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FOR HARYANA CLASS 12 PREPARATION

# HBSE Class 12 Syllabus 2027 English Core

| EXAM | YEAR | TYPE | SUBJECT |
| --- | --- | --- | --- |
| Haryana Class 12 | 2027 | Syllabus | English |

# BOARD OF SCHOOL EDUCATION HARYANA

## Syllabus and Chapter wise Division of Marks (2026-27)

**Class: 12** **Subject: English (Core)** **Code: 501**

**General Instructions:**

1. There will be an Annual Examination based on the entire syllabus.

2. The Annual Examination will be that of 80 marks and 20 marks weightage will be given for Internal Assessment.

3. For Internal Assessment:

The Periodic Assessment will include:

i) For 4 marks- Two SAT exams will be conducted and will have a weightage of 04 marks (best two out of three) towards the final Internal Assessment.

ii) For 2 marks- One half yearly exam will be conducted and will have a weightage of 02 marks towards the final Internal Assessment.

iii) For 2 marks- One pre board exam will be conducted and will have a weightage of 02 marks towards the final Internal Assessment.

iv) For 2 marks- Subject teacher will assess and give maximum 02 marks for CRP (Classroom Participation) towards the final Internal Assessment.

v) For 5 marks- A project work will be given to the students and a weightage of 05 marks will be given towards the final Internal Assessment.

vi) For 5 marks-Students will be awarded 05 marks for attendance as per the following criteria:

75% to 80% - 01 marks

Above 80% to 85% - 02 marks

Above 85% to 90% - 03 marks

Above 90% to 95% - 04 marks

Above 95% - 05 marks

# Course Structure

**Class – 12 ENGLISH (CORE) Code- 501**

| Sr. No. | Section | Skill | Content | Marks | Total |
|---|---|---|---|---|---|
| 1. | A | Reading Skills | Comprehension of Unseen Passage | 10 | 15 |
| | | | Note Making | 5 | |
| 2. | B | Writing Skills | Notice<br>Advertisement<br>Poster Making | 5 | 15 |
| | | | Paragraph Writing<br>Report Writing | 5 | |
| | | | Letter Writing<br>Application Writing | 5 | |
| 3. | C | Grammar | Tenses | 2 | 10 |
| | | | Narration | 2 | |
| | | | Articles | 2 | |
| | | | Voice | 2 | |
| | | | Modals | 2 | |
| 4. | D | Textbooks | Flamingo (Prose) | 16 | 40 |
| | | | Flamingo (Poetry) | 11 | |
| | | | Vistas | 13 | |
| Total | | | | 80 | |
| Internal Assessment | | | | 20 | |
| Grand Total | | | | 100 | |

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| **FLAMINGO (Prose)** | | |
| 1. | THE LAST LESSON | Alphonse Daudet |
| 2. | LOST SPRING | Anees Jung |
| 3. | DEEP WATER | William Douglas |
| 4. | THE RATTRAP | Selma Lagerlof |
| 5. | INDIGO | Louis Fischer |
| 6. | POETS AND PANCAKES | Asokamitran |
| 7. | THE INTERVIEW: PART I | Christopher Silvester |
| | THE INTERVIEW: PART II | An Interview with Umberto Eco |
| 8. | GOING PLACES | A. R. Barton |
| **FLAMINGO (Poetry)** | | |
| 1. | MY MOTHER AT SIXTY-SIX | Kamala Das |
| 2. | KEEPING QUIET | Pablo Neruda |
| 3. | A THING OF BEAUTY | John Keats |
| 4. | A ROADSIDE STAND | Robert Frost |
| 5. | AUNT JENNIFER'S TIGERS | Adrienne Rich |
| **VISTAS (SUPPLEMENTARY READER)** | | |
| 1. | THE THIRD LEVEL | Jack Finney |
| 2. | THE TIGER KING | Kalki |
| 3. | JOURNEY TO THE END OF THE EARTH | TishaniDoshi |
| 4. | THE ENEMY | Pearl S. Buck |
| 5. | ON THE FACE OF IT | Susan Hill |
| 6. | MEMORIES OF CHILDHOOD: THE CUTTING OF MY LONG HAIR | Zitkala Sa |
| | MEMORIES OF CHILDHOOD: WE TOO ARE HUMAN BEINGS | Bama |
| **GRAMMAR** | | |
| 1. | TENSES (In detail) - Filling suitable forms of verbs given in bracket | |
| 2. | NARRATION - Change direct speech into indirect speech & vice-versa | |
| 3. | ARTICLES - Types of Articles, use of A, An & The, Omission of articles. | |
| 4. | VOICE - Active and Passi e Voice | |
| 5. | MODALS (In detail) – All Modals | |
| **READING SKILLS** | | |
| 1. | Unseen Passage | |
| 2. | Note Making | |
| **WRITING SKILLS** | | |
| 1. | NOTICE, ADVERTISEMENT, POSTER | |
| 2. | PARAGRAPH, REPORT WRITING | |
| 3. | LETTER WRITING, APPLICATION WRITING | |

## Month wise Syllabus Teaching Plan (2026-27)

**CLASS: 12th** **Subject: English (Core)** **Code: 501**

| Month | Name of Books / Skills | Name of Units/Chapters | Activities suggested | Teaching Periods | Revision Periods |
|---|---|---|---|---|---|
| **April** | | Introduction | Students must be made familiar with the two textbooks prescribed by BSEH, Exam pattern, Marking Scheme, Question Paper Design, word limit, weightage of each section etc. | 01 | |
| | Flamingo (Prose) | The Last Lesson | 1. Dramatization/role play by students based on the lesson.<br>2. Teaching with map as given in the text making students understand the war like situation between neighboring countries.<br>3. Discussion / Debate on Linguistic Chauvinism v/s Linguistic Pride. | 05 | 01 |
| | Flamingo (Poetry) | My Mother at Sixty-Six | 1. Reading aloud helps understanding and pronunciation specifying figures of speech throughout the poem such as simile, personification, alliteration etc.<br>2. Ask students to write | 04 | 01 |

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| | | | about their feeling about their own old age grandmother /grandfather/relatives /neighbours etc.<br>3. Discuss/debate on 'Problems of old age'. | | |
| | Vistas | The Third Level | 1. Students may enact the roles of Charley and Sam.<br>2. Give examples of underground trains coming out at different stations such as metro train.<br>3. Imagine and write Charley's reply to Sam's letter.<br>4. Discuss/debate on 'Escapism'. | 05 | 01 |
| | Writing Skills | Notice Writing | 1. Divide the class into groups and ask students towork onfirstdraft of Notices in appropriate format on different events e.g. Annual Day, Singing Competition,Rangoli, tour, cultural activities etc. to be organized in school. | 04 | |
| | Grammar | Tense | 1. A recapitulation of tenses in detail through bilingual method.<br>2. Notes on tenses (Fill in the blanks with | 04 | 01 |



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| | | | suitable forms of verbs) must be provided to the students.<br>3. Provide exercise on tenses from text of various chapters. | | |
| **May** | Flamingo (Prose) | Lost Spring | 1. Show a documentary to the students on child labour and slum areas and ask them to present their views in the form of an article.<br>2. Talking to the rag pickers and writing experiences (by the students as well as the teachers).<br>3. Pasting such pictures/photos from newspapers and magazines **(Project work).** | 05 | 1 |
| | Flamingo (Poem) | Keeping Quiet | 1. Write an article on the benefits of introspection.<br>2. Discussion/debate – 'Peace of mind leads to success.'<br>3. Read aloud and summarize your views on keeping quite. | 04 | 1 |
| | Vistas | The Tiger King | 1. Ask students to dramatize the story or play the roles.<br>2. Write a letter to the Editor on increasing cruelty | 04 | 1 |

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| | | | to animals requesting the authorities to prohibit animal use/abuse in circus/movies.<br>3. Students must be told the difference between killing animals and bringing them up.<br>4. What would happen if the king had not killed even a single tiger?<br>5. Discuss/debate - Killing Tigers by the King, a wisdom or foolishness. | | |
| | Grammar | Active and Passive Voice | 1. For making the base of Active and Passive Voice student may be asked to revise tenses.<br>2. Make the students differentiate between transitive and intransitive verbs.<br>3. Supply with tense wise rules of Active and Passive Voice and other essential rules.<br>4. Make the students aware, why future continuous and all | 04 | 01 |



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| | | | | | |
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| | | | perfect continuous can't be changed into passive voice. | | |
| | Reading Skills | Unseen Passage Comprehension (Case Based Passage) | 1. Take passages from the book "Flamingo" and frame questions.<br>2. Take some Literary /Factual /Discursive passages from news-papers and read them comprehensively for a better understanding of the comprehension passage.<br>3. Suitable passages will be given for practice from the text book chapters, newspapers forpractice of MCQs / Objective type questions. | 03 | |
| | Writing Skills | Letter Writing : Letter to Editor | 1. Students must practice writing letters to editor on various social, environmental and cultural problems.<br>2. Students must practice writing letters to editor for voicing their complaints. | 03 | |
| **June** | **SUMMER VACATION**<br>**Note: - Project Work will be assigned to the students** | | | | |
| **July** | Flamingo (Prose) | Deep Water | 1. One's own experience of fear from water or swimming. | 05 | 2 |

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| | | | 2. Debate/discussion on – Determination leads to success.<br>3. Speaking activity- How I overcame my fear of……<br>4. Pen down a few learning outcomes from the story.<br>5. How can we apply same approach in our day-to-day life. | | |
| | Vistas | Journey to the End of the Earth | 1. With the help of a Map, make students familiar with the environmental conditions of Antarctica.<br>2. Discuss/debate current environmental problems – causes and solution.<br>3. Write an article enumerating your own experiences of a hilly area.<br>4. Ask the students to write an article/letter to the editor on the major environmental issues highlighted in the lesson. | 05 | 2 |
| | Grammar | Change the narration direct/indirect | 1. A few sentences from speeches may be taken and taught to convert them in indirect speech.<br>2. Find out the direct sentences spoken by | 06 | 01 |



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| | | | different characters in the chapters of Flamingo and Vistas.<br>3. Provide notes on rules of narration. | | |
| | Writing Skills | Advertisement | 1. Make the students practice the format of advertisements.<br>2. Find out and learn to write advertisement from the newspapers, posters and pamphlets.<br>3. Collect and paste in file **(project work)**.<br>4. Draft advertisement on different topics given by the teacher. | 04 | |
| | Reading Skills | Note Making | 1. Explain in detail the format ofNotemaking.<br>2. Studentsmaybeasked to make notes on any topictaught tothem inanyother subject, using an appropriateformat of headings andsubheadings. Let them writethis in their English notebookas an inter-disciplinaryexercise. | 03 | |
| **August** | Flamingo (Prose) | The Rattrap | 1. Play the story on mobile/LED and write in your own words.<br>2. Motivate the students | 05 | 1 |

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| | | | to dramatize the story through short video/clips in groups.<br>3. Write an article on 'Kindness wins all vices.<br>4. Write some points of differences among all the major characters. | | |
| | Flamingo (Poetry) | A Thing of Beauty | 1. Reading the poem aloud with correct pronunciation and finding out a few difficult word meanings.<br>2. Find/explore figures of speech/literary devices used in the poem.<br>3. Make a list of beautiful things around you, cut and paste beautiful pictures in the file **(project work)**. | 03 | 1 |
| | Vistas | The Enemy | 1. Write characteristics of the main characters such as Sadao, Hana & General Takima.<br>2. Discuss/debate on 'Duty Vs. Patriotism'.<br>3. Different scenes from the story may be enacted by students in groups/pairs. | 06 | 1 |

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| | Grammar | Modals | 1. Make the students differentiate between primary auxiliaries and modal auxiliaries.<br>2. An extensive usage of modal exercises will make the students familiar with the mood of the sentences.<br>3. Students must be made familiar with specific modals and conditions such as possibility, ability, remote possibility, past habit, suggestions, compulsion, necessity, obligation, future sense etc. | 05 | |
| | Writing Skills | Report Writing | 1. Discuss the format of report writing, its content and expression.<br>2. Find small reports/incidents/events from newspaper and paste them in project file **(project work)**.<br>3. Write report on any of the incident/event held in your school for your school magazine. | 03 | |
| | Reading Skills | Unseen Passage Comprehension - Case-Based Passages | 1. Take a few passages from newspapers/ magazines and frame questions.<br>2. Enhance the reading | 03 | |

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| | | | skills of students by providing passages from video clipping and sending them on What's app group.<br>3. Give any passage randomly and let the students frame questions. | | |
| **September** | Flamingo (Prose) | Indigo | 1. Read and enlist Mahatma Gandhi's main movements.<br>2. Enlist the people who work for the community such as Rajkumar Shukla and Mahatma Gandhi.<br>3. A few videos on freedom moment may be shown to the students related to the indigo movement in Champaran.<br>4. Enumerate the contribution of Rajkumar Shukla in comparison to Mahatma Gandhi. | 06 | 1 |
| | Flamingo (Poetry) | A Road side Stand | 1. Students may be asked to enrich their vocabulary by finding out difficult words from the poems.<br>2. Discuss/debate on the life style of village people who depend on earning from a Roadside Stand.<br>3. Activity – Talk to some owner of a | 03 | 1 |

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| | | | roadside stand and write your own experiences. | | |
| | Grammar | Articles | 1. Students should be made familiarize with the vowel and consonant sounds.<br>2. A few rules of general / specific cases be taught with special emphasis on omission of articles.<br>3. Students may be asked to use articles 'A, An, The' in the blanks before single words. | 04 | 01 |
| | Reading Skills | Passages from the above taught chapters | 1. Give a few passages to the students for framing questions on them and answering them. | 03 | |
| | Writing Skills | Letter Writing : Application for Job | 1. Students must write their own Bio-Data under the guidance of teachers.<br>2. A variety of questions on vacancies may be given to the students for applying against different jobs /vacant posts. | 03 | |

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| | Half Yearly Examination | | | | |
| **October** | Flamingo (Prose) | Poets and Pancakes | 1. Students must try to explore the relationship between poets and pancakes through internet.<br>2. Play a few videos of ancient Indian cinema to clear the background of the chapter.<br>3. Enumerate the difference between old and new cinema technology.<br>4. Discuss on character delineations of versatile personalities like Subbu. | 06 | 01 |
| | Flamingo (Poetry) | Aunt Jennifer's Tigers | 1. The poem has been set in an Indian scenario. Ask the students to relate it with rural and urban life of married woman.<br>2. Read the poem aloud with rhyme and rhythm and pay attention to difficult words.<br>3. Discussion/debate on- 'Domestic violence'<br>4. Differentiate – Permanent and | 03 | 1 |

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| | | | transient world in relation to the poem. | | |
| | Vistas | On The Face of It | 1. Make students enact the play in classroom for better understanding of gestures and emotions.<br>2. Develop a conversation between you and a handicapped person.<br>3. Discuss/debate on counselling/ conversation is the best remedy for any disease/ depression/ psychological disorder.<br>4. How do the students observe the general attitude of the people towards the disabled persons. | 06 | 1 |
| | Grammar | Revision of Tenses | 1. Problems in dealing with 'tenses' will be analyzed on the basis of performance of SAT – Exams.<br>2. Practice will be given to the students with the help of Worksheets.<br>3. Quiz may be organized to create interest of the students and make the teaching and learning process interactive and interesting. | 03 | |



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| | Writing Skills | Article Writing/ Paragraph writing | 1. Sharing different topics including current topics.<br>2. Read and write samples from newspaper reports and other articles. | 04 | |
| | Reading Skills | Unseen Passage Comprehension | 1. Provide a few passages randomly from a book, magazine or novel and make the students understand and frame questions on them.<br>2. Revision from previous years' question papers<br>3. Other resource platforms can be explored. | 03 | |
| **November** | Flamingo (Prose) | The Interview | 1. Definition of interview, its aims and objective; importance and nuances.<br>2. Discussion about the interviews of famous personalities watched by you.<br>3. Different video clippings of famous personalities, politicians, actors, and writers etc. | 06 | 1 |
| | Vistas | Memories of Childhood | 1. Students must be asked to write a write-up on 'Your Childhood Memory.' | 08 | 1 |

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| | | | 2. Write the main points of both the stories and bring out the thematic similarities.<br>3. Read comprehensively a few essays on Apartheid and relate with the story.<br>4. Recall 'A Long Walk to Freedom' by Nelson Mandela of class 10th.<br>5. Discuss / Debate on 'Hard work is the Key to the World of Respect / Knowledge. | | |
| | Grammar | Revision of Active and Passive Voice | 1. Problems in dealing with 'Active and Passive Voice' will be analyzed on the basis of performance of SAT – Exams.<br>2. Practice will be given to the students with the help of Worksheets.<br>3. Error finding exercises may be used to make the students more competent to use 'active and passive voice.' | 03 | |
| | Writing Skills | Letter Writing (Complaints) | 1. Discuss the complete format of Letter writing for complaints especially with left hand symmetry.<br>2. Divide the students | 3 | 1 |

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| | | | into different groups and ask them to find the situations in which a person has to write complaints to the different offices.<br>3. Students should try to find how complaints are different from other letters.<br>1. **Recapitulation**; Students in different groups may be given different letters complaining the different authorities on different issues to write such as unhygienic conditions of locality, impure water supply, irregular power supply etc. | | |
| | Reading Skills | Comprehension of Unseen Passage | 1. Passages from different websites will be used with the help of Smart Class.<br>2. Sample papers may be used for regress practice of comprehension. | 03 | |
| **December** | Flamingo (Prose) | Going Places | 1. Discuss the life of a schoolgirl living in a world of fancy.<br>2. Discuss how all the characters differ from each other with their unique characteristics.<br>3. Discuss/debate on- | 05 | 1 |

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| | | | ‘Living in a real world is better than in a world of dreams.<br>4. Imagine a happy ending to the lesson based on the world of reality. | | |
| | Vistas | Revision of First 3 Chapters | 1. Class tests will be conducted.<br>2. On the basis of results of the tests, problems of the students will be solved.<br>3. Some problems will be solved using group discussion. | 05 | |
| | Grammar | Revision of Narration | 1. Problems in dealing with ‘Narration’ will be analyzed on the basis of performance of SAT – Exams.<br>2. Practice will be given to the students with the help of Worksheets.<br>3. Students will be asked to find out direct and indirect narration in their textbooks and newspaper. | 03 | |
| | Reading Skills | Revision of Note Making | 1. Explain in detail the format ofNotemaking.<br>2. Studentsmaybeasked to make notes on any topictaught tothem inanyother subject, using an | 03 | |

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|---|---|---|---|---|---|
| | | | appropriateformat of headings andsubheadings. Let them writethis in their English notebookas an inter-disciplinaryexercise. | | |
| | Writing Skills | Poster Designing | 1. Search the posters on different social issues in newspaper, internet and other media.<br>2. Write down the benefits of poster making and what students can learn through posters.<br>3. Give topics on different issues to the students to design posters on them. | 04 | |
| **January** | Flamingo (Prose) | Revision of all 8 Chapters | 1. Class tests will be conducted.<br>2. On the basis of results of the tests, problems of the students will be solved.<br>3. Some problems will be solved using group discussion. | 08 | |
| | Flamingo (Poems) | Revision of all 5 Poems | 1. Class tests will be conducted; special efforts will be made for comprehension of stanza.<br>2. On the basis of results of the tests, | 05 | |

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| | | | problems of the students will be solved.<br>3. Some problems will be solved using group discussion. | | |
| | Vistas | Revision of last 3 Chapters | 1. Class tests will be conducted.<br>2. On the basis of results of the tests, problems of the students will be solved.<br>3. Some problems will be solved using group discussion. | 03 | |
| | Grammar | Revision of Articles and Modals | 1. Problems in dealing with 'Articles and Modals' will be analyzed on the basis of performance of SAT – Exams.<br>2. Practice will be given to the students with the help of Worksheets. | 02 | |
| | Writing Skills | Revision of whole syllabus | 1. Class tests will be conducted.<br>2. On the basis of results of the tests, problems of the students will be solved.<br>3. Some problems will be solved using group discussion. | 04 | |
| | Reading Skills | Practice of Comprehension | Variety of passages to be taken from previous years' sample papers. | 02 | |

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| **February** | Revision | Need based exercises will be provided. | 10 | |
| **March** | **Annual Examination** | | | |

**Note:**

- **Subject teachers are advised to direct the students to prepare notebook of the Terminology/Definitional Words used in the chapters for enhancement of vocabulary or clarity of the concept.**

**Prescribed Books**:

1. Flamingo-Class XII, BSEH Publication (© NCERT)
2. Vistas (Supplementary) -Class XII, BSEH Publication (© NCERT)

# QUESTION PAPER DESIGN (2026-27)

**Class: 12th** **Subject: English (Core)** **Code: 501**

| Sr. No. | Section | Skill/ Textbook | Content | No. of Questions | Description | Marks |
|---|---|---|---|---|---|---|
| 1. | A | Reading Skills | Comprehension Unseen Passage | 1 (with internal choice) | 1 question having 5 MCQ and 5 Objective question of 1 mark each | 10 |
| | | | Note Making | 1 | Note making along with its title | 5 |
| 2. | B | Writing Skills | Notice, Advertisement, Poster Making | 1 (with internal choice) | Do any one of given questions | 5 |
| | | | Paragraph Writing, Report Writing | 1 (with internal choice) | Do any one of given questions | 5 |
| | | | Letter Writing, Application Writing | 1 (with internal choice) | Do any one of given questions | 5 |
| 3. | C | Grammar | Tenses | 1 (With 15 sub questions; 3 questionsincluding 1 MCQ from each section) | Do any two out of three sub questions from each section | 2 |
| | | | Narration | | | 2 |
| | | | Articles | | | 2 |
| | | | Voice | | | 2 |
| | | | Modals | | | 2 |
| 4. | D | Flamingo (Prose) | Comprehension Passage | 1 (with internal choice) | 1 question having 5 MCQ of 1 mark each | 5 |
| | | | Essay Type Question | 1 (with internal choice) | Do any one of given questions | 5 |
| | | | Short Answer Type Questions | 1 (with 5 sub questions) | Do any three out of five sub questions of 2 marks each | 6 |
| | | Flamingo (Poetry) | Stanza for Comprehension | 1 (with internal choice) | 1 question having 5 MCQ of 1 mark each | 5 |
| | | | Short Answer Type Questions | 1 (with 3 sub questions) | Do any two out of three sub questions of 3 marks each | 6 |
| | | Vistas | Comprehension passage | 1 (with internal choice) | 4 questions having 1 mark each | 4 |
| | | | Essay Type Question | 1 (with internal choice) | Do any one of given questions | 5 |
| | | | Short Answer Type Questions | 1 (with 4 sub questions) | Do any two out of four sub questions of 2 marks each | 4 |
| | | | Total | 14 | | 80 |

## QUESTION PAPER DESIGN (2026-27)

**Class: 12th** **Subject: English (Core)** **Code: 501**

| Section | | Competencies | Marks and percentage |
|---|---|---|---|
| A | **Reading Skills** | Conceptual understanding, decoding, inferring, analysing, appreciating, interpreting, conventions and vocabulary, using appropriate format(s) and summarizing | **15 Marks**<br>**19%** |
| B | **Writing Skills** | Conceptual understanding, application of rules, analysis, reasoning, using appropriate format, analysis, creativity, evaluation and appropriacy of style and tone | **15 Marks**<br>**19%** |
| C | **Grammar** | Conceptual Clarity, application of rules, analysis, inference and reasoning | **10 Marks**<br>**12%** |
| D | **Literature** | Recalling, reasoning, appreciating literary convention, analysis, inference, creativity with fluency, Critical Thinking | **40 Marks**<br>**50 %** |