Annexure-"A"

CURRICULUM- STRUCTURE

CLASS – XII

SUBJECT – ENGLISH (020)

Total Marks-100

Theory – 80
Project-20

S.No.	Units	Contents	Allotted Marks		Periods
1.	**Section –A Reading Comprehension**				
		1. Unseen Passage	10		
		2. Unseen Analytical Passage	04	**21**	**60**
		3. Note making	04		
		4. Summarization	03		
2.	**Section –B Grammar & Creative Writing Skill**				
		5. Notice Writing	04		
		6. Advertisement	04		
		7.Letter Writing	05	**29**	**70**
		8. Article/Report Writing	08		
		9.Grammar [Voice, Narration, Clause]	08		
3.	**Section –C Literature- Text Books**				
		10. Flamingo (Seen Prose)	04		
		11. Flamingo (Seen Poetry)	04	**30**	**70**
		12. Flamingo (Textual Questions)	12		
		13.Vistas (Textual Questions)	10		
		Total	**80**		**200**
		Project work (Assessment of Listening and Speaking Skills)	**20**		**20**
		Grand Total	**100**		**220**

CURRICULUM- STRUCTURE
CLASS – XII
SUBJECT – ENGLISH (020)

Total Marks -80 **Time:03Hours**

A"-शैक्षिक उद्देश्य अनुसार अंक विभाजन

No.	Types of Questions → / Educational Objectives	Objective	Very Short Answer (VSA)	Short Answer (SA)	Long Answer (LA-I)	Long Answer (LA-II)	Very Long Answer (VLA)	Total Marks	% Weightage
		01	02	03	04	05	08		
1	ज्ञानात्मक (Knowledge) परिभाषा, सिद्धांत, तथ्यों को पहचानना, सूचना इत्यादि पर आधारित सामान्य स्मरण क्षमता पर आधारित प्रश्न	02	02	02	01	-	-	16	20%
2.	अवबोधात्मक (Understanding) अर्थ, व्याख्या, अंतर स्पष्ट करना, वैचारिक समझ, भावानुवाद	08	-	02	01	-	-	18	23%
3.	अनुप्रयोगात्मक (Application) 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.	विश्लेषणात्मक (Analysis) [HOTS] वर्गीकृत, तुलनात्मक, व्याख्या विभिन्न स्त्रोतों पर आधारित विशेष जानकारी को समाहित करना/एकीकरण/ सुसंगठित करना/अंतर	-	-	-	02	-	-	08	10%
5.	मूल्यांकन (Evaluation) मूल्यांकन करना/समीक्षा करना/मूल्य निर्धारण/निष्कर्ष निकालना/चयन करना /तर्क आधारित	-	-	-	01	01	-	09	11%
6.	रचनात्मक (Creation/Creativity) सृजन करना/पूर्वानुमान/योजना बनाना/परिकल्पना/संगठित करना	-	-	-	-	-	01	08	10%
	योग	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	01	1(10)	10
2.	Very Short Answer (VSA)	02	02	04
3.	Short Answer (SA)	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
		Total	17+1(10) =18	**80**

"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%**
	Total	**80**	**100%**

BLUE PRINT

CLASS – XII

SUBJECT – ENGLISH (020)

Total Marks - 80 **Time:03Hours**

No.	Content	Marks Weightage	Objective	Very Short Answer (VSA)	Short Answer (SA)	Long Answer (LA-I)	Long Answer (LA-II)	Very Long Answer (VLA)	Total Marks	Total No. of question
			01	02	03	04	05	08		
1.	Unseen Passage	10	1(10)	-	-	-	-	-	10	1(10)
2.	Unseen Analytical Passage	04	-	-	-	1(4)	-	-	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.	Advertisement	04	-	-	-	01*	-	-	04	1(0)
7.	Letter Writing	05	-	-	-	-	01*	-	05	1(0)
8.	Article/Report Writing	08	-	-	-	-	-	01*	08	1(0)
9.	Grammar	08	-	-	-	-	-	1(8)	08	1(0)
10.	Seen Prose (Flamingo)	04	-	-	-	1(4)	-	-	04	1(0)
11.	Seen Poetry (Flamingo)	04	-	-	-	1(4)	-	-	04	1(0)
12.	Textual Questions (Flamingo- Prose)	12	-	02	01	-	01*	-	12	4(0)
13.	Textual Questions (Vistas)	10	-	-	02	01*	-	-	10	3(0)
		80	1(10)=10	2(2)=04	3(4)=12	4(7)=28	5(2)=10	8(2)=16	80	17+1(10)= 18

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

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

Question Paper Structure
CLASS – XII
SUBJECT – ENGLISH (020)

Total Marks - 80 **Time: 03Hours**

Section –A

Reading Skill – 21 Marks

1. One Unseen passage of 500 to 550 words will be given to assess comprehension, interpretation, analysis, inference and vocabulary. The passage may be factual, descriptive or literary.

S.No.	Question Pattern	No. of Question	Marks
01.	MCQ	1(5)	5M
02.	Vocabulary based question	1(2)	2M
03.	Assertion Reason	1(2)	2M
04.	One word answer/odd one out/Statement completion/Analogy/Suitable title	1(1)	1M
		Total	**10M**

2. One analytical question based on pie chart, bar-graph, line graph, tabular data or other statistical information will be given to assess comprehension, interpretation, analysis, inference and evaluation. **(1x4=04marks)**

Note:- A Common passage of 200-250 words will be provided for questions on Note making and Summarization.

3. Note Making **04 Marks**

Numbering and indenting	01 Mark
Key to abbreviation used	01 Mark
Notes	02 Marks

4. Summary (up to 50 words) **03 Marks**

Title	01 Mark
Content & Expression	02 Marks

Section- B

Grammar and Creative Writing Skill – 29 Marks

5. Short writing task – Notice for school and society up to 50 words. **04 Marks**

(4 Marks- Format 1M /Content 2 M /Accuracy of Spelling and Grammar 1 M)

6. Short writing task- Classified Advertisement Writing (Situation vacant/wanted, Lost and found, Sale/Purchase, To Let) up to 50 words. **04 Marks**

(4 Marks- Content : 2 M /Creativity: 1 M/Presentation :1M)

7. Letter writing – Informal letter, Formal letter [application for a job with bio data or resume, letter to the editor (giving suggestions, opinion and issues of public interest)].One out of the two given questions to be answered. **05 Marks**

(5 Marks- Format:1 M /Organization of Ideas:1 M /Content:2 M / Accuracy of Spelling and Grammar:1 M)

8. **Article/Report Writing** - Descriptive nature, to be answered approximately in 200 words. **08 Marks**

(8 Marks- Format:1 M /Organization of Ideas:1 M /Content:3 M /Coherence:2 M /Accuracy of Spelling and Grammar:1 M)

9. **Grammar**: Voice, Narration, Clause **08 Marks**

(Total eight questions to be attempted out of ten)

Section C

Literature Text Book and Supplementary Reader - 30 Marks

Flamingo

10. **One prose extract** will be given followed by **four very short answer questions.** Each question carries one mark. **(1x4=04mark)**

11. **One poetry extract** will be given followed by **four MCQs.** Each question carries one mark. **(1x4=04mark)**

12. * Two very short answer questions of 2 marks each to be answered in 30 words.
    * One short answer question of 3 marks to be answered in 40-50 words.
    * One evaluative long answer question of 5 marks to be answered in 100-120 words.

    (2x2, 3x1, 5x1, = 12 marks)

Vistas

13. * Two short answer questions of 3 marks each to be answered in 40-50 words.
    * One evaluative long answer question of 4 marks to be answered in 75-100 works.

    (3x2, 4x1, = 10 marks)

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CLASS – XII

SUBJECT – ENGLISH (020)

Text Book Contents

I. Flamingo:

Prose

1. The Last lesson
2. Lost Spring
3. Deep Water
4. The Rattrap
5. Indigo
6. Poets and Pancakes
7. The Interview

   Part- I

   Part- II
8. Going Places

Poetry:

1. *My Mother at Sixty Six*
2. *Keeping Quiet*
3. *A Thing of Beauty*
4. *A Roadside Stand*
5. *Aunt Jennifer's Tigers*

II. Vistas:

1. The Third Level
2. The Tiger King
3. Journey to the End of the Earth
4. The Enemy
5. On the Face of It
6. Memories of Childhood
   a. The Cutting of my Long Hair
   b. We too are Human Beings

Project Work
CLASS – XII
SUBJECT – ENGLISH (020)

(Max. Marks 20) **(Time: 2 Hours)**

Marking Scheme

S. No.	Heading	Marks allotted
1.	**Record (Sessional)**	**10**
2.	**Assessment of Listening Skill**	**05**
3.	**Assessment of Speaking Skill**	**05**
	Total	**20 Marks**

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 – XII

1. Record

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. Advertisement

Different types of ads:

* Lost & Found
* For Sale / To Let
* Situation Vacant / Job Offer
* Matrimonial

Add catchy headings, contact info, and simple illustrations.

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 / Report Writing

Prepare a short article/report in 150-200 words. (Include heading, introduction, main events and conclusion.)

B. Literature

6 Marks

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

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

3Marks

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

3 Marks

Or

Students may write a paragraph on any one topic listed below in 100 words.

S. No.	Chapter Name	Topics
1	**Last Lesson**	• Linguistic Chauvinism • Effects of war on Common People • Why National Languages are Important
2	**Lost Spring**	• Problem of Child Labour • Childhood Dream-
3	**Deep Water**	• Bullying – Problem and Solutions • Fighting against fear is hard but worth it • Determination is the Key to success
4	**The Rattrap**	• Poverty- Mother of all evils • Greed has no end
5	**Indigo**	• Truth and Non-Violence can win any battle • Globalization and plight of Farmers
6	**Poet and Pancakes**	• Humour and Satire in the chapter • Gemini studios- A world of contrast
7	**The Interview**	• Timeline of Interviews (When it began, who 1st criticized etc.) as given in the chapter • Advantages and disadvantages of Interviews
8	**Going Places**	• Dreams and problems of Adolescents • Dreaming Vs Planning

2. 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 min.) 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, o 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 fo accuracy. Review the answers. Discuss tricky or misheard words.

10. **Talk Time Task:** To expose learners to real-life communication and interview formats. To develo 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 wil 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.

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3. 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.

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