

Comprehensive

As Per New
Continuous and
Comprehensive
Evaluation
(CCE)
Scheme

ENGLISH COMMUNICATIVE

TEST PAPERS
(File-System)
IN TWO VOLUMES
TERM I & II
Vol-I

WITH
VALUE BASED
QUESTIONS

Features at a Glance

VOLUME-I

Topicwise Illustrations & Exercises (Solved & Unsolved)

• Reading • Writing • Grammar • Literature • Novel/Long Reading Text

VOLUME-II

Part-I

Unit Evaluation Test Papers

• Reading • Writing • Grammar • Literature • Novel/Long Reading Text

Part-II

Super Test Papers for Practice (With Space)

Exam-Type Test Papers (Without Space)



CLASS X

Comprehensive
ENGLISH—COMMUNICATIVE
TEST PAPERS
[FILE-SYSTEM]
VOLUME I
CLASS X
TERM I & II

Comprehensive
**ENGLISH COMMUNICATIVE
TEST PAPERS**

[FILE-SYSTEM]

VOLUME I

TERM I & II

CLASS X

(Based on New C.C.E. Pattern, Issued by Central Board of Secondary Education, Delhi)
Including Multiple Choice Questions

By

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FEATURES AT A GLANCE

Volume I :

— **Topicwise Illustrations and Exercises** (*Solved and Unsolved*)

• **Reading** • **Writing** • **Grammar** • **Literature**

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PREFACE

Comprehensive ENGLISH COMMUNICATIVE TEST PAPERS (*FILE SYSTEM*) TERM I & II for **Class X** is in your hands. A few words about it. The book has thoroughly been revised and updated in strict accordance with the new syllabus and guidelines issued by the CBSE. The practising material has been fashioned and produced in such a way that if the students prepare for their examinations from this, they do not need any other book for the purpose. The book has an abundance of syllabus-related material on topics like **notices, messages, diary entry, bio-sketches, descriptions, e-mails, letters, data interpretation, dialogue writing, speeches, articles, stories etc.**

SECTION C : GRAMMAR has strictly been fashioned as per the CBSE Examination Specifications and the Design of the Question Paper.

SECTION D : LITERATURE brings out the hidden Examination Oriented aspects. In all, the book has what a students needs to have and a teacher needs to teach.

ANSWERS/HINTS have been published separately with the title **TEACHER'S GUIDEBOOK**. This has been done to provide maximum support to the teachers to enable them to guide and test their students properly. Teachers can get their copies through their Principals. The Guidebook is not meant for students and is not available for general sale.

It is hoped that the book shall prove its worth for the students and the teachers. Suggestions shall be acknowledged thankfully and incorporated in the next edition.

—AUTHORS

Contents

<i>Chapters</i>	<i>Pages</i>
<i>Preface</i>	(v)
<i>Syllabus</i>	(vii)—(xii)

VOLUME I TERM I

INTRODUCTION

(With Topicwise Exercises)

	A-1
Section—A : Reading	... A-3
Section—B : Writing	... A-47
Section—C : Grammar	... A-153
Section—D : Literature	... A-249

TERM II

Section—A : Reading	... B-1
Section—B : Writing	... B-27
Section—D : Literature	... B-101

EXAMINATION SPECIFICATIONS

English Communicative

CLASS-X

Code No. 101

Division of Syllabus for Term I (April-September)		Total Weightage Assigned
Summative Assessment I		30%
Section	Marks	
Reading	20	
Writing	25	
Grammar	20	
Literature	25	
Formative Assessment		20%
TOTAL	90% marks	50%

Division of Syllabus for Term II (October-March)		Total Weightage Assigned
Summative Assessment II		30%
Section	Marks	
Reading	20	
Writing	25	
Grammar	20	
Literature	25	
Formative Assessment		20%
TOTAL	90 marks	50%

Note:

1. The total weightage assigned to Summative Assessment (SA I & II) is 60%. The total weightage assigned to Formative Assessment (FA 1, 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)
2. The Summative Assessment I and Summative Assessment II is for ninety marks each. The weightage assigned to Summative Assessment I is 30% and the weightage assigned to Summative Assessment II is 30%.

SECTION A : READING 20 MARKS

Qs 1-3 The reading section will have three unseen texts as shown below:

Text Number	Text Type	Length	Marks	Type of Questions
Text 1	Factual/Discursive/ Literary	450-500 words	10 marks	Supply Type (Gap filling, sentence completion, Table completion, word attack questions, short answer questions and Reference questions)
Text 2	Factual/Discursive/ Literary	200-300 words	5 marks	Multiple Choice Questions.
Text 3	Factual/Discursive/ Literary	200-300 words In case of a poem, it may be shorter than 200 words.	5 marks	Multiple Choice Questions

The total length of the three passages will be between 850-1100 words. There will be at least 5 marks for assessing vocabulary. All questions on vocabulary will not be from the same passage.

Care should be taken to cover all the three text types, *i.e.* factual, discursive and literary while selecting the passages. A poem may or may not be used as one of the three texts. Text I will be either factual or discursive. 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 two texts should be discursive and factual, thus covering all the three text types.

SECTION B : WRITING 25 MARKS

The writing section comprises four writing tasks as indicated below.

- Q. 4** A short composition of upto 50 words in the form of a Notice, Message or Diary Entry. **4 Marks**
Questions 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 diary entry.
- Q. 5** A composition of upto 100 words in the form of **Biographical sketch, Data Interpretation, Dialogue writing or Description (People, Objects or Events)** **6 Mark**
- Q. 6** An extended writing task of length upto 120 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. **7 Marks**
- Q. 7** An extended writing task of length upto 150 words in the form of an Article, Speech, Report or Story. **8 Marks**

Students' skill in expressing ideas in clear and grammatically correct English, planning, organising an 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 6 and 7 will make use of a visual/ verbal stimulus.

Important Note on Format and Word Limit:

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

SECTION C : GRAMMAR 20 MARKS

This section will assess **Grammar** items in context for **20 Marks**. It will carry **5 questions of 4 marks each**. **Questions 8 and 9 will have Multiple Choice Questions. The test types for MCQs include the following:**

- Gap filling
- Sentence completion
- Dialogue completion

Questions 10, 11 and 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.**

Tests types used will include gap-filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, recording word groups into sentences, editing, dialogue-completion 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 25 MARKS

Q. 13 will have the following arrangement:

13 A: An extract from poetry with three Multiple Choice Questions based on reference to context. (Word limit : 20-30 words) **3 Marks**

13 B: An extract from a short story with three reference to context questions requiring the students to supply the answers. (Word limit : 20-30 words) **3 Marks**

13 C: An extract from a play with three reference to context questions requiring the students to supply the answers. (Word limit : 20-30 words) **3 Marks**

Q. 14 Four out of Five short answer type questions based on prose, poetry and play of **2 marks each**. The questions will not test recall but inference and evaluation. (Word limit : 30 - 40 words each) **8 Marks**

Q. 15 One out of two long answer type questions to assess personal response to text (story, poem or play) by going beyond the text/ poem/story or extract. Creativity, imagination and extrapolation beyond the text and across two texts will also be assessed. (Word limit : 150 words) **8 Marks**

Prescribed Books/ Materials

1. Interact in English - X Main Course Book Revised edition
2. Interact in English - X Literature Reader Revised edition
3. Interact in English -X Workbook Revised edition

Published by CBSE
Delhi-110092

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. 4 Content : 2 marks

Expression: 2 marks (Accuracy & Fluency)

Total : 4 marks

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

Q. 5 Content : 3 marks

Fluency : 2 marks

Accuracy : 1 mark

Total : 6 marks

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

Q. 6 Content : 3 marks

Fluency : 2 marks

Accuracy : 2 marks

Total : 7 marks

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

Q. 7 Content : 4 marks

Fluency : 2 marks

Accuracy : 2 marks

Total : 8 marks

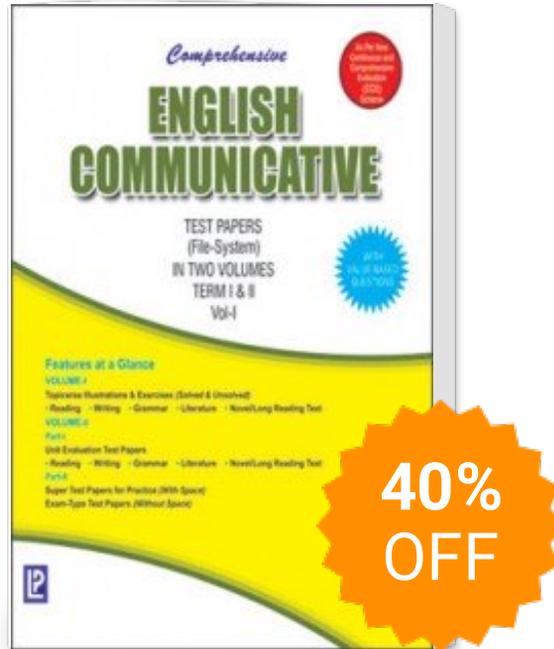
Upto two marks may be deducted for spelling, punctuation and grammar errors.

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 penalised 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.

Comprehensive English Communicative Class-X Term I & II Vol-I & II



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