

SYLLABUS
ENGLISH COMMUNICATIVE (101)
Summative Assessment-II (2013-14)
CLASS –X

Division of Syllabus for Term I & II		Total Weightage Assigned
Summative Assessment		30%
Section	Marks	
Reading	15	
Writing	20	
Grammar	15	
Literature+ Value Based Question	15+5 = 20	
Long Reading Text/ Fiction	10	
Listening and Speaking	10	
Formative Assessment		20%
TOTAL	90	50%

The Question Paper will include Value Based Question(s) from Literature Section to the extent of 3-5 marks

Note:

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA1, 2, 3, & 4) is 40%. Out of the 40% assigned to Formative Assessment, 10% weightage is assigned to conversation skills (5% each in Term I & II) and 10% weightage to the Reading Project (at least 1 Book is to be read in each term and the Project will carry a weightage of 5% in each term).



Formative Assessment 4 has been replaced by problem solving assessment (PSA) to be conducted by CBSE

2. The Summative Assessment I and Summative Assessment II is for ninety marks. Ten marks of listening and speaking test will be added in the 80 marks Summative Assessment paper ie 80+10 = 90 marks in each semester. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

SECTION A: READING**15 Marks**

Qs 1 & 2 The reading section will have two unseen texts as shown below:

Text Number	Text Type	Length	Marks	Type of Questions.
Text 1	Factual/Discursive/ Literary	500 - 550 words	8 marks	very short answer Supply Type (Gap filling, sentence completion, Table completion, word attack questions, Reference to context and Short Answer Questions) 2 marks will be for testing vocabulary
Text 2	Factual/Discursive/ Literary	300 – 350 words	7 marks	Multiple Choice Questions. 1mark for vocabulary.

The word limit has been reduced from 1100 to 900.

The total length of the two passages will be between 800 – 900 words. There will be at least 3 marks for assessing vocabulary.

Care should be taken to cover all the text types, ie discursive and literary while selecting the passages. A poem may or may not be used as one of the two texts. Apart from a poem, prose literary texts may include excerpts from authentic literature such as short story, autobiography, biography, travelogue, novel etc.

Whenever a poem or a prose/ literary text is used, the other text should be factual or discursive. If a poem is selected then, the length of the poem may be between 14 to 25 lines.

SECTION B: WRITING**20 Marks**

The writing section comprises of five writing tasks as indicated below.

- Q. 3.** A short composition of 50-60 words in the form of a **Notice or a Message or a Diary Entry** **3 marks**
- Q. 4.** A composition of 50-60 words in the form of a **report** **3 marks**
- Q. 5.** A composition in the form of **Biographical sketch, Data Interpretation, Dialogue writing or Description (people, place, objects or events)** **4 marks**

Questions 3, 4 and 5 will assess students' skill of expressing ideas in clear and grammatically correct English, presenting ideas coherently and concisely, writing a clear description, a clear account of events, expanding notes into a piece of writing, transcoding information from one form to another or using a style appropriate for a notice, message or a report .

- Q. 6 .** An extended writing task of length 120-150 words in the form of a **Formal/Informal Letter or Email**. The long piece of writing will assess the use of appropriate style, language, content and expression. **5 Marks**

Q. 7. An extended writing task in about 120 words in the form of an **Article, Speech or a Debate.**

5 Marks

Students' skill in expressing ideas in clear and grammatically correct English, planning, organizing and presenting ideas coherently by introducing, developing and concluding a topic, comparing and contrasting ideas and arriving at a conclusion, presenting an argument with supporting examples, using an appropriate style and format and expanding notes into longer pieces of writing and creative expression of ideas will be assessed.

Qs 5, 6 & 7 will make use of a visual/ verbal stimulus and one of the questions will be thematically based on MCB.

Important Note on Format and Word Limit:

- Format will not carry any separate marks and in most cases, format will be given in the question paper.
- The word limit given is the suggested minimum word limit. No candidate may be penalized for writing more or less than the suggested word limit provided the topic is covered adequately. Stress should be on content, expression, coherence and relevance of the content presented.

SECTION C: GRAMMAR

15 Marks

This section will assess **Grammar** items in context for **15 Marks**. It will carry **5 questions of 3 marks each**.

Questions 8 & 9 will have Multiple Choice Questions. The test types for MCQs include the following:

- **Gap filling**
- **Sentence completion/ Dialogue completion**

Questions 10, 11 & 12 will be based on response supplied by students (Supply Type). The test types will include the following:

- **Sentence reordering**
- **Editing/ Omission**
- **Sentence transformation**

Questions 8 to 12 will test grammar items which have been dealt with in class IX. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases etc., can be tested through formative assessment over a period of time. **As far as the summative assessment is concerned, it will recycle grammar items learnt over a period of time and will test them in context.**

Test types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups into sentences, editing, and sentence-transformation.

The grammar syllabus will be sampled each year, with marks allotted for:

Verbs forms

Sentence structures

Other areas

Note: Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

SECTION D: LITERATURE READER TEXTBOOK**20 Marks****Q.13:**

13 A: An extract from poetry with three very short questions based on reference to context.

3 Marks

13 B: An extract from the prose lessons with three reference to context questions requiring the students to supply the answers.

3 Marks

13 C: An extract from a play with three reference to context questions requiring the students to supply the answers.

3 Marks

Q.14 Two out of three short answer type questions based on prose, poetry and play (one out of each) **3 marks each**. The questions will not test recall but inference and evaluation. (30-40 words each).

3+3=6 Marks

Q.15. One long answer type question to assess how the values inherent in the text (story, poem or play) have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will also be assessed. (120-150 words)

5 Marks**Novel/ Long Reading Text****10 Marks**

Q 16. One question on theme, plot involving interpretation and inference in about 120 – 150 words.

5 Marks

Q. 17 One character sketches in 120 - 150 words

5 Marks**Prescribed Books/ Materials**

1. Interact in English – X Main Course Book Revised edition

2. Interact in English – X Literature Reader Revised edition

Published by CBSE

3. Interact in English – X Workbook Revised edition

Delhi-110092

Novel/ Long Reading Text

- *Diary of a Young Girl – 1947* By Anne Frank (unabridged edition)

OR

- *The Story of My Life – 1903* By Helen Keller(unabridged edition)

Reading Section:

Reading for comprehension, critical evaluation, inference and analysis is a skill to be tested formatively as well as summatively. There will be no division of passages for this section, however, for reading purpose.

The Interact in English Main Course Book will be read in two terms i.e. Term I (April-September) and Term II (October-March).

Writing Section:

All types of short and extended writing tasks will be dealt with in both I and II Term Summative as well as in Formative Assessment. For purpose of assessment all themes dealt with in Main Course Book and other themes may be used.

Note on assessing Writing Tasks.

Q. 3 Content	: 2 marks
& Q. 4 Expression	: 1 marks (Accuracy & Fluency)
Total	: 3 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q. 5 Content	: 2 marks
Fluency	} : 2 marks
Accuracy	
Total	: 4 marks

Upto one mark may be deducted for spelling, punctuation and grammar errors.

Q.6 Content	: 3 marks
& Q. 7 Accuracy:	1 mark
Fluency	: 1 mark
Total	: 5 marks

Upto two marks may be deducted for spelling, punctuation and grammar errors.

Though marks have been allotted specifically for Content, they should not be awarded in a mechanical manner. For instance, if a student has merely mentioned the value points (content) as per the marking scheme, the examiner should assess whether the content has been expressed/communicated in a **coherent** and **cohesive** manner. It means content and expression are perceived as **interlinked** aspects of writing.

Similarly in all the writing tasks credit should be given to creativity in the realm of ideas and language use. What it means for the examiner is that students who think differently and are able to use the language with felicity in terms of structures as well as vocabulary should be given due weightage. This need not necessarily be seen as leaning towards subjectivity in marking. **A proper balance of content, expression (accuracy, fluency, cohesion and coherence) and creativity** would encourage students to aim for higher standards in written communication. Errors in spelling, punctuation and grammar should be penalized to the extent of marks allotted for Accuracy.

Grammar:

Grammar items mentioned in the syllabus will be taught and assessed summatively as well as formatively over a period of time. There will be no division of syllabus for Grammar in the summative of formative assessments for the terms. However a suggested split – up of the Work Book for the two terms is given to help teachers in planning their classroom teaching.

**ENGLISH COMMUNICATIVE COURSE
SYLLABUS
SUMMATIVE ASSESSMENT (2013-14)
CLASS X**

Textbooks	
Literature Reader	
Summative Assessment – I	Summative Assessment - II
PROSE	
1. Two Gentlemen of Verona	1. A Shady Plot
2. Mrs. Packletide's Tiger	2. Patol Babu
3. The Letter	3. Virtually True
POETRY	
1. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. Snake
3. Not Marble, nor the Gilded Monuments	3. The Rime of Ancient Mariner
DRAMA	
1. The Dear Departed	1. Julius Caesar
Main Course Book	
3. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
Long Reading Text – Novels	
<p><i>Diary of a Young Girl – 1947</i> (unabridged edition) June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition)</p> <p style="text-align: center;">OR</p> <p><i>The Story of My Life – 1903</i> (unabridged edition) Chapter 1-14 By Helen Keller (unabridged edition)</p>	<p><i>Diary of a Young Girl – 1947</i> (unabridged edition) March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition)</p> <p style="text-align: center;">OR</p> <p><i>The Story of My Life – 1903</i> (unabridged edition) Chapter 15-23 By Helen Keller (unabridged edition)</p>

WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below).	
Term I 1. Determiners 2. Tenses 3. Subject-Verb Agreement 4. Non-Finites 5. Relatives 6. Connectors 7. Conditionals	Term II 1. Comparison 2. Avoiding Repetition 3. Nominalization 4. Modals 5. Active and Passive 6. Reported Speech 7. Prepositions

*** NOTE ON WORKBOOK**

The suggested split up of the units of the Workbook reflects a distribution for the purpose of classroom teaching only. **Since grammar and usage is not to be tested discreetly, but in an integrated manner, the split up as shown above will not restrict questions in the grammar section of SA I and SA II question papers to the specific units shown in the split up of Workbook units.** Grammar will be tested by recycling grammar items learnt over a period of time in a comprehensive manner. Teachers may adapt this suggested distribution for classroom teaching making modifications according to their specific needs. Similarly Formative Assessment of grammar items may also be carried out in an integrated manner along with the skills of Reading, Writing, Speaking and Listening as well as Literature.

Note:

1. Formative Assessment is **assessment ‘for’ learning**. Thus schools may adapt the above break-up as per their convenience.
2. All activities related to Formative Assessment such as Language games, quizzes, projects, role plays, dramatization, script writing etc must be done as ‘in class’ and ‘in school’ activities. In case, a field survey or visit is taken up it must be under the direct supervision of the teacher.

SAMPLE QUESTIONS
ENGLISH (COMMUNICATIVE)
SA II (March-2014)
CLASS-X

READING AND COMPREHENSION		
1	<p>Read the passage given below and answer the questions that follow:</p> <p>India has deployed aerial drones over Kaziranga National Park in Assam state in a bid to protect endangered one-horned rhinos from poachers. Kaziranga chief NK Vasu said the maiden drone flight on Monday was a “milestone in wildlife protection”.</p> <p>The park is home to two-thirds of the world’s one-horned rhino population and also has a large number of elephants, tigers and other wildlife. In recent months, rhinos have been killed in large numbers by poachers. Drones and other successful anti-poaching measures have also been used by the WWF in nearby Chitwan National Park in Nepal, where the hunting of one-horned rhinos has been drastically reduced. “The Unmanned Aerial Vehicle (UAV) was up in the sky for 15 minutes. It landed safely,” Mr. Vasu said. “We hope this technology will go a long way in effective surveillance of the park.” Assam Forest Minister Rockybul Hussain said this was the first time that drones had been used for wildlife protection anywhere in India. “The UAVs will deter poachers who will now have to reckon with surveillance from air as well as on ground,” MrHussain said.</p> <p>The minister said it would now be possible to keep an eye on the remotest parts of the 480 sq km (185 sq miles) park. The drones can fly a pre-programmed route at a maximum elevation of 200m (656ft) for up to 90 minutes, officials say. They are light enough to be launched by hand and will be able to take images of the ground below with a still or video camera, they add.</p> <p>Twenty-two one-horned rhinos were killed in Kaziranga by poachers last year. In the first three years of this month, 16 rhinos have been killed, triggering a furore in Assam where the animal is seen as a symbol of regional pride and is also valued for drawing tourists to the state. A rhino census in Kaziranga last month said that there were about 2,300 of the animals in Kaziranga.</p> <p style="text-align: center;">BBC NEWS</p> <p>Read the passage and answer the following questions:</p> <p>a) This passage states that drones And not only for wars between nations.</p> <p>b) The drones will be able to do two things: they are</p> <p style="padding-left: 20px;">1).....</p> <p style="padding-left: 20px;">2).....</p> <p>c) 22 one horned rhinos killed by poachers means.....</p> <p>d) The introduction of drones for surveillance is a -----measure. (one word)</p> <p>e) The author states that there has been a public outburst because 16 rhinos were killed-the term he uses is-----</p> <p>f) This passage suggests that the greatest enemy of wildlife is -----</p> <p>g) The passage begins with the idea that drones will be a “milestone in wildlife protection”. This actually means that-----</p> <p>h) An elevation is a term that tells us that-----in the sky.</p>	8

	<p>5. The poet refers to ‘ audience of idleness ‘-she is talking about</p> <p>a) the world of nature b) the elements of nature c) herself as she sits and watches when she is idle d) lazy people who do no work</p> <p>6. The poet uses the term ‘tropic show ‘ to suggest that this scene belongs to</p> <p>a) the land of rains b) the tropical lands that have summer c) the season of winter d) the time of a topic</p> <p>7. This poem deals with a butterfly and a lady –but it has a tone that is</p> <p>a) simple b) whimsical with very little depth c) light d) amusing</p>	
	WRITING	
1.	Salwan Public School Agra has been invited to present a program on Doordarshan on 13 th January 2014. Ravi/Rani , the secretary is asked to write a notice in 50- 60 words for the school notice board inviting talented students to appear for selection for the different programs. Write the notice as Ravi/Rani, the Cultural Captain of the School.	3
2.	Your school collected a lot of clothing and articles for the recent Uttarakhand Tragedy. Write a report on the process and collection in your school and how you gained from the experience in terms of learning about welfare and outreach in times of an emergency.Your name is Joyal/Joey. Write your report in 50 words.	3
3.	<p>Given below is a bio sketch of cricketer Shikhar Dhawan.</p> <p>ShikharDhawan (born 5 December 1985, Delhi) Indian international cricketer.-left-handed opening batsman debut for Delhi – November 2004. Sunrisers Hyderabad in Indian Premier League. Highest score 248 runs of 150 balls for India A against South Africa A on 12th August 2013. International debut – Australia in October 2010 – Visakhapatnam. Test debut – March 2013 – Mohali –fastest century – Test debut (187 runs off 174 balls). Newspaper Guardian: Most Watchable New Star Write out a bio sketch using a headline in about 100 words.</p>	4
4.	Rains have hit different parts of India last year. Torrential rains have shown how poor cities are in preparedness for rains-they also lack cleanliness and hygiene. As Secretary of the Resident’s Association of your colony in Bangalore, write a letter to the Editor of a national daily on the poor sanitary conditions in the locality/city, with suggestions for improvement. Take ideas from your Unit on Environment in the MCB. Write the letter in 120-150 words.	5
5.	<p>Reports in newspapers state that violence towards women is on the rise. “Places in cities are not safe any more,” says a report on rising violence and fear amongst women. Tourism figures show that India is not such a safe destination anymore.</p> <p>As a student who cares deeply about the dignity and respect accorded to women and the need for security and the value of safety and respect write a speech on the importance of traditional values of respect and sensitivity towards women at all times and how media and schools can come together to sensitize young men from all walks of life to protect and care for women even as they show their care for society. Use your ideas from your MCB.(120-150 words)</p>	5

GRAMMAR		
1.	<p>There is one word missing in the following sentences. Write the correct answer in the blank.</p> <p>Is necessity the mother _____ {of, in, for, from} invention? Well, not always. Determined to find a cheap sustainable fuel, _____ {the, an, it, for} engineer, Chitra Thiyagarajan developed a unit that converts plastic waste _____ {with, to, in, into} a fuel similar to diesel.</p>	3
2.	<p>Fill in the blanks with one word only:</p> <p>After a series of tests in a sustained three-year effort, Thiyagarajan (i) ----- a) finally b) equally c) swiftly d) ultimately perfected the device and applied for a patent. C S M Sundaram, Thiyagarajan's guide, said the device was the (ii) ----- a) consequence b) result c) effort d) work of backbreaking (iii) -----, persistence and dogged tenacity. a) Result b) task c) work d) proposal</p>	3
3.	<p>Rearrange the jumbled words to make complete sentences: the first one has been done for you.</p> <p>a) is debating/ the Indian parliament / /Food Security Bill/ the controversial b) to provide / this aims/ subsidised food/ /of the population/ to two-thirds c) Food Minister KV Thomas/ / by highlighting the details/ in the lower house/ began the debate/ of the bill/</p>	3
4.	<p>Read the following conversation between two friends, Raja and Suraiya and complete the paragraph that follows.</p> <p>Raja : Our school is celebrating its sports day tomorrow. Suraiya : Will you have a March Past? Raja : Yes we will also have the lighting of the torch. Suraiya : That is quite incredible. Raja told Suraiya (a)_____. Suriya wanted to (b)_____ Raja replied, in the (c)_____.</p> <p>Suraiya was delighted and commented that it was quite incredible.</p>	3
5.	<p>Expand the following headlines:</p> <p>a) Market mayhem continues, rupee breaches 67 against dollar</p> <p>As the market mayhem continued the rupee -----67 against the dollar in an all time low.</p> <p>b) Govt to double pension of retired bureaucrats who turn 100</p> <p>A news report stated that pension of retired bureaucrats who turned 100-----</p> <p>c) Two buildings collapse in Vadodara; 5 dead, many trapped</p> <p>As many as five people were dead and many trapped ----- in Vadodara.</p>	3

LITERATURE		
1.	<p>Read the extract given below and answer the questions that follow:</p> <p>"Being earth-brown, earth-golden from the burning bowels of the earth On the day of Sicilian July, with Etna smoking."</p> <p>a) Name the poetic device in the term 'burning bowels'. b) Why does the poet describe the snake with the word earth? c) Why does the poet mention Etna?</p>	3
2	<p>Read the extract given below and answer the questions that follow:</p> <p>"I thought you were Helen of Troy." (a) Who said these words and to whom? (b) How does the listener answer? (c) Where were these words spoken?</p>	3
3	<p>Read the extract given below and answer the questions that follow:</p> <p>"This dream is all amiss interpreted. It was a vision fair and fortunate." a) Who says these words? b) Who are the listeners? c) What is the speaker's plan?</p>	3
4.	<p>Answer any two questions in about 50-60 words:</p> <p>(a) What was Michael's theory about how Sebastian had entered the games? (b) How did the sailors feel when their ship was stuck in ice? (c) Who said, 'Et tu Brute'? When were these words spoken? Why?</p>	3x2=6
5.	<p>Does the poet talk to us indirectly about his inner voice and the need for man to forget age old prejudices and love nature's creations like the snake? Discuss it with reference to D. H. Lawrence's poem Snake. (120 to 150 words)</p>	5
Long Reading Text		
1.	<p>"Kitty had immortalized Anne" .How did it become the best friend Anne ever had? Describe in about 150 -200 words.</p>	5
2.	<p>Create a pen portrait of Anne Frank as she narrates the horrors of war and persecution of the Jews in the Wold War years. Describe in about 150-200 words.</p>	5
3.	<p>Helen Keller says she depended on books for pleasure, wisdom and knowledge-mention what she says about books and how they affected her.</p>	5
4.	<p>After reading the book we realize Helen's teacher Anne Sullivan was indeed a Miracle Worker in the life of Helen Keller. Comment with examples.</p>	5