

### 3. English Language and Literature

#### Background

Integration of Language and literature beyond the initial stages is a must for proper language learning. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing. The functional aspects of the language structures and items need greater emphasis at the secondary stage. Inclusion of pieces of literature relating to life and living (cultural, social, scientific) is deemed to be very useful in this connection.

It seems in place to mention here that the Secondary stage is the terminal stage of school education. It is at this stage where a learner is set to get a certification that will be recommending her for pre-university level of education. Therefore the attainments in preceding classes along with the learning outcomes of this stage will have to project her in right perspective to enable her to qualify for her vocational/academic pursuits.

English now has been made compulsory for all students at the secondary stage. It is **obligatory for each student to study English at this stage and appear at the examination, though securing pass marks is not compulsory.** The English language and literature paper consists of three books: Main Course Book, a Workbook and a Supplementary Reader. Altogether they carry 100 marks.

#### Learning Objectives

The general objectives at this stage are:

- ❖ To build greater confidence and proficiency in oral and written communication.
- ❖ To communicate appropriately in a variety of formal and informal situations and social settings.
- ❖ To engage in group discussions, expressing opinions and arguing a point of view effectively.
- ❖ To develop the ability and knowledge required in order to engage in independent reflection and inquiry.
- ❖ To build competence in different 'Registers' of English.
- ❖ To develop sensitivity to and appreciation of varieties of English including Indian English and the culture they reflect.
- ❖ To develop an ability to use reference materials (a dictionary/ thesaurus, library, internet etc.) to access knowledge and information.
- ❖ To develop curiosity and creativity through extensive reading.
- ❖ To facilitate self-learning to enable them to become independent learners.
- ❖ To review, organise and edit their own work and the work done by the peers.
- ❖ To translate from one's mother tongue into English or vice versa.
- ❖ To express a range of emotions, using appropriate phonological features
- ❖ To encourage one's ability to appreciate a personality, a view, a place, an event etc

#### Language Items

The Secondary level course would first consolidate the grammatical items practised earlier. The reinforcement of the following items in the perspectives of specific functions would be the explicit objective of the course at this stage:

- Sequence of Tenses
- Reported Speech in extended texts
- Modal auxiliaries (those not covered at upper primary)
- Non-finites (infinites, gerunds, participles)
- Conditional clauses
- Complex and compound sentences
- Phrases and idioms
- Cohesive devices
- Punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)
- Transformation

#### Learning Strategies

The methodology will be based on a multi-skill, activity-based, learner-centred approach. Care would be taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation the teacher is the facilitator of learning, she presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. There should be enough scope for interactive learning. The electronic and print media could be used extensively. The evaluation procedure should be continuous and comprehensive. A few suggested activities are:

- ❖ Demonstration and dramatisation
- ❖ Role play and simulation
- ❖ Miming
- ❖ Problem solving and decision making
- ❖ Interpreting information given in a tabular form and schedule
- ❖ Using newspaper clippings
- ❖ Borrowing situations from the world around the learners, from books and from other disciplines
- ❖ Using language games, riddles, puzzles and jokes
- ❖ Interpreting Pictures, sketches, cartoons
- ❖ Debating and Discussing.
- ❖ Narrating and discussing stories, anecdotes etc
- ❖ Reciting poems
- ❖ Working in pairs and groups
- ❖ Using media inputs – computer, television, video cassettes, tapes, software packages

#### Learning Outcomes

At the end of this stage, learners will be able to do the following:

- ❖ Take part effectively in conversations, discussions, etc. on topics of mutual interest in non-classroom situations.
- ❖ Give a brief oral description of events/incidents of topical interest.
- ❖ Retell the content of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.).
- ❖ Narrate the story depicted pictorially or in any other non-verbal mode.
- ❖ Read and identify the main points /significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- ❖ Respond in writing to business letters, official communications
- ❖ Write without prior preparation on a given topic and be able to defend or explain the position taken/ views expressed.
- ❖ Write a summary of short lectures on familiar topics by making /taking notes.
- ❖ Write an assessment of different points of view expressed in a discussion /debate.
- ❖ Read poems effectively (with proper rhythm and intonation).
- ❖ Grasp the theme of the poem and appreciate the creative uses of language.
- ❖ Gather information from a graph/chart and write a description/report on the information thus gathered.
- ❖ Translate a passage from Hindi into English or vice versa

#### Required teaching competence

- The teacher should have fluency and accuracy in speaking and writing.
- The teacher should have the competence to devise and conduct various activities related to the text.
- The teacher should have the competence to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learners.
- The teacher should have the competence to reduce his indispensability and encourage learners to become the facilitator of learning.
- The teacher should have a sound working knowledge of the functional grammar, the phonological features and literature.
- The teacher should be able to appreciate the valid individual responses.
- The teacher should be able to encourage critical and analytical thinking on the part of learners.
- The teacher should have the competence to build meaningful environment to elicit responses from the learners.
- The teacher should have the ability to initiate learners to group activities and role play.
- The teacher should be good at role play, dramatisation, discussion, debate etc.
- The teacher should have the competence to handle audio-visual aids.
- The teacher should have the clarity of concepts regarding the process of writing.
- The teacher should have the competence to devise suitable language games.
- The teacher should have the competence to hold language activities for a long time.
- The teacher should have the ability to plan and devise his teaching methods according to the need of the learners.
- The teacher should be able to identify and feed the above-average learners
- The teacher should be able to develop in learners an inclination towards 'self-learning'.

#### Syllabus: Class IX

Sl no	Teaching Items	Method	Objectives	Remarks/ Textual support
1.	Word Accent and Intonation	Oral exercises	Listening and Speaking skills	Sufficient inputs for practice/ drill
2.	Group discussions on familiar topics and contemporary issues	Oral exercises	Developing Listening, Speaking and argumentative skills	Topics like the following should be included: "Is selection procedure of Indian team fair?" or Issues like 'Advantages and disadvantages of globalisation.'
3.	Comprehension	Reading with understanding and writing exercises	Ability to respond effectively in writing	<ul style="list-style-type: none"> <li>• Unseen passages both factual and literary of varying length</li> <li>• Graphs/ charts/ Tables</li> </ul>
4.	Reading of tales/ short stories /short plays	Extensive Reading followed by writing exercises	Reading with understanding and imbibing virtues	Pieces of native English writers, Indian writers, commonwealth writers and Bihar writers
5.	Reading of informative pieces/essays	Extensive Reading	Reading for understanding and expression	Issues relating mass media, conservation of resources, population concern, adolescence, environment, Neighbouring states of Bihar such as UP and MP, and the neighbouring countries of India such as Nepal, Bangladesh etc.
6.	Recitation of poems for enjoyment and understanding	Oral and Written exercises	Enjoying poems and understanding creative uses of language	Wide ranging themes comprehending different aspects of life and society (4-6 poems)
7.	Writing (composition) exercises	Controlled, guided and free writing exercises	Using appropriate format and style of writing	Sufficient inputs should be given to encourage <ul style="list-style-type: none"> <li>• Letter writing: formal and informal</li> <li>• Writing a paragraph on given verbal and /or non verbal (graph, chart etc) clues</li> <li>• Writing postcards and telegrams on given verbal and /or non verbal clues</li> </ul>
8.	Translation from mother tongue based on prescribed structures	Writing exercises	Ability to translate from mother tongue into English and vice versa.	Testing of universal or contemporary significance
9.	Grammatical items and structures: a) Reinforcement of items like: • Sequence of tenses in connected speech • Reported speech in extended texts • Modal auxiliaries • Passive voice • Non-finite (infinites, gerunds, participles) • Punctuation marks (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark) • Synthesis using cohesive devices • Preposition: b) Clauses: Relative and conditional clauses c) Phrases and idioms	Oral and Writing exercises	Listening, Speaking, Reading and Writing skills	Sufficient examples followed by extensive exercises based on or related to the text.

#### OVERALL ASSESSMENT POLICY FOR CLASS IX

##### (Including continuous Assessment)

Evaluation will be an ongoing and continuous process. Ongoing evaluation becomes meaningful only when teachers and learners, both, are ready to take responsibility for their own progress not paying much attention to external benchmarks (real or imaginary, immediate or ultimate). This entails deeper understanding on the part of the teachers to be able to perceive and appreciate subtle changes in learners' language learning and proficiency. This also entails a deep understanding on the part of the learners because learning process is individual and self-regulatory.

Evaluation depends heavily on **how** and **how much**. Experiences tell that learners participate in evaluations with more comfort when the experience is not always a failure and the outcomes can be seen as a legitimate and appropriate way towards the next step in learning.

Evaluations gain in meaningfulness when the learners are clear about the immediate role played by current evaluation methods within the learning process. Continuous evaluation has to facilitate and guide teaching by "determining the learner's current stage of development or attainment, in order to identify her "zone of proximal development".

For this, the teacher of English is expected to keep individual records of the learners and note down periodically the progress made by individual learners. She should also note down the problematic areas of each learner. This will help her plan remedial teaching.

In ultimate analysis, the purpose of evaluation should be an exercise towards 'the discovery of a learner' so that her creativity and originality can find an exposure for her much needed recognition and appreciation. **Such a 'learner' should appear as a 'face in the crowd' instead of being 'a face lost in the crowd'**. This, however, does not, in any sense, mean ignoring the average.

The chief objective of the present syllabus is the harmonious development of the four language skills. However, holding a formal, time-bound examination for all these skills and sub-skills is not practically feasible. This should be done through continuous assessment, in addition to the formal examination.

The overall pattern of the two **modes** of assessment at Class IX is as follows:

##### 1. Continuous Assessment 60%

a) Conversational skill 20%

b) Assignments 20%

c) Formal testing 20%

##### 2. Final Examination 40%

It is desirable to pass in continuous assessment and final exam separately. However, a student may be promoted if the aggregate marks obtained by him in continuous assessment and formal testing is 30% of the Full Marks.

#### Continuous Assessment:

Listening and speaking should be the focal area of the continuous assessment, as these skills are not incorporated in the formal testing pattern for various practical reasons. Unless a way is evolved to assess listening and speaking skills, they will remain neglected and thus the development of the learner's communicative competence will not be proper. These skills, therefore, should be brought under continuous assessment. To ensure independent and creative thinking on the part of the learners, she should also be assigned tasks including project works. This should also be an important component of continuous assessment.

It is also to be noted that the continuous assessment of the learner's achievement is made throughout the year, through a variety of activities carried out within each class or school. Such activities may be formal, but in order to assess listening and speaking skills, it is important that a



large proportion of the marks allotted should be derived from informal procedures. It is, therefore, recommended that marks should be allotted as follows:

Conversational skills, debate, group discussion, etc.	20%
Assignments	20%
Formal testing	20%
<b>Total :</b>	<b>60%</b>

**Further details:**

**a) Conversational skills (20%)**

Conversational skills- both listening and speaking- may be evaluated either through informal assessment (20 marks), or through a combination of informal assessment (10 marks) and formal assessment (10 marks)

**(I) Informal Assessment (20% or 10%)** Wherever in the course work the students are required to discuss, role play, simulate, express a point of view etc., the teacher should monitor the activities and quietly observe each learner's participation. This process should continue throughout the term. A **Conversation Skill Assessment Scale** is given below. For each skill, a learner may be awarded marks from 0 to 10, but specifications are given only for bands 1,3,5,7 and 9. Using this scale, a teacher can place a learner between the two given bands; for example, a learner falling between bands 3 & 5 would be awarded 4 marks similarly a deserving learners could be awarded 10 marks. Learners should be informed at the beginning of the year that their class participation will be assessed in this way:

**Conversation Skills Assessment Scale**

Listening	Speaking
1. The learner shows general ability to understand words and phrases in a familiar context but cannot follow connected speech;	1. The learner shows ability to use only isolated words and phrases but cannot operate at connected speech level;
3. S/he has ability to follow short connected utterances in a familiar context;	3. In familiar situation, s/he uses only short connected utterances with limited accuracy,
5. S/he has ability to understand explicitly stated information in both familiar and unfamiliar contexts;	5. S/he shows ability to use more complex utterances with same fluency in longer discourse; still makes some errors which impede communication
7. S/he understands a range of longer spoken texts with reasonable accuracy and is able to draw inference,	7. S/he organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication
9. s/he shows ability to interpret complex discourse in terms of points of view; adopts listening strategies to suit different purposes	9. S/he can spontaneously adopt style appropriate to purpose and audience; makes only negligible errors.

**(II) Formal Testing (10%)**

Informal assessment is preferred to assess conversation skills. However, a school may, if it wishes, reserve 10 of the 20 marks for formal assessment which should be held towards the end of the year. The formal assessment should be conducted as group intervenes. Learners should be organised in groups of 4 or 5 and each group in turn should engage in a discussion on the given topic. To discourage rote learning of a speech, the topic should be verified only 10 minutes before

the interview takes place. During the discussion, the teacher (preferably together with a colleague) observes the learner's performance and awards each one marks out of 10 according to the assessment scale. A school may opt for individual interviews if the procedure suggested above is not feasible. For this, debates and speech contests may be held.

**b) Assignments (20%)**

Based on course materials, a number of activities can be identified as suitable for continuous assessment assignments. These may be in the form of project works. The learner's performance in carrying out these assignments will be recorded and counted towards his final mark for the year. 20 marks have been allotted for these assignments.

Since speaking is not assessable through a written assignment, it chiefly forms the part of conversational skill assessment. Reading and listening can be assessed through course book activities which lead to a written product such as notes, a table or a summary. In view that these assignments are meant for listening and reading skill assessment, learners should be awarded marks as objectively as possible according to the extent to which they have understood, whether through reading or through listening. The learners should not be penalised in such assignments for errors in punctuation, spelling or grammar. Marking of these assignments will be based on the content expected to demonstrated comprehension and for this reason assessment scales will not be necessary.

Assessment of writing skills forms an important and integral part of the overall assessment of the learner's use of English language. A number of assignments, therefore, will focus or writing skills and involve extended writing.

The chosen assignments should vary each year. Throughout the year, the teacher should keep a record of marks awarded for assessments carried out either class or as homework and these marks should be aggregated to provide each learner's final marks out of 20 allotted for assignment. Final examination at the end of the class IX carries 40%.

**E.amination Specification**

**CLASS IX**

One Paper 3 Hours Marks : 100

**SECTION A: READING** 30 Marks 25 Periods

1. One unseen passage factual in nature of 200 words, followed by four or five comprehension questions. 8 Marks

2. One unseen literary passage of 300 words, followed by four or five comprehension questions and two questions on vocabulary. Marks for vocabulary will not exceed 4. 12 Marks

**SECTION B: WRITING** 20 Marks 30 Periods

3. **Letter Writing** – One letter in not more than 80 words based on provided verbal stimulus and context. 8 Marks

*Types of letter: Informal: Personal such as to family members relatives and friends. Formal: Letters of complaint, enquiry, request & application.*

4. Writing short paragraph on a given outline/topic in about 60 words 4 Marks

5. Composition: A short writing task based on a verbal and/or visual stimulus. (diagram, picture, graph, map, chart, flow chart etc.) 8 Marks

Maximum words 80

**SECTION C: GRAMMAR AND TRANSLATION** 20 Marks 40 Periods

**Question No.6-11**

A variety of short questions involving the use of particular structures within a context. Text types used will include gap-filling, sentence-completion, sentence-reordering, dialogue-completion and sentence-transformation (including combining sentences) from among following topics:

- Tenses (present with extension)
- Modals (have/had to, must, should, need, ought to and their negative forms)
- Use of passive voice
- Subject/verb concord
- Reporting
  - Commands and requests
  - Statements
  - Questions
- Clauses:
  - (i) Noun-clauses
  - (ii) Adverb Clauses of condition and time
  - (iii) Relative Clauses
- Determiners, and
- Prepositions

**Note:** No separate marks allotted for any of grammatical items listed above.

12. A prose passage in Hindi of 5 sentences only for translation into English 5 Marks

**SECTION D: TEXT BOOKS & SUPPLEMENTARY READERS** 40 Marks 85 Periods

**New Textbook for Class IX**

**Prose & Drama** 20 Marks

13. One extract from tales and stories included in Textbook (approximately 100 words). One mark will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation. 5 Marks

14. One extract from different lessons, discursive in nature, included in the Textbook (approximately 100 words). One mark will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation. 5 Marks

15. One out of two questions extrapolative in nature based on any one of the prose lessons from Textbooks to be answered in about 80 words. 6 Marks

16. One question on Drama Text (local and global comprehension question) 40-50words) 4 Marks

**Poetry** 10 Marks

17. One extract from a poem from the prescribed Textbook followed by two or three questions to test the local and global comprehension of the set text. 4 Marks

18. Two out of three short answer type questions on interpretation of themes and ideas. 2x 3 6 Marks

**New Supplementary Reader for Class IX** 10 Marks

19. One out of two questions from Supplementary Reader to interpret, evaluate and analyse character, plot situations occurring in the lessons to be answered in about 100 words 7 Marks

20. One out of two short answer type questions is of interpretative and evaluative nature and another based on the factual aspects of the lessons to the answered in 30-35 words 3 Marks

**Prescribed Books**

1. New Textbook for Class IX
2. new Workbook for class IX
3. New Supplementary Reader for Class IX

**Suggestions for the selection of textual materials for classes IX & X**

1. Contents as well as vocabulary of other subjects like science, social sciences and environmental science should adequately be included. This will help reinforcement of learning along with meeting the linguistic needs of the child, enabling him to use English in various social contexts or learning situation.
2. Similarly, there should be a meaningful correlation between the teaching of other languages and English.
3. Representative pieces on the suggested topics should have sufficient Bihar inputs. For example, while dealing with Travel and tourism, places like Rajgir, Nalanda, Lauria etc and topics like Golghar, Bodhivriksha, Shershah's tomb etc should be given priority.
4. Genuine Bihari writers in English or good texts on Bihar should be included with priority in the textbook.
5. Standard translation from different regional languages/ mother tongues should be given 50% space in the supplementary reader.
6. Attempts should be made to integrate different skills on a given topic.
7. The textbook should pinpoint the test to be given and suggest activities at the end of every lesson.
8. The cultural context should be taken into consideration in which value –education and the guidelines of the preambles of Indian constitution should be suitably incorporated. Among other things, constitutional principles need to be included especially the philosophy of the preamble and the values implied in the chapter on the fundamental rights and the fundamental duties.
9. Folk tales/fables/ legend/ local history should adequately be included.
10. Adequate emphasis should be laid on the actual use of language in a variety of ways.
11. Work with a view to achieving the objectives laid down in the syllabus textbook and workbook are required to be made for enhancing the levels of learners' competence and performance in English in the light of the syllabus prescribed for the purpose.
12. Incorporation of important recent event/happenings.
13. Students should be given some enlightenment on the disaster management plan

**Syllabus: Class X**

Sl no	Teaching Items	Method	Objectives	Remarks/ Textual support
1.	Word Accent and Intonation (contd)	Oral exercises	Listening and Speaking skills	Sufficient inputs for practice/ drill
2.	Group discussions on contemporary issues	Oral exercises	Developing Listening, Speaking and argumentative skills	Issues like the justification of the capital punishment in the modern context. Or issues like 'Relevance of teaching literature in the Age of Globalisation.'
3.	Comprehension	Reading with understanding and writing exercises	Ability to respond effectively in writing	<ul style="list-style-type: none"> <li>• Unseen passages both factual and literary of varying length</li> <li>• Graphs/ charts/ Tables etc.</li> </ul>
4.	Reading of tales/ short stories /short plays	Reading and Writing exercises	Reading with understanding and imbibing virtues	Pieces of native English writers, Indian writers, commonwealth writers and Bihari writers
5.	Reading of informative pieces/essays	Extensive Reading	Reading for understanding and expression	Issues related to environment, disaster management, forestry, adolescence, human rights, Adventure and imagination, cultural diversity and unity, health and reproduction etc.
6.	Recitation of poems for enjoyment and understanding	Oral and Written exercises	Enjoying and understanding poems and imbibing human values and/or encountering truth	Wide ranging themes comprehending different aspects of life and society (4-6 poems)
7.	Writing (composition) exercises	Controlled, guided and free writing exercises	Using appropriate format and style of writing	Sufficient inputs should be given to encourage <ul style="list-style-type: none"> <li>• Letter writing: formal and informal</li> <li>• Writing a paragraph on given verbal and /or non verbal clues</li> <li>• Writing notices and messages on given verbal and /or non verbal clues</li> </ul>
8.	Translation from mother tongue (structure based sentences)	Writing exercise	Ability to translate from mother tongue into English and vice versa.	Interesting, informative passages of universal or contemporary significance
9.	Grammatical items and structures: <ul style="list-style-type: none"> <li>a) Reinforcement of items like:                     <ul style="list-style-type: none"> <li>• Sequence of Tenses in connected speech</li> <li>• Reported speech in extended texts</li> <li>• Use of non-finites</li> <li>• Past Voice</li> <li>• Punctuation marks (semicolon, colon, dash, hyphen, hyphen, parenthesis or use of brackets and exclamation mark)</li> <li>• Synthesis</li> <li>• Synthesis using cohesive devices</li> </ul> </li> <li>b) Phrases and idioms including Phrasal verbs and prepositional phrases</li> <li>c) Analysis: complex &amp; Compound sentences</li> </ul>	Oral and Writing exercises	Listening, Speaking, Reading and Writing skills	Sufficient examples followed by extensive exercises based on or related to the text.



# Examination Specification

## CLASS X

One Paper 3 Hours Marks : 100  
**SECTION A: READING** **20 Marks** **25 Periods**

1. One unseen passage factual in nature of 200 words, followed by four or five comprehension questions. 8 Marks
2. One unseen literary passage of 300 words, followed by four or five comprehension questions and two questions on vocabulary. Marks for vocabulary will not exceed 4. 12 Marks

**SECTION B : WRITING** **20 Marks** **30 Periods**

3. **Letter Writing** – One letter in not more than 80 words based on provided verbal stimulus and context. 8 Marks  
*Types of letter: Informal: Personal such as to family members relatives and friends. Formal: Letters of complaint, enquiry, request & application.*
4. Writing a short paragraph on a given outline/topic in about 60 words 4 Marks
5. Composition: A short writing task based on a verbal and/or visual stimulus. (diagram, picture, graph, map, chart, flow chart etc.) 8 Marks  
 Maximum words 80

**SECTION C: GRAMMAR AND TRANSLATION** **20 Marks** **40 Periods**  
**Question No.6-11**

A variety of short questions involving the use of particular structures within a context. Text types used will include gap-filling, sentence-completion, sentence-reordering, dialogue-completion and sentence-transformation (including combining sentences) from among following topics:

- Use of non-finites.
- Sentence connectors: as, since, while, then, just because, just, until.
- Clauses with what, where and how.
- Tense including sequence of tense
- Modals: can, could, may, must, might
- Use of passive voice
- Subject/verb concord
- Reporting
  - Commands and requests
  - Statements
  - Questions
- Determines and
- Preposition

12. A prose passage in Hindi of 5 sentences only for translation into English 5 Marks

**Note:** All other areas covered in Class IX will also be tested in Class X as this is an integrated course for this area of learning.

**SECTION D: TEXT BOOKS & SUPPLEMENTARY READERS** **40 Marks** **85 Periods**

**New Textbook for Class X**

**Prose & Drama** **20 Marks**

13. One extract from tales and stories included in Textbook (approximately 100 words). One mark will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation. 5 Marks
14. One extract from different lessons, discursive in nature, included in the Textbook (approximately 100 words). One mark will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation. 5 Marks
15. One out of two questions extrapolative in nature based on any one of the prose lessons from Textbooks to be answered in about 80 words. 6 Marks
16. One question on Drama Text (local and global comprehension question) 40-50words) 4 Marks

**Poetry** **10 Marks**

17. One extract from a poem from the prescribed Textbook followed by two or three questions to test the local and global comprehension of the set text. 4 Marks
18. Two out of three short answer type questions on interpretation of themes and ideas. 2x 3 6 Marks

**New Supplementary Reader for Class X**

19. One out of two questions from Supplementary Reader to interpret, evaluate and analyse character, plot situations occurring in the lessons to be answered in about 100 words 10 Marks
20. One out of two short answer type questions is of interpretative and evaluative nature and another based on the factual aspects of the lessons to be answered in 30-35 words 7 Marks

**Prescribed Books**

4. New Textbook for Class X
5. New Workbook for class X
6. New Supplementary Reader for Class X