

ELECTIVE ENGLISH (850)

CLASS XI

There will be **one** paper of **three** hours duration of 100 marks with questions set from the prescribed textbooks. Candidates will be required to answer **five** questions on **any three** of the prescribed textbooks.

1. The questions in the paper will be broadly based on the following categories:

- (i) Prose
- (ii) Drama
- (iii) Poetry

The question may be character-based, incident based, general broad based, theme based or require critical evaluation.

2. Students will need to study and have a knowledge of the following:

(a) **Prose and Drama**

- (i) Life of the playwright and novelist and important events therein.
- (ii) Evaluation of characters and the roles played by them in the text.
- (iii) Description of each incident in the play or novel and its significance.
- (iv) Important themes and motifs of the text.
- (v) Relationships between characters and incidents.
- (vi) Patterns and nuances of the text.
- (vii) Fantasy and the supernatural.
- (viii) Stylistic and narrative devices.
- (ix) Students' personal response to and assessment of the novel/play.
- (x) Humour, pathos, tragedy, sarcasm and so on in the texts.
- (xi) The novel/play in the context of contemporary society.

(b) **Poetry**

- (i) Different types of poems with their characteristics and features:
 - lyric
 - sonnet – both Petrarchan (Italian) and Shakespearean

- ballad
- elegy
- blank verse
- free verse
- narrative poetry
- pastoral poetry
- dramatic monologue
- romantic poetry

(ii) All literary devices in detail and how to recognize them:

- simile
- metaphor
- personification
- apostrophe
- alliteration
- assonance
- repetition
- irony
- imagery
- enjambment
- pun
- contrast
- climax and anti-climax
- onomatopoeia
- hyperbole
- oxymoron
- litotes
- symbolism

(iii) A thorough knowledge of the poets' lives and styles of writing.

(iv) Important themes of the poems.

(v) Patterns and nuances of the poems.

- (vi) Fantasy and the supernatural if present in any poem.
- (vii) Symbolism and Imagery.
- (viii) How to write a proper Critical Evaluation / Appreciation, which must contain the following components:
- Life of the poet and how it has impacted his/her style of writing
 - Autobiographical element in the poem
 - Type of poem
 - Setting
 - Theme
 - Mood and atmosphere
 - Different levels of meaning in the poem, if any
 - Rhyme scheme and its significance
 - Symbolism
 - Imagery
 - Literary devices
 - The student's own personal response to the poem.

Note: Credit is given for textual detail and for the candidate's own response.

Candidates are advised to exercise their options with great care, keeping in view their knowledge and understanding of the question(s) chosen. Candidates are also expected to be precise and to avoid unnecessary details.

List of Prescribed Textbooks

Prescribed Books (Any *three* of the following):

1. *Lord of the Flies*: William Golding (Novel)
2. *Hullabaloo in the Guava Orchard*: Kiran Desai (Novel)
3. *Silence! The Court is in Session*: Vijay Tendulkar (Play)
4. *Cat on a Hot Tin Roof*: Tennessee Williams (Play)
5. *Nineteenth and Twentieth Century Verse* (An anthology of sixteen poets. Edited by Chris Woodhead) (OUP)

The following poets and poems are to be studied:

William Wordsworth: Lucy Poems (4 poems), Upon Westminster Bridge, Nutting.

Alfred Tennyson: The Lady of Shalott, Ulysses, In Memoriam (3 extracts).

John Keats: On First Looking into Chapman's Homer, On the Sea, Ode to a Nightingale, To Autumn, The Last Sonnet.

William Blake: The Lamb, The Tiger, London, Chimney Sweeper, On Another's Sorrow.

Robert Browning: My Last Duchess, Porphyria's Lover, A Light Woman, A Woman's Last Word.