

2. ENGLISH-COMMUNICATIVE

(Code No. 101)

(APRIL 2016 - MARCH 2017)

This is a two-year syllabus for classes IX and X. The CBSE has prepared a package for this syllabus called Interact in English. It includes the following:

For Students

1. Main Course Book
2. Literature Reader
3. Work Book
4. Extended Reading Texts

Interact in English has been designed to develop the student's communicative competence in English. Therefore, content selection is determined by the student's present and future academic, social and professional needs.

The overall aims of the course are:

- (a) to enable the learner to communicate effectively and appropriately in real-life situations.
- (b) to use English effectively for study purposes across the curriculum.
- (c) to develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing.
- (d) to develop interest in and appreciation of literature.
- (e) to revise and reinforce structures already learnt.

Teachers may kindly keep the following in mind to develop these competencies:

Creativity: Students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent.

Self-monitoring: Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

Teaching/Testing Objectives

READING

By the end of the course, students should be able to:

1. read silently at varying speeds depending on the purpose of reading;*1
2. adopt different strategies for different types of text, both literary and non-literary;

3. recognise the organization of a text;
4. identify the main points of a text;

* Objectives which will not be tested in a formal examination

5. understand relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipate and predict what will come next in a text;*
7. deduce the meaning of unfamiliar lexical items in a given context;
8. consult a dictionary to obtain information on the meaning and use of lexical items;*
9. analyse, interpret, infer (and evaluate) the ideas in the text;
10. select and extract from a text information required for a specific purpose (and record it in note form)
11. transcode information from verbal to diagrammatic form;
12. retrieve and synthesise information from a range of reference material using study skills such as skimming and scanning;
13. interpret texts by relating them to other material on the same theme (and to their own experience and knowledge); and
14. read extensively on their own.

WRITING

By the end of the course, students should be able to:

1. express ideas in clear and grammatically correct English, using appropriate punctuation and cohesion devices;
2. write in a style appropriate for communicative purposes;
3. plan, organise and present ideas coherently by introducing, developing and concluding a topic;
4. write a clear description (e.g., of a place, a person, an object or a system);
5. write a clear account of events (e.g., a process, a narrative, a trend or a cause-effect relationship);
6. compare and contrast ideas and arrive at conclusions;
7. present an argument, supporting it with appropriate examples;
8. use an appropriate style and format to write letters (formal and informal), biographical sketches, dialogues, speeches, reports, articles, e-mails and diary entries;
9. monitor, check and revise written work;
10. expand notes into a piece of writing;
11. summarise or make notes from a given text; and

12. decode information from one text type to another (e.g., diary entry to letter, advertisement to report, diagram to verbal form).

LISTENING

By the end of the course, students should be able to:

1. adopt different strategies according to the purpose of listening (e.g., for pleasure, for general interest, for specific information);
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g., cohesion devices, key words, intonation, gesture, background noises);
3. listen to a talk or conversation and understand the topic and main points;
4. listen for information required for a specific purpose, e.g., in radio broadcast, commentaries, airport and railway station announcements;
5. distinguish main points from supporting details, and relevant from irrelevant information;
6. understand and interpret messages conveyed in person or by telephone;
7. understand and respond appropriately to directive language, e.g., instruction, advice, requests and warning; and
8. understand and interpret spontaneous spoken discourse in familiar social situations.

SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;
8. convey messages effectively in person or by telephone;
9. frame questions so as to elicit the desired response, and respond appropriately to questions; and
10. participate in spontaneous spoken discourse in familiar social situations.

GRAMMAR

By the end of the course, students should be able to use the following accurately and appropriately in context:

1. Verbs

Tenses:

- present/past forms
- simple/continuous forms
- perfect forms
- future time reference
- modals
- active and passive voice
- subject-verb concord
- non-finite verb forms (infinitives and participles)

2. Sentence Structure

- connectors
- types of sentences
- affirmative/interrogative sentences negation
- exclamations
- types of phrases and clauses
 - finite and non-finite subordinate clauses
 - noun clauses and phrases
 - adjective clauses and phrases
 - adverb clauses and phrases
- indirect speech
- comparison
- nominalisation

3. Other Areas

- determiners
- pronouns
- prepositions

LITERATURE

By the end of the course, students should be able to understand, interpret, evaluate and respond to

the following features in a literary text:

- 1 Character, as revealed through
 - appearance and distinguishing features,
 - socio-economic background,
 - action/events,
 - expression of feelings,
 - speech and dialogues.
- 2 Plot/Story/Theme, emerging through main events,
 - progression of events and links between them;
 - sequence of events denoting theme.
- 3 Setting, as seen through time and place, socio-economic and cultural background, people, beliefs and attitudes.
- 4 Form
 - rhyme
 - rhythm
 - simile
 - metaphor
 - pun
 - repetition

Open Text-Based Assessment

The open Text-Based Assessment was included in reading section for 10 marks, as a part of SA-II. The 'OTBA' text may be broadly based on the themes found in the course books.

The section will consist of a case study accompanied by 1-2 questions based on that text. The aim is to test a student's ability for analytical and critical thinking drawing inferences expressing their point of view and justify them with suitable examples based on the case studies and their own experiences based on their interaction with peers and society in general. They will be assessed on the ability to understand and interpret the case study and offer appropriate suggestions and opinions on the given issues. The role of teachers is to motivate their learners and provide ample opportunities to apply their understanding of the given cases to real life through group work and discussion. The students responses would consist of the following:-

- (i) Objectives of the case studies
- (ii) Concepts involved
- (iii) Application of concepts to the given situation
- (iv) Description / explanation of the case and
- (v) Analysis with different perspectives.

Assessment of Speaking and Listening Skills (ASL)

As a part of teaching a language, it is necessary that all the skills of a language i.e. reading, writing, listening and speaking are given due weightage in all the four skills, both formatively and summatively. Therefore, the CBSE had introduced the Assessment of Speaking and Listening skills (ASL) in secondary classes in 2012-13 as a pilot, and in 2013-14 in all the schools affiliated to it. Since, then it is mandatory for schools to conduct ASL for SA-I and SA-II. The data of ASL, namely marks/grades and recording of SA-I and SA-II, will be collected by the CBSE through its Regional Offices for analysis, monitoring and maintenance of the quality of assessment and assessment processes. In addition, this analysis is expected to create a wash back effect in the classroom teaching. The CBSE expects that the ASL is also reliable, fair and valid and the data thus obtained reflect these. A matrix of performance descriptors has been given in this document which will assist in ensuring a valid assessment. Teachers are, therefore, advised to go through the Performance Descriptors of speaking assessment thoroughly before they begin the task of assessment.

SPEAKING ASSESSMENT: PERFORMANCE DESCRIPTORS

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation & Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction	Struggles to initiate discussions on the themes/ functions at the given level. Makes little	Does not initiate discussions. Makes no effort to keep the interaction going.

	spontaneously to keep the interaction going; takes turn appropriately.	keep the interaction going and takes turn appropriately.	going; takes turn.	effort to keep the interaction going;	
Appropriacy & Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may not be connected to the context/situation.	Has hardly any sense of purpose and cannot adapt to register.
FLUENCY	5	4	3	2	1
Cohesion & Coherence Speed of Delivery sequence	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speaks fluently	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words

	ently with minimal hesitation. Has intelligible speed of delivery.	Has intelligible speed of delivery.	hesitancy or rephrasing. Intelligible speed of delivery		
Pronunciation	5	4	3	2	1
Pronunciation, Stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible...
Language	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct

					his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

SA-II:

- Q.1a: A Factual passage 200-250 words with five very short answer type questions with one question to test vocabulary. **5 marks**
- Q.1b: A Literary passage (Prose only - Fiction / Non-fiction) of 200-250 words with five short answer type questions to test inference, evaluation and analysis with one question to test vocabulary. **5 marks**
- Q.2: Open text-based assessment (OTBA) with 1-2 long answer questions to test analytical and critical thinking skills. **10 marks**

SECTION B: WRITING & GRAMMAR

25 Marks

60 Periods

- Q. 3: Writing a diary/article in about 100-120 words will make use of visual or verbal cue/s, and the questions will be thematically based on MCB. **5 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

- Q.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**
- Q. 6: Editing or Omission **4 marks**
- Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK & EXTENDED READING TEXT

25 Marks 60 Periods

Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Three very short answer questions. **3 marks**

One mark in each extract will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation.

Q.9. Four short answer type questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **4x2 = 08 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q.11. One out of two very Long Answer Questions on theme, plot involving interpretation, inference and character sketch, in about 150-200 words based on the prescribed extended reading text. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

- Main Course Book (Revised Edition)
- Workbook (Revised Edition)
- Literature Reader (Revised Edition)

Extended Reading Texts (either one)

- Gulliver's Travels (unabridged) by Jonathan Swift
- Three Men in a Boat (unabridged) by Jerome. K. Jerome

NOTE: Teachers are advised to:

- encourage classroom interaction among peers, students and teachers through activities such as roleplay, group work etc.
- reduce teacher-talking time and keep it to the minimum,
- take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides, measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis

is a skill to be tested in Formative as well as Summative Assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Terms in Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessments for the two terms.

Speaking and Listening Skills:

50 Periods

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH COMMUNICATIVE COURSE

Summative Assessment (2016-17)

CLASS IX

Textbooks	
Literature Reader	
Summative Assessment - I	Summative Assessment - II
PROSE	
1. How I Taught My Grandmother to Read	1. The Man Who Knew too Much
2. A Dog Named Duke	2. Keeping it from Harold
	3. Best Seller
POETRY	
1. The Brook	1. The Seven Ages
2. The Road Not Taken	2. Oh, I Wish I'd Looked After My Teeth
3. The Solitary Reaper	3. Song of the Rain
4. Lord Ullin's Daughter	
DRAMA	
1. Villa for Sale	2. The Bishop's Candlesticks
MAIN COURSE BOOK	
1. People	1. Mystery
2. Adventure	2. Children
3. Environment	3. Sports and Games
4. The Class IX Radio and Video Show	

Extended Reading Text (either one): Gulliver’s Travels in four parts, Unabridged Edition (2005) by Jonathan Swift Parts I & II Three Men in a Boat, Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 - 10	Gulliver’s Travels in four parts Un-abridged Edition (2005) by Jonathan Swift - Parts III & IV Three Men in a Boat, Unabridged Edition (1889) by Jerome K. Jerome - Chapters 11 - 19
WORK BOOK* - Suggested Break-up of Units for the Purpose of Classroom Teaching only-NOT FOR TESTING (see the note below)	
Term I	Term I
1 Verb Form	1 Connectors
2 Determiners	2 The Passive
3 Future Time Reference	3 Reported Speech
4 Modals	4 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 directly, but in an integrated manner, the split up as shown 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 given 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.

Class IX (SA-I)
English Communicative 2016-17 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long Answer Question-I 80-100 words 4 marks	Very Long Answer Question 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analysing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	10	----	----	01	01	25
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	----	01	25
Total		25 x 01 = 25 marks	08 x 02 = 16 marks	01 x 04 = 04 marks	01 x 05 = 05 marks	02 x 10 = 20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90marks

Class IX (SA-II)
English Communicative 2016-17 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	Short answer Question-I 30-40 words 2 marks	Long Answer Questions-I 80-100 words 4 marks	Very Long Answer Question 100-120 words 5 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Marks
Reading Skills + OTBA	Conceptual understanding, decoding, analyzing, inferring, interpreting, critical thinking and vocabulary.	10	---	---	02	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	----	----	01	01	25
Literature Textbook and Extended Reading Texts	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	----	01	25
Total		25 x 01 = 23 marks	04 x 02 = 08 marks	01 x 04 = 04 marks	03 x 05 = 15 marks	02 x 10 = 20 marks	70
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20
Total							90

ENGLISH COMMUNICATIVE (Code No. 101)

SYLLABUS

Summative Assessment (2016-17)

CLASS - X

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

Section		Total Weightage 90
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Extended Reading Text	25
D	Assessment of Speaking and Listening (ASL)	20
	TOTAL	90

Note:

It is a division of marks assigned to all the four skills of language. The distribution of marks for Formative Assessments carrying 40% weightage may be done by the schools themselves. A variety of activities to assess all the skills of language may be used for Formative Assessments. The Summative Assessment Question Papers, if developed by the schools themselves, may be for 70 marks to which 20 marks may be added for Assessment of Speaking and Listening skills making the paper of 90 marks. The one third of the 90 marks i.e. 30 should be added each in both Summative Assessments.

Assessment of Speaking and Listening skills (ASL) will be done formally at the term end examination in Summative - II. Schools can conduct ASL for Summative - I themselves as per the guidelines provided by the CBSE. However, assessment of these skills may also be done under the Formative activities spread over two terms.

There will be one written paper of English at the end of each term carrying 70 marks. The time limit will be three hours.

SECTION A: READING

20 Marks 50 Periods

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

Q.1: A Factual passage 300-350 words with eight very short answer type questions. **8 marks**

Q. 2: A Discursive passage of 350-400 words with four short answer type questions to test inference, evaluation and analysis and four MCQs to test vocabulary. **12 marks**

SECTION B: WRITING & GRAMMAR**25 Marks 60 Periods**

Q. 3: Letter to the Editor / article in about 100-120 words will make use of any visual / verbal stimulus and the question will be thematically based on the MCB. **5 marks**

Q.4: Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in classes IX & X.

1. Tenses
2. Modals (have to/had to, must, should, need, ought to and their negative forms)
3. Use of passive voice
4. Subject - verb concord
5. Reporting
 - (i) Commands and requests
 - (ii) Statements
 - (iii) Questions
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners, and
8. Prepositions

The above items may be tested through test types as given below:

Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **3 marks**

Q. 6: Editing or Omission **4 marks**

Q. 7: Sentences reordering or Sentence Transformation in context. **3 marks**

SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT**25 Marks 60 Periods**

Q. 8. One out of two extracts from prose / poetry / play for reference to context. Three very short answer questions. One mark in each extra will be for vocabulary. One question will be used for testing local and global comprehension and one question will be on interpretation. **3 marks**

Q. 9. Four short answer type questions from the Literature Reader to test local and global comprehension of theme and ideas (30-40 words each) **2x4 = 8 Marks**

Q.10. One out of two long answer type questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. (80-100 words). **4 marks**

Q. 11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 150-200 words based on prescribed novel.

10 Marks

Prescribed Books: Published by CBSE, New Delhi

INTERACT IN ENGLISH SERIES

1. Main Course Book (Revised Edition)
2. Workbook (Revised Edition)
3. Literature Reader (Revised Edition)

EXTENDED READING TEXTS (either one):

- i* *Diary of a Young Girl - 1947* by Anne Frank (unabridged edition)
- ii* *The Story of My Life - 1903* by Helen Keller(unabridged edition)

NOTE: Teachers are advised to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) use the performance descriptors scale for conversation skills to test the students for continuous assessment.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non- learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions. In addition to the summative tests, formative assessment is essential to measure the level of attainment in the four language skills and the learners' communicative competence. Formative assessment should be done through 'in class' activities throughout the year.

Reading Section: Reading for comprehension, critical evaluation, inference and analysis are skills to be tested in Formative as well as Summative Assessments.

Writing Section: All types of short and extended writing tasks will be dealt with in both I and II Terms in both Formative as well as in Summative Assessments.

Grammar: Grammar items mentioned in the syllabus will be taught and assessed formatively over a period of time. There will be no division of syllabus for Grammar in the Summative Assessment for the two terms.

Speaking and Listening Skills:**50 Periods**

Since the introduction of Assessment of Speaking and Listening Skills (ASL) in classes IX and X, it has become imperative to carry out speaking and listening activities in regular classroom teaching. Sufficient practice should be given to students in order to prepare them for ASL. Performance descriptors should be shared with students from time to time.

ENGLISH COMMUNICATIVE COURSE**Summative Assessment (2016-17)****CLASS X**

Textbooks	
Literature Reader	
Summative Assessment - I	
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	
2. The Frog and the Nightingale	1. Ozymandias
2. Mirror	2. The Rime of Ancient Mariner
3. Not Marble, nor the Gilded Monuments	3. Snake
DRAMA	
1. The Dear Departed	1. Julius Caesar
Main Course Book	
2. Health and Medicine	1. Environment
2. Education	2. Travel and Tourism
3. Science	3. National Integration
Extended Reading Texts - (either one)	
Diary of a Young Girl - 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition) The Story of My Life - 1903, Chapters 1-14 By Helen Keller (unabridged edition)	Diary of a Young Girl - 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition) The Story of My Life - 1903 Chapters 15-23 By Helen Keller (unabridged edition)
WORK BOOK* - Suggested Break-up of Units for the purpose of classroom teaching only - NOT FOR TESTING (see the following note).	

Term I	Term II
1 Determiners	1 Comparison
2 Tenses	2 Avoiding Repetition
3 Subject-Verb Agreement	3 Nominalization
4 Non-Finites	4 Modals
5 Relatives	5 Active and Passive
6 Connectors	6 Reported Speech
7 Conditionals	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 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 given 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.

Class X

English Communicative 2016-17 (Code No. 101)

Typology	Testing competencies/learning outcomes	VSAQ 1 mark	SAQ 30-40 words 2 marks	LAQ-I 80-100 words 4 marks	LAQ-II 100-120 words 5 marks	VLAQ 150-200 words (HOTS) 10 marks	Marks
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	---	20
Creative Writing Skills and Grammar	Expressing an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	10	----	-----	01	01	25
Literature Textbooks and Extended Reading Text	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, understanding the writer's message and writing fluently.	03	04	01	----	01	25
Total		25x1= 25 marks	8x2=16 marks	1x4=4 marks	1x5=5 marks	2x10=20 marks	70 marks
Assessment of Speaking and Listening Skills	Interaction, reasoning, diction, articulation, clarity, pronunciation and overall fluency						20 marks
Total							90 marks