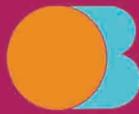


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SEP 2016
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with Complete Solutions

CLASS 9

ENGLISH COMMUNICATIVE

Summative & Formative Assessment



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Includes Latest and Revised 'ASL'

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PREFACE

CBSE always believes in Global Trends of Educational Transformation. The CBSE curriculum gets its lead from National Curriculum Framework – 2005 and Right to Free and compulsory Education Act – 2009. CBSE introduced CCE in the later half of 2009. CCE has been started to improve the quality of Education and was meant to lessen the burden of studies on students. CCE stands for Continuous & Comprehensive Evaluation. The term 'Continuous' in CCE refers to periodicity and regularity in assessment and the term 'Comprehensive' refers to overall assessment of the learner, in both curricular & co curricular scheme of things.

These **Oswaal CCE Question Banks for Classes IX & X** have been written so as to supplement the need of the students to prepare for these progressive assessments at school during the entire year.

CCE Question Bank has been divided into two parts: Formative assessment (FA) & Summative Assessment (SA). Formative part of the book will assist the students to prepare for the frequent class room based evaluation, both as an individual and as a group activity. The various formative techniques include Quizzes, Chapter assignment, Work sheets, Projects, Seminar, Symposium, Action Plans, etc. These activities have been elaborated by CBSE Board on www.cbse.nic.in. The students can read through all these components while revising a chapter to be always prepared for the surprise FA's in the class.

Furthermore, the Question Bank is divided in three sections i.e. Reading, Writing & Grammar and Literature Reader and Long Reading Text. Each section is updated and in line with CBSE guidelines and syllabus. Our team has given special focus while writing for language based subjects, because this subject is not only important from examination point of view but also improves day to day communication through reading, writing and grammar skills. Solutions are always checked twice and tried to be made precise as per the CBSE marking scheme. Practically, this book provides students everything they need to learn. Since we believe in continuous improvement, hence this book is updated, reviewed every year with new questions, changes in syllabus and reader's suggestions.

At last we would like to thank our authors, editors, reviewers and specially students who regularly send us suggestions which help in continuous improvement of this book and make this book stand in the category of "One of the Best". Wish you all Happy Learning.

–Publisher



SYLLABUS

English Communicative Class - IX

For Term I (April - September)

(Code No. 101)

Course Structure

FIRST TERM

SECTION WISE WEIGHTAGE IN ENGLISH COMMUNICATIVE

| Section | | Total Weightage 90 |
|---------|--|--------------------|
| A | Reading Skills | 20 |
| B | Writing Skills with Grammar | 25 |
| C | Literature Textbook and Long 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/three reading passages. The arrangement within the reading section is as follows:

SA – I:

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 with four very short answer questions to test vocabulary. **12 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



... contd. Syllabus

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 & LONG 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 novel. **10 Marks**

Prescribed Books: Published by CBSE, New Delhi

Interact in English Series

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

Novel (either one)

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

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

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of nonlearning. 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 Assessment.

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 carryout 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.

*** NOTE ON WORK BOOK**

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 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.

| TEXTBOOKS | | | | | | |
|--|--|--|-------------|---------------|-------------------------|----------|
| Literature Reader (Summative Assessment - I) | | | | | | |
| <p>PROSE</p> <ol style="list-style-type: none"> 1. How I Taught My Grandmother to Read 2. A Dog Named Duke | <p>POETRY</p> <ol style="list-style-type: none"> 1. The Brook 2. The Road Not Taken 3. The Solitary Reaper 4. Lord Ullin's Daughter <p>DRAMA</p> <ol style="list-style-type: none"> 1. Villa for Sale | <p>MAIN COURSE BOOK</p> <ol style="list-style-type: none"> 1. People 2. Adventure 3. Environment 4. The Class IX Radio and Video Show | | | | |
| <p>Long Reading Text/Novel (either one) Gulliver's Travels in four parts Unabridged Edition (2005) by Jonathan Swift Parts I & II OR Three Men in a Boat Unabridged Edition (1889) by Jerome K. Jerome - Chapters 1 – 10</p> | | | | | | |
| <p>WORK BOOK* – Suggested Break-up of Units for the Purpose of Classroom Teaching only – NOT FOR TESTING (see the note below).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1 Verb Form</td> <td style="width: 50%;">2 Determiners</td> </tr> <tr> <td>3 Future Time Reference</td> <td>4 Modals</td> </tr> </table> | | | 1 Verb Form | 2 Determiners | 3 Future Time Reference | 4 Modals |
| 1 Verb Form | 2 Determiners | | | | | |
| 3 Future Time Reference | 4 Modals | | | | | |



... contd. Syllabus

Question Paper Design For English Communicative

Max. Marks : 90

Class IX (Code No. 101)

TIME : 3 Hours

| Typology | Testing competencies/learning outcomes | VSAQ 1 mark | Short Answer Questions 30-40 words 2 marks | Long Answer Questions-I 80-100 words 4 marks | Long Answer Question-II 100-120 words 5 marks | Very Long Answer Question 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 Textbook and Long 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 | | 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 | | | | | | | 90 marks |

| | | |
|--|--|---|
| SOLVED PAPER (with CBSE Marking Scheme) | Summative Assessment-I (2015 – 16) Class–IX | English Communica- tive Code–BR7GWHM |
|--|--|---|

Time : 3 Hours

Max. Marks : 70

General Instructions :

The question paper is divided into **Three** sections.

| | | | |
|------------------|---|----------------------------------|-----------------|
| Section A | : | Reading | 20 marks |
| Section B | : | Writing and Grammar | 25 marks |
| Section C | : | Literature and Long Reading Text | 25 marks |

SECTION - A [READING]

(20 Marks)

1. Read the passage given below and answer the questions that follow : (1 × 8 = 8)

The Amazon is the world's largest tropical rainforest. It covers an area of nearly 2.8 million square miles, which is nearly the size of the continent of Australia. The Amazon rainforest gets its life from the majestic Amazon river, the world's second largest river, which runs directly through the heart of the region. The rainforest itself is simply the drainage basin for the river and its many tributaries. The vast forest itself consists of four layers, each featuring its own ecosystems and specially adapted plants and animals.

The forest floor is the lowest region. Since, only two percent of the sunlight filters through the top layers to the understory, very few plants grow here. The forest floor, however, is rich with rotting vegetation and the bodies of dead organisms, which are quickly broken down into nutrients and integrated into the soil. Tree roots stay close to these available nutrients and decomposers such as millipedes and earthworms use nutrients for food.

The understory is the layer above the forest floor. Much like the forest floor, only about 2-5 percent of the sunlight reaches this shadowy realm. Many of the plants in the understory have large, broad leaves to collect as much sunlight as possible. The understory is so thick that there is very little air movement. As a result, plants rely on insects and animals to pollinate their flowers.

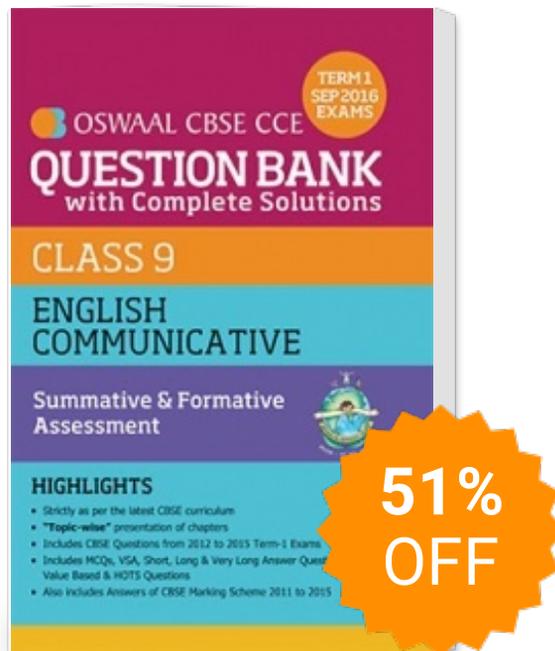
The layer above the understory is the canopy. This is where much of the action in the rainforest occurs. Many canopy leaves have specially adapted leaves which form "drip tips". Drip tips allow water to flow off the leaves which prevents mosses, fungi, and lichens from occupying the leaves. Leaves in the canopy are very dense and filter about 80 percent of the sunlight. The canopy is where the wealth of the rainforest's fruits and flowers grow. Bromeliads, cup-like plants, provide drinking pools for animals and breeding locations for tree frogs.

- (a) Why is the Amazon rainforest called the world's largest rainforest ?
- (b) Which is the world's second largest river ?
- (c) How important is the Amazon river for Amazon rainforests ?
- (d) Why do very few plants grow in the understory of the rainforests ?
- (e) Why is there very little air movement in the understory ?
- (f) What is the layer above the understory called ?
- (g) How are bromeliads useful for animals and tree frogs ?
- (h) Find the word from the passage which means 'grand'.

2. Read the passage given below and answer the questions that follow: (2 × 4) + (1 × 4) = 12

1. Unemployment is a serious problem in India. It is becoming more and more serious day-by-day. India has the population of about 1.20 billion. The problem of unemployment is rising fast. Every able-bodied man and woman must get employment. If not, the problem of unemployment will create difficulties for the development of the country.

Oswaal CBSE CCE Question Bank With Complete Solutions For Class 9 Term I (April to Sep 2016) English Communicative



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