



# English

## Syllabus

**Grades 12 and 13**

**(To be implemented from 2017)**

Department of English  
Faculty of Languages, Humanities and Social Sciences  
National Institute of Education  
Maharagama  
Sri Lanka

## Introduction

Revised English Language and Literature syllabus for grades 12 and 13 is presented to the general education system of Sri Lanka based on the following considerations.

1. Retaining of the 13 key competencies introduced to the secondary English language curriculum in the year 2017.
2. Presenting 51 specific competencies / competency levels identified as relevant and suitable for grades 12 and 13.

The distribution of these competencies is given in the grid below.

Competency	No. of C. levels
1	1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8
2	2.1,2.2,2.3
3	3.1,3.2,3.3,3.4,3.5
4	4.1,4.2,4.3,4.4
5	5.1,5.2,5.3,5.4,5.5
6	6.1,6.2,6.3,6.4
7	7.1,7.2,7.3
8	8.1,8.2,8.3
9	9.1,9.2,9.3
10	10.1,10.2,10.3,10.4
11	11.1,11.2,11.3
12	12.1,12.2,12.3
13	13.1,13.2,13.3

3. Identification of learning outcomes expected at the end of the learning teaching process.
4. Presentation of basic guidelines and limits of the content for teachers and material developers.

In designing the grade eleven syllabus no particular ELT approach was specially considered and therefore, teachers, teacher educators and administrators are requested to be creative and independent to select the best possible methodology to achieve success in teaching and learning. Further, the teachers and material developers are requested to pay special attention to achieve national goals and competencies through teaching of English Language in Sri Lanka to ensure sustainable development within a peaceful and harmonious country.

### **National Goals**

- (i) Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony, and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity.
- (ii) Recognizing and conserving the best elements of the nation's heritage while responding to the challenges of a changing world.
- (iii) Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations, and a deep and abiding concern for one another.
- (iv) Promoting the mental and physical well-being of individuals and a sustainable life style based on respect for human values.
- (v) Developing creativity, initiative, critical thinking, responsibility, accountability and other positive elements of a well-integrated and balanced personality.

- (vi) Human resource development by educating for productive work that enhances the quality of life of the individual and the nation and contributes to the economic development of Sri Lanka.
- (vii) Preparing individuals to adapt to and manage change, and to develop capacity to cope with complex and unforeseen situations in a rapidly changing world.
- (viii) Fostering attitudes and skills that will contribute to securing an honorable place in the international community, based on justice, equality and mutual respect.

### **Basic competencies**

The following Basic Competencies developed through education will contribute to achieve the above National Goals:

**(i) Competencies in Communication**

**Competencies in communication are based on four subsets: Literacy, Numeracy, Graphics and IT proficiency.**

- Literacy: Listen attentively, speak clearly, read for meaning, write accurately and lucidly and communicate ideas effectively.
- Numeracy: Use numbers for things, space and time, count, calculate and measure systematically.
- Graphics: Make sense of line and form, express and record details, instructions and ideas with line form and colour.
- IT proficiency: Computer literacy and the use of information and communication technologies (ICT) in learning, in the work environment and in personal life.

**(ii) Competencies relating to Personality Development**

- Generic skills such as creativity, divergent thinking, initiative, decision making, problem solving, critical and analytical thinking, team work, inter – personal relations, discovering and exploring ;
- Values such as integrity, tolerance and respect for human dignity;
- Emotional intelligence.

**(iii) Competencies relating to the Environment**

These competencies relate to the environment: social, biological and physical.

Social Environment - Awareness of the national heritage, sensitivity and skills linked to being members of a plural society, concern for distributive justice, social relationships, personal conduct, general and legal conventions, rights, responsibilities, duties and obligations.

Biological Environment - Awareness, sensitivity and skills linked to the living world, people and the ecosystem, the trees, forests, seas, water, air and life – plant, animal and human life.

Physical Environment - Awareness, sensitivity and skills linked to space, energy, fuels, matter, materials and their links with human living, food, clothing, shelter, health, comfort, respiration, sleep, relaxation, rest, wastes and excretion.

Included here are skills in using tools and technologies for learning, working and living.

**(iv) Competencies relating to preparation for the World of Work.**

Employment related skills to maximize their potential and to enhance their capacity

- To contribute to economic development
- To discover their vocational interests and aptitudes

- To choose a job that suits their abilities, and
- To engage in a rewarding and sustainable livelihood

**(v) Competencies in relation to Religion and Ethics**

Assimilating and internalizing values, so that individuals may function in a manner consistent with the ethical, moral and religious modes of conduct in everyday living, selecting that which is most appropriate.

**(vi) Competencies in Play and the Use of Leisure**

Emotions of Pleasure, Joy, and such human experiences as expressed through aesthetics, literature, play, sports and athletics, leisure pursuits and other creative modes of living.

**(vii) Competencies relating to ‘ learning to learn’**

Empowering individuals to learn independently and to be sensitive and successful in responding to and managing change through a transformative process, in a rapidly changing, complex and interdependent world.

## Objectives

### Objectives of the G.C. E (A/L) syllabus

At the end of the two year course of studies, the learners should be able to:

- (a) read competently any literary text in English and write confidently in clear grammatical English.
- (b) distinguish the main literary genres and the techniques used therein.
- (c) respond to literature sensitively and develop a critical outlook.
- (d) enhance skills for literary as well as non-literary discourse.
- (e) develop a humanistic attitude to the world around them, both human and non-human, as a result of the deeper perceptions learners have achieved.

Competency	Competency Level	Subject Content	Learning Outcome	No of Periods
<p><b>Part 1</b></p> <p>1. Identifies and analyses themes, literary techniques and the use of language in creating different levels of meaning.</p>	<p>1.1 Understands the concept of theme</p> <p>1.2 Becomes aware of the special use of language in the literary text/s set for study</p> <p>1.3 Identifies themes in selected contexts through experiential learning</p> <p>1.4 Recognizes literary techniques in the texts selected for study.</p> <p>1.5 Analyzes themes in the selected context and relates techniques to the development of the themes.</p> <p>1.6 Examines how the themes are developed in the structure of the texts selected for study.</p> <p>1.7 Evaluates the overall effect created by the use of language and literary techniques</p> <p>1.8 Compares and contrasts the development of themes in a range of texts.</p>	<p><b><u>POETRY</u></b></p> <p>The Chimney Sweeper - William Blake</p> <p>Animal Crackers - Richard de Zoysa</p> <p>Design- Robert Frost</p> <p>Go and Catch a Falling Star - John Donne</p> <p><b><u>SHORT STORIES</u></b></p> <p>Action and Reaction - Chitra Fernando</p>	<p>Students will be able to identify the themes in a text, how language and literary techniques are used and contribute to the development of the central ideas in a literary work.</p>	<p>20</p>
<p>2. Recognizes the main features of prose and poetry.</p>	<p>2.1 Identifies the physical features of prose and poetry</p> <p>2.2 Observes differences within each genre: prose, poetry</p> <p>2.3 Responds to the author's selection of a particular sub-class within the main genre</p>	<p><b><u>POETRY</u></b></p> <p>Fisherman mourned by his wife – Patrick Fernando</p> <p>To a Snowdrop - William Wordsworth</p> <p>Sonnet 141 – Shakespeare</p> <p>Remember – Christina Rossetti</p> <p><b><u>DRAMA</u></b></p> <p>Othello – William Shakespeare</p>	<p>Students will be able to differentiate between poetry and prose based on the physical features of each genre.</p>	<p>40</p>



		The Glass Menagerie – Tennessee Williams <b><u>SHORT STORIES</u></b> Cat in the Rain – Ernest Hemingway		
3. Recognizes the basic characteristics of different literary genres.	<p>3.1 Knows the different genres and recognizes their main features.</p> <p>3.2 Relates these features to the content selected for study.</p> <p>3.3 Traces the features in the content selected for study.</p> <p>3.4 Examines unique features in the particular text in relation to the genre / correspondingly examines lapses, if any.</p> <p>3.5 Examines how the unique features identified above enrich the text/weaken it.</p>	<p><b><u>POETRY</u></b> Extract from Canto 3 – (Lines 128 - 160) A two-edg'd weapon from her shining case:.. In glitt'ring dust and painted fragments lie! - Alexander Pope To the Memory of Mr. Oldham - John Dryden An Introduction - Kamala Das Money - Philip Larkin <b><u>DRAMA</u></b> The Tempest - William Shakespeare  <b><u>SHORT STORIES</u></b> Eveline - James Joyce <u>Novels</u> July's People - Nadine Gordimer Tess of the d'Urbervilles - Thomas Hardy</p>	Students will be able to demonstrate an understanding of the main features of the different genres and apply them.	40
4 Makes inferences correctly, and reads insightfully.	<p>4.1 Observes the presence of the unstated</p> <p>4.2 Identifies the significance of implied meanings in the unstated</p> <p>4.3 Interprets the unstated plausibly.</p>	<p><b><u>POETRY</u></b> Sonnet 73 - William Shakespeare Spring and Fall – Gerard Manley Hopkins</p>	Students will be able to identify and articulate the implied meaning of a given text.	40

	<p>4.4 Improves the quality of thoughts and feelings through additional reading.</p>	<p>An Unknown Girl - Moniza Alvi          Suicide in the Trenches – Siegfried Sassoon</p> <p><b><u>DRAMA</u></b>          The Dumb Waiter – Harold Pinter          Sizwe Bansi is Dead – Athol Fugard</p> <p><b><u>SHORT STORIES</u></b>          Interpreter of Maladies – Jhumpa Lahiri</p>		
<p>5. Responds to and engages with the texts in relation to imagery, ideas, emotions, attitudes, context etc.</p>	<p>5.1 Understands the concept of imagery (how objects in the world are transformed to images in literature)</p> <p>5.2 Knows the terminology and recognizes different kinds of imagery as:</p> <p>a) Sensory: e.g. visual, auditory, olfactory, gustatory, tactile</p> <p>b) Literary devices e.g. simile, metaphor, symbol</p> <p>5.3 Understands the relationship between image and effect.</p> <p>5.4 Analyzes and responds to the effect created by the imagery in terms of ideas, emotions and attitudes.</p> <p>5.5 Relates text to its socio-cultural background.</p>	<p><b><u>POETRY</u></b>          Phenomenal Woman – Maya Angelou          Explosion          – Vivimarie Vanderpoorten          A Slumber did my Spirit Seal          – William Wordsworth          Batter my Heart – John Donne</p> <p><b><u>SHORT STORIES</u></b>          Everyday Use - Alice Walker</p> <p><b><u>NOVELS</u></b>          The Remains of the Day – Kazuo Ishiguro          Nectar in a Sieve – Kamala Markandaya</p>	<p>Students will be able to recognize and respond to different types of imagery and evaluate their significance and relevance in relation to different texts. ideas, emotions and socio-cultural context.</p>	<p>40</p>

6. Develops a personal response to a text through critical thinking and analysis.	<p>6.1 Uses parameters mentioned above to analyze selected texts and empathize with context, characters, emotions /attitudes.</p> <p>6.2 Relates ideas/emotions and attitudes generated by the text to one’s personal experience / world knowledge</p> <p>6.3 Scrutinizes them in relation to one’s own reality / understanding of the world.</p> <p>6.4 Improves the quality of thought and feeling through reading.</p>	<p><b><u>POETRY</u></b>  Among School Children – W.B. Yeats  The Cathedral Builders - John Ormond  Morning at the Window – T.S. Eliot  Ode to a Nightingale – John Keats</p> <p><b><u>SHORT STORIES</u></b>  The Thing around your Neck – Chimamanda Adichie</p> <p><b><u>NOVELS</u></b>  Life of Pi – Yann Martel</p>	Students will be able to articulate a particular stance through critical reading and reflection.	40
<b><u>Part 2</u></b> 7. Presents a personal critical response to the literary texts using appropriate conventions of academic/formal essay writing.	<p>7.1 Uses an appropriate essay format of writing to express response.</p> <p>7.2 Cites textual evidence appropriately to support analysis.</p> <p>7.3 Refers to recommended sources/materials to extend and sharpen their opinions.</p>	Selected prose and poetry extracts from the contents included in Part I. Unseen texts, variety of language texts	Students will be able to structure and present their response to a text and provide evidence by citing primary and secondary materials effectively.	20
8. Presents relevant aspects/ issues /episodes connected to the topic.	<p>8.1 Prioritizes aspects/issues episodes</p> <p>8.2 Selects a framework for presenting the material</p> <p>8.3 Organizes the material</p>	Language genres: reports, articles, newspaper materials, extracts from academic texts etc.	8. Students will be able to organize and present the relevant material pertaining to a topic in an organized manner	20
9. Discusses, substantiates and	<p>9.1 Sees context from different points of view.</p> <p>9.2 Selects linguistic/structural form for</p>	Selected contents from part I, Extracts from language texts selected	9. Students will be able to present different	10

illustrates point of view.	different points of view. 9.3 Relates the different points of view to a central stand point.	from different language genres	perspectives on a given topic/text, provide evidence, and distinguish between a fact and an opinion.	
10. Writes accurately and uses appropriate structure and vocabulary.	10.1 Writes with appropriate grammatical structures. 10.2 Uses correct grammatical structures. 10.3 Uses appropriate vocabulary with nuances where necessary. 10.4 Selects organizational structures and writes clear grammatical prose carrying the tempo of thought and feeling.	Inputs from grammar source books, model essays from famous writers, newspapers and journal materials.	10. Students will be able to organize and present their ideas accurately and fluently in the written form.	10
11. Paraphrases where necessary in his/her own words.	11.1 Recognizes words and word groups that need explanation in context. 11.2 Relates a given text /idea without affecting its meaning. 11.3 Writes clearly grammatically correct prose.	Selected contents from Part I, unseen passages of prose and poetry selected as appropriate by teachers	11. Students will be able to differentiate between the main ideas and supporting details of a text and rewrite it in their own language coherently and cohesively.	20
12. Employs appropriate strategies to summarize while retaining the meaning of the original text.	12.1 Avoids repetition and illustration in explaining complex phrases and words. 12.2 Omits irrelevant details and writes the main ideas in their own words. 12.3 Avoids ambiguity.	Variety of language and literary texts selected by teachers, unseen passages, reports and articles from newspapers and similar materials	12. Students will be able to write the main ideas and organize their writing concisely and cohesively.	20
13. Identifies, analyses and responds to literary elements in unforeseen texts of prose and poetry.	13.1 Develops an impression of the given text. 13.2 Identifies the literary techniques by name and their contribution to the meanings of a text. 13.3 Evaluates the technique within the process of production/ creation.	Unseen passages of Prose, Poetry and Drama	13. Students will be able to apply their knowledge of literary analysis and respond to the unseen texts and present it in a written format.	20