English : Class – X

Syllabus Division

Syllabus for Summative Assessment – II

Syllabus prescribed from June to December according to the Academic Calendar should be for S.A. II

PAPER - I	PAPER - II
* Unit - 1 (A,B,C. Readings)	* Study Skills (Pie Chart / Bar chart)
* Unit - 2 (A,B,C. Readings)	* Unseen comprehension passages(at least 5 passages)
* Unit – 3 (A,B,C. Readings)	
* Unit – 4 (A,B,C. Readings)	* Arranging jumbled sentences in a meaningful order basing on a story. (at least 5 passages)
* Unit – 5 (A,B,C. Readings)	
* Textual Discourses (Conversation, Descriptions, Diary Entries and Scripts for speeches based on the reading texts of the first three units	* Discourses (not textual): Biographical account and Story using hints
* All Exercises related to grammar and Writing (Units - 1, 2, 3, 4 and 5) and work related to model paper questions given in Part - B in Paper - I .	* All vocabulary exercises in the textbook (Units - 1, 2, 3, 4 and 5) and work related to model paper questions given in Part - B in Paper - II

Summative Examination – II

PATTERN OF THE QUESTIO PAPER
PAPER - 1

Time: 2.30 Hrs + 15 minutes   Marks: 40

Part – A

READING COMPREHENSION (15 MARKS)

1. A Comprehension Passage from 'A. Reading texts of Units: 1 to 5' with three comprehension questions.   3 × 1 = 3

    (The title of the lesson should be mentioned at the end of the passage)

2. A Comprehension Passage from 'A. Reading texts of Units: 1 to 5' with two comprehension questions.   2 × 1 = 2

    (The title of the lesson should be mentioned at the end of the passage)

3. A Comprehension Passage from 'B. Reading texts of Units: 1 to 5 (prose / poetry) with three comprehension questions.   3 × 1 = 3

    (The title of the poem or the lesson should be mentioned at the end of the passage)

4. A Comprehension Passage from 'B. Reading texts of Unit – 3 and 5' (poetry) with two comprehension questions.   2 × 1 = 2

    (The title of the poem should be mentioned at the end of the passage)

5. A Comprehension Passage from   'C. Reading texts of Units: 1 to 5' with three comprehension questions.   3 × 1 = 3

    (The title of the lesson should be mentioned at the end of the passage)

6. A Comprehension Passage from   'C. Reading texts of Units: 1 to 5' with two comprehension questions

                                                                             2 × 1 = 2

    (The title of the lesson should be mentioned at the end of the passage)

CREATIVE WRITING (10 MARKS)

7. (a) Conversation (based on the 3 reading texts of units: 1 to 5)

    OR

    (b) Description (based on the 3 reading texts of units: 1 to 5)   1 × 5 = 5

    Note: Inputs / outline can be different or the same for the above two questions. Both need not be the same. They can be different from different lessons. This means Q.No. 7 (a) can be based on one lesson and Q.No.7 (b) can be from some other lesson.

8. (a) Diary entry (based on the content of 3 reading texts of units: 1 to 5)   1 × 5 = 5

    OR

    (b) Writing a script for a speech (based on the content of the 3 reading texts of units: 1 to 5)

    Note: Inputs / outline can be different or the same for the above two questions. Both need not be the same. They can be different from different lessons. This means Q.No. 8 (a) can be based on one lesson and Q.No.8 (b) can be from some other lesson.

PART – B

(GRAMMAR) – 15 MARKS

9. Editing a passage correcting the underlined parts (Unseen)   5 × ½ = 2½ M

10. Cloze Test with five blanks (M.C.Q.) (Unseen)   5 × ½ = 2½ M

11. Combining Sentences using "who / which / that'.   1 M

    Syllabus: Reference: Relative clauses (Reference: Unit - 1)

12. Beginning the sentence with a present participle / past participle.   1 M

    Syllabus: Reference: Non-finite clauses (Reference: Unit - 5)

13. Reported Speech (only from direct speech to indirect speech) (textual)

    Syllabus Reference: Reported Speech .... Unit - 5   1 M

14. Combining sentences using adverbs 'as / since / because / if / when (textual)   1 M

Syllabus Reference:

Adverbial clauses of reason, time and condition.... Unit - 3

15. Fill in the blanks with suitable prepositions. (textual)   2 X ½ = 1 M

(a) A sentence with a blank to use an appropriate compound phrasal preposition (Alternative choices are provided in brackets)

Syllabus Reference: Unit - 2

(b) A sentence with a blank to use an appropriate preposition followed by certain words. (Alternative choices are provided in brackets)

Syllabus Reference: Unit - 4

Note: Questions should not be asked on other areas of prepositions ie. prepositions of time, movement, place etc.

16. Fill in the blanks with suitable forms of the verbs given in brackets. (textual) 2X ½ =1 M

Syllabus Reference:

Simple past and present perfect tenses .... Unit - 2

Past Perfect and Simple past tenses .... Unit - 3

Past perfect and Simple past tenses .... Unit - 4

17. Giving advice using modal verbs or suggestion basing on the given context (textual / unseen)   1 M

18. Changing a sentence into a polite request (textual / unseen)   1 M

19. Choosing a right phrase (MCQ) to say in the given context (textual / unseen)   1 M

20. Identifying the appropriate function that the given expression performs.   (textual / unseen)   2 × ½ = 1 M

Note: Read Instructions to Paper Setters given at the details of the Public Examination paper (SA 3) for better understanding on how to set the question paper.

Pattern of the Question Paper – 2
Summative Assessment – II
Part - A
Reading Comprehension (15 Marks)

1. Reading data arranged in a tabular form, a pie chart, a bar chart or a tree diagram with five comprehension questions   5 × 1 = 5

    a) 2 – 'Wh' questions   2 × 1 = 2

    b) 2 – M.C.Qs   2 × 1 = 2

    c) Choosing a correct statement (MCQ)   1 × 1 = 1

Note: Flow chart and bar graph are not included in the syllabus. Don't ask questions basing on a flow chart or a bar graph.

2. Reading an unseen passage with five comprehension questions. (The passage may be a story / a description / an essay)   5 × 1 = 5

    a) 2 – 'Wh' questions   2 × 1 = 2

    b) 2 – M.C.Qs   2 × 1 = 2

    c) Choosing a correct statement   1 × 1 = 1

3. Reading a story and arranging the jumbled sentences in a meaningful order.

                                         5 M

CREATIVE WRITING (10 MARKS)

4. (a) Writing a Letter - Both formal and informal letters (inputs should be provided) 5 M

                            OR

    (b) Writing a News Report (inputs should be provided)

5. (a) Writing a Biographical Sketch using the details provided. (details or inputs should be provided)   5 M

                            OR

    (b) Writing a story using the hints/outline provided (hints or outline should be provided

PART – B (VOCABULARY) – 15 MARKS

6. Identifying the suitable synonyms to the underlined words in the passage (Reading 'A')
     (Four words are to be underlined. Only six words are given in the box to choose the correct synonyms from them)   4 × ½ = 2 M

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

7. Writing opposite words (Antonyms) to the underlined words in the passage (Reading 'A')
                                                                    4 × ½ = 2

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

8. Filling in the blanks with the right form of the words given in brackets (A.Reading)   4 × ½ = 2 M

     (Four blanks are to be given. The student has to choose the right answer from the two alternatives provided in the brackets)

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

9. Completing the spelling of the words by using vowel clusters

     (ea, ie, ei, oi, io, ua, ee, ou, ae, ia, ai, etc.) (A Reading)   2 × ½ = 1 M

     (The words for spelling are given in context in the form of a sentence. The sentences or paragraph should be taken from any A. Reading text of the textbook. Refer to the model paper for a model question.)

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

10. Completing the spelling of a word using suffixes or inflections (A Reading) 2 × ½ = 1 M

     (The words for spelling are given in context in the form of a sentence. The sentences or paragraph should be taken from any A. Reading text of the textbook. Refer to the model paper for a model question.)

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

11. Identifying the wrongly spelt word and rewriting its correct spelling (A.Reading)   2 × ½ = 1 M

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

12. Arrange the following words under correct headings. (All A. Reading texts) 8 × ¼ = 2 M

     Syllabus Reference: A. Reading Texts of Units : 1 to 5 only

     Note: Don't ask   the question basing on 'words' and their 'meanings' under this question. .Words and their meanings do not come under this question.

13. Use the following language expressions in sentences of your own.   4× ½ = 2 M

     Syllabus Reference:

     (a) All phrasal Verbs in A. Reading Texts of Units : 1 to 5 only (1 mark)

(b) All idioms or idiomatic expressions in A. Reading Texts of Units : 1 to 5 only (1 mark)

(c) Binomial Expressions given in the unit - 4 only (1 mark)

(d) Foreign Expressions given in the unit - 4 only (1 mark)

Note: The above four topics are from the textbook only as mentioned. Don't ask questions outside the textbook.

14. Match the following one word substitutes with their meanings.   4× ½ = 2 M

Syllabus Reference:

Unit - 1: Page No. 28 - 30

Unit - 4: Page No.121

'Part - A' should have four one word substitutes and in 'Part - B' six options should be provided. Out of six options, student should choose four correct options. Refer to the model question paper for a model question.