' and 'zooming out'.

March

- Revision of given topics.

Component	Weighting
<p>Paper 1 Writing 1 hour 30 minutes</p> <p>Candidates answer two questions: the compulsory question in Section 1 and one question from Section 2.</p> <p>Section 1: Directed Writing (30 marks)</p> <p>Candidates are presented with one compulsory writing task. Candidates write a response of 200–300 words.</p> <p>Section 2: Composition (30 marks)</p> <p>Candidates complete one writing task from a choice of five descriptive/argumentative/narrative essay titles. Candidates write a response of 350–500 words.</p> <p>This component is externally assessed.</p> <p>60 marks</p>	50%
<p>Paper 2 Reading 1 hour 45 minutes</p> <p>Candidates answer all questions in both sections.</p> <p>Section 1: Reading for Ideas (25 marks)</p> <p>Candidates scan a factual text and identify key points.</p> <p>Candidates use their notes to produce a written summary of 150–180 words.</p> <p>Candidates answer questions to identify examples of a function in the text, e.g. opinions, advice, criticism or warnings.</p> <p>Section 2: Reading for Meaning (25 marks)</p> <p>Candidates respond to questions about one narrative passage.</p> <p>Both passages in Paper 2 will be approximately 700 words each.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	50%

Aims:

- 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. (This is not an assessment objective but forms the context of writing tasks and reading passages.)