**ENGLISH COMMUNICATIVE (Code No. 101)**

**SYLLABUS**

**CLASS – X (2017-18)**

**SECTION - WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE**

|  |  |  |
| --- | --- | --- |
| Section |  | Total Weightage 80 |
| A | Reading Skills | 20 |
| B | Writing Skills with Grammar | 30 |
| C | Literature Textbook and Extended Reading Text | 30 |
|  | TOTAL | 80 |

**Note:**

The Board examination will be of 80 marks, with a duration of three hours.

**SECTION A: READING** **20 Marks** **50 Periods**

This section will have two unseen passages of a total of 700-750 words as per the details below :

|  |  |
| --- | --- |
| Q.1: | A Factual passage 300-350 words with eight Very Short Answer Type (VSA) |
|  | Questions. | **8 marks** |

1. 2: A Discursive passage of 350-400 words with four Short Answer Type Questions of eight marks to test inference, evaluation and analysis and four VSA to

|  |  |
| --- | --- |
|  | test vocabulary and comprehension (two VSA for vocabulary and two for |
|  | comprehension) |  | **12 marks** |
| **SECTION B: WRITING AND GRAMMAR** | **30 Marks** | **60 Periods** |
| Writing :- |  |  |  |
| Q. 3: | Formal Letter (Complaints / Inquiry / Placing order / letter to the editor) in |
|  | about 100-120 words. The questions will be thematically based on the Main |
|  | Course Book. |  | **8 marks** |
| Q.4: | Writing a short story based on a given outline or cue/s in about 200-250 |
|  | words. |  | **10 marks** |

Grammar :-

The Grammar syllabus will include the following areas in class X.

1. Tenses
2. Modals
3. Use of passive voice

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1. Subject – verb concord
2. Reporting
	1. Commands and requests
	2. Statements
	3. Questions
3. Clauses:
	1. Noun clauses
	2. Adverb clauses
	3. Relative clauses
4. Determiners
5. 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. | **4 marks** |
| Q. 6: Editing or Omission | **4 marks** |
| Q. 7: Sentences Reordering or Sentence Transformation in context. | **4 marks** |

**SECTION C: LITERATURE TEXTBOOK AND EXTENDED READING TEXT**

**30 Marks** **60 Periods**

Q. 8. One out of two extracts from prose / poetry / play for reference to context.

Four Very Short Answer Questions: Two questions of one mark each for global comprehension and two questions of one mark each on interpretation.

**4 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. (100-120 words). **8 marks**

Q.11. One out of two Very Long Answer Question on theme or plot involving interpretation, inference and character, in about 200-250 words based on prescribed novel text

for extended reading. **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)

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**EXTENDED READING TEXTS (either one):**

1. Diary of a Young Girl – 1947 by Anne Frank (unabridged edition), Published by

CBSE

ii The Story of My Life – 1903 by Helen Keller(unabridged edition)

**NOTE: Teachers are advised to:**

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

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.

**Reading Section:** Reading for comprehension, critical evaluation, inference andanalysis are skills to be tested.

**Grammar:** Grammar items mentioned in the syllabus will be taught and assessedover a period of time. There will be no division of syllabus for Grammar.

**Listening and Speaking Skills.** **50 Periods**

**ENGLISH COMMUNICATIVE COURSE**

**CLASS - X (2017-18)**

Textbooks

Literature Reader

|  |  |  |
| --- | --- | --- |
| PROSE |  |  |
| 1. | Two Gentlemen of Verona | 4. A Shady Plot |
| 2 Mrs. Packletide’s Tiger | 5. | Patol Babu |
| 3. | The Letter | 6. | Virtually True |
| POETRY |  |  |
| 1. | The Frog and the Nightingale | 4. | Ozymandias |
| 2. | Mirror | 5. The Rime of Ancient Mariner |
| 3. | Not Marble, nor the Gilded Monuments | 6. | Snake |
| DRAMA |  |  |
| 1. | The Dear Departed | 2. | Julius Caesar |

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|  |  |
| --- | --- |
| Main Course Book |  |
| 1. | Health and Medicine | 4. Environment |
| 2. | Education | 5. Travel and Tourism |
| 3. | Science | 6. National Integration |
| Extended Reading Texts – (either one) |  |
| **Diary of a Young Girl** – 1947 June 12, | **Diary of a Young Girl** – 1947 March 16, |
| 1942 to March 14, 1944 By Anne Frank | 1944 to August 01, 1944 By Anne Frank |
| (unabridged edition) (Published by CBSE) | (unabridged edition) (Published by CBSE) |
| **The Story of My Life** – 1903, Chapters | **The Story of My Life** – 1903 Chapters |
| 1-14 By Helen Keller (unabridged edition) | 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).

|  |  |  |
| --- | --- | --- |
| 1 | Determiners | 8 Comparison |
| 2 Tenses | 9 Avoiding Repetition |
| 3 | Subject-Verb Agreement | 10 | Nominalization |
| 4 | Non-Finites | 11 | Modals |
| 5 | Relatives | 12 Active and Passive |
| 6 | Connectors | 13 | Reported Speech |
| 7 | Conditionals | 14 | Prepositions |

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**Class - X**

**English Communicative 2017-18 (Code No. 101)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  | SAQ 30-40 | LAQ-II | VLAQ 200- |  |
|  | Testing competencies/ | VSAQ 1 | 100-120 | 250 words |  |
| Typology | words | Marks |
| learning outcomes | mark | words | (HOTS) |
|  | 2 marks |  |
|  |  |  | 8 marks | 10 marks |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |
| Reading | Conceptual understanding, |  |  |  |  |  |
| Skills | decoding, analyzing, | 12 | 04 | --- | --- | 20 |
|  | inferring, interpreting and |
|  |  |  |  |  |  |
|  | vocabulary |  |  |  |  |  |
| Creative | Expressing an opinion, |  |  |  |  |  |
| Writing | reasoning, justifying, |  |  |  |  |  |
| Skills and | illustrating, appropriacy |  |  |  |  |  |
| Grammar | of style and tone, using |  |  |  |  |  |
|  | appropriate format | 12 | --- | 01 | 01 | 30 |
|  | and fluency. Applying |  |  |  |  |  |
|  | con¬ventions, using inte- |  |  |  |  |  |
|  | grated structures with |  |  |  |  |  |
|  | accuracy and fluency |  |  |  |  |  |
| Literature | Recalling, reasoning, |  |  |  |  |  |
| Textbook | appreciating, applying |  |  |  |  |  |
| and | literary conventions, |  |  |  |  |  |
| Extended | extrapolating, illustrating |  |  |  |  |  |
| Reading | and justifying etc. |  |  |  |  |  |
| Texts | Extracting relevant | 04 | 04 | 01 | 01 | 30 |
|  | information, identifying |  |  |  |  |  |
|  | the central theme and |  |  |  |  |  |
|  | sub themes, understanding |  |  |  |  |  |
|  | the writer’s message and |  |  |  |  |  |
|  | writing fluently. |  |  |  |  |  |
| Total |  | 28 x 01 | 08 x 02 | 02 x 08 = | 02 x 10 = | 80 |
|  | = 28 marks | = 16 marks | 16 marks | 20 marks | marks |
|  |  |