

# LAKSHYA

## 10<sup>th</sup> Class ENGLISH Special Action Plan



State Council of Educational Research and Training  
Telangana, Hyderabad.



విద్య మా హక్కు  
సమగ్ర శిక్షా  
అందరూ చదవాలి-అందరూ ఎదగాలి

LAKSHYA

10<sup>th</sup> Class

ENGLISH

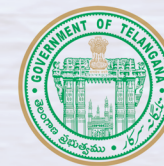
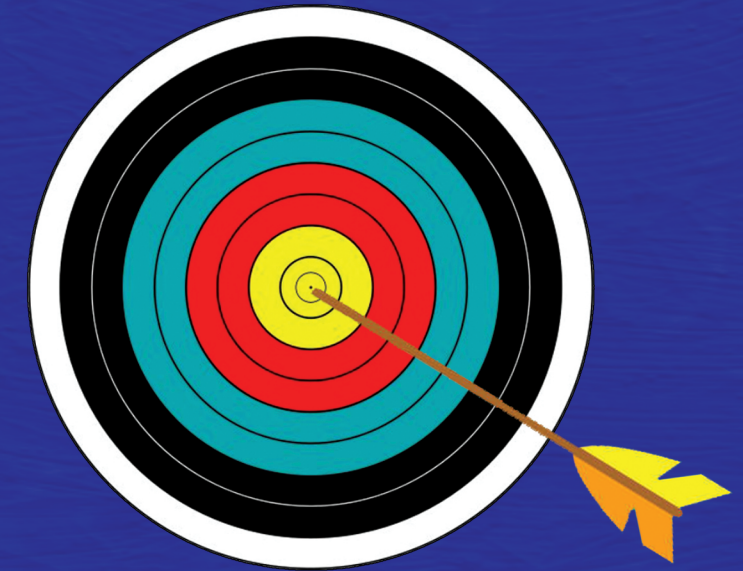
Special Action Plan

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## 10<sup>th</sup> Class

### ENGLISH

## Special Action Plan



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Department of School Education  
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# LAKSHYA

10th Class

# ENGLISH

# SPECIAL ACTION PLAN

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## PREFACE

Schooling is the most important thing in a student's life. It is in class 10, the last class of schooling that they will write public examination that gives them recognition. That is why every student should pass class 10th with top marks. Parents as well as teachers and officials all want it. For this, special attention is paid to the tenth class students. We continue to see the assessment of school performance and teacher efficiency based on the results of class 10. Keeping this in mind, the District Collectors, District Education Officers, and their own plans are also being observed. Such plans, apart from the curriculum prepared by the School Education Department, are also putting pressure on the teachers and students.

In this context, the State Education Research & Training Institute on behalf of the School Education Department formulated and decided on meaningful and practical monthly micro-level plans. A special action plan has been prepared by conducting activities with the state level subject experts, Model Schools, Residential Schools - subject experts, Gazetted Headmasters of High Schools and Principals of Model Schools. A teaching plan has been prepared by dividing the curriculum according to the monthly working days to be implemented from the beginning of the academic year in all the schools. 50% of the periods allocated according to the respective curriculum are allocated for teaching and 50% for providing practice to prepare the students for the exams.

To provide multi-level learning according to the students' levels, each student is given practice to improve their level and pass the exam with the best score. Along with the first summative exam, students are prepared by conducting a special exam and Pre-final exams in the month of February before the exams. Subject wise ten tests (slip test) are conducted in each subject to analyze the ability level of the children and provide retraining. Teaching and learning processes will be conducted to complete the syllabus by the first week of January subject wise from time to time. Learning is facilitated through 'Abhyasa Deepika'. In addition to these, it is planned to conduct one special class per day in the months of November and December and two special classes per day in the months of January to March.

Almost at the end of every year in the name of 10th class exams, instead of stressing the teachers and students with special classes and exams, this special action plan planned from the beginning of the academic year will provide meaningful learning without stress and we hope that it will help all the students to be successful in the exams.

Special thanks to **Smt. P. Sabitha Indra Reddy**, Minister for Education, who has decided to give snacks during special classes to all the 10th class students, and who has taken special care and guidance. Motivation and direction for this micro level action plan specially designed for class 10th.

Special thanks to Education Secretary **Smt. Vakati Karuna, I.A.S.** garu in giving salutations from time to time, and special thanks to **Smt. A. Sridevasena, I.A.S.** garu in directing time to time. S.C.E.R.T. congratulates the teams of subject experts, the members of Evaluation Department, Language Department involved in designing this module.

S.C.E.R.T. helps the children of Badugu and poor communities studying in Government Schools to attend the 10<sup>th</sup> class public examinations with adequate preparation and self-confidence and pass in the best ranks and pave golden paths for their future. We hope that this special action plan will help.

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# 1. INTRODUCTION

Micro Planning is designed to track the progress of the learners with a proper planning. Micro Planning opens the door to the learners to have a through practice of the various language components. No doubt that it serves an an effective tool to support and extract the best out of the learners. Micro Planning involves teaching followed by assessment evaluation as one of the powerful tools to identify the different as well as the difficult levels of the learners so as to facilitate them with their required needs. Micro Planning gives a greater scope to the teachers to focus on each aspect with the desired outcomes of the subject. Thus, Micro Planning helps teachers to plan the teaching accordingly to obtain the outstanding results in SSC.

Completion of syllabus by dividing it into small segments, followed by practice and evaluation of different components of the language in the teaching learning process can be termed as 'Micro Planning'.

Micro-planning involves creating detailed plans and strategies for the successful implementation of specific projects or tasks. Micro-planning plays a crucial role in ensuring efficient execution. Here are the steps to effectively follow a micro plan :

1. **Refer to the Micro Plan :** Ensure that the micro plan is easily accessible where everyone can refer to the plan and stay updated according to the plan..
2. **Set Priorities :** Identify the critical areas and prioritize them based on their importance and need. Focus on completing high-priority syllabus first to stay on track with the overall timeline.
3. **Implement Time Management :** Stick to the detailed timeline set during micro planning. Use time management techniques to optimize productivity and ensure syllabus is completed on time.
4. **Monitor Progress :** Track the progress of each student regularly and compare it to the planned schedule. This will help identify any delays or potential issues early on.
5. **Communicate Frequently :** Maintain open and transparent communication within the class. Hold regular meetings to discuss progress, address challenges, and provide updates.
6. **Review and Evaluate :** Periodically review the micro plan's effectiveness and make improvements as needed. Identify areas for enhancement.

7. **Quality Control:** Maintain a focus on quality and ensure that the deliverables meet the established standards. Conduct quality checks periodically at various stages.
8. **Stay Focused and Committed:** Stick to the micro plan cermoniously and avoid unnecessary distractions. Maintain commitment to the project’s objectives and the overall strategy.
9. **Seek Help When Needed:** If the project encounters significant challenges or requires additional expertise, don’t hesitate to seek assistance from relevant stakeholders or external resources.

By diligently following the micro plan and applying the principles of effective project management, you can increase the chances of successful project implementation and achieve desired outcomes. Remember that micro planning is a dynamic process.



## 2. MICRO PLANNING

### Period wise Division of Units

| Month        | No. of working days | Name of the unit                              | Teaching periods | Practice periods | Total      |
|--------------|---------------------|---|------------------|------------------|------------|
| June         | 16                  | Unit-1 Attitude is Altitude                   | 10               | 5                | 15         |
| July         | 24                  | Unit-2 The Dear Departed                      | 9                | 7                | 16         |
| August       | 23                  | Unit-3 The Journey                            | 11               | 5                | 16         |
| September    | 22                  | Unit-4 Rendezvous with Ray                    | 9                | 5                | 14         |
|              |                     | Unit-5 The Storyed House                      | 5                | 3                | 8          |
| October      | 14                  | Unit-5 The Storyed House<br>Revision for SA-1 | 6                | 3                | 9          |
| November     | 24                  | SA-1 Exam                                     |                  |                  |            |
|              |                     | Unit-6 Environment                            | 10               | 6                | 16         |
| December     | 23                  | Unit-7 My Childhood                           | 10               | 5                | 15         |
|              |                     | Unit-8 Jamaican Fragment                      | 5                | 3                | 8          |
| January      | 8                   | Unit-8 Jamaican Fragment                      | 6                | 3                | 9          |
| <b>Total</b> | <b>154</b>          |   | <b>81</b>        | <b>45</b>        | <b>126</b> |

- ◆ It is planned to complete the syllabus before January 15<sup>th</sup>, 2024.
- ◆ We have 81 teaching periods and 45 practice periods.
- ◆ A slip test is to be conducted to track the understanding of the students after completing every unit.
- ◆ The other days may be utilized to reteach the topics that more than 80% of the students couldn't understand or do good in the slip test conducted.

## Unit wise Plan

| Period    | Teaching item              | Teaching / Practice Period |
|-----------|----------------------------|----------------------------|
| Period 1  | A-Reading                  | TP                         |
| Period 2  | A-Reading                  | TP                         |
| Period 3  | Comprehension of A-reading | PP                         |
| Period 4  | Textual exercise           | PP                         |
| Period 5  | Discourse construction     | PP                         |
| Period 6  | Editing                    | TP/PP                      |
| Period 7  | Study skills               | TP/PP                      |
| Period 8  | B-Reading                  | TP                         |
| Period 9  | B-Reading                  | TP                         |
| Period 10 | Comprehension of B-reading | TP                         |
| Period 11 | C-Reading                  | TP                         |
| Period 12 | C-Reading                  | TP                         |
| Period 13 | Project work               | TP/PP                      |
| Period 14 | Grammar                    | TP/PP                      |
| Period 15 | Slip test                  | PP                         |

## Week wise Plan

- ◆ 3 Periods to teach reading text.
- ◆ 4<sup>th</sup> day for practicing vocabulary / grammar / study skills and listening skills.
- ◆ 5<sup>th</sup> day for practicing word, sentence and discourse level activities based on the level of the learners.
- ◆ 6<sup>th</sup> day is for assessment.
- ◆ Out of the 3 days allocated for the reading text, two days shall be allocated for reading and comprehending the text for each reading text. (i.e. A, B and C) and one day shall be used for practicing comprehension questions.
- ◆ One day, after transacting each reading text, should be used for teaching and practicing vocabulary / grammar / study skills and listening skills. (Textual Exercises)

## Strategies to address Multi-Level-Learners

### A. Reading Comprehension : (Teaching Period) :

- ◆ The students are divided into 3 groups based on their learning levels. Viz: Independent learners (A-grade) peer support group (B-grade), and Teacher support group (C-grade).
- ◆ For fluent reading and meaning making, A and B grade students sit in groups and process the reading.
- ◆ The teachers help C-grade students to read and understand the text. The teacher makes them identify the key words and phrases from the text and facilitates them how to understand the text by using those key words.

### B. Comprehension Questions : (Practice Period) :

- ◆ The teacher shall give practice questions to A and B grade student during the practice period.
- ◆ A-grade students attempt the answers individually.
- ◆ B-grade students sit in groups of 3-4 students and attempt the questions by discussing collaboratively and the teacher monitors the group work.
- ◆ C-grade students sit with the teacher. The teacher helps them to understand the question, pick the keywords from the reading passage and frame simple sentences.
- ◆ Initially, the C-grade students shall be given factual and one word answer questions.
- ◆ Once they are comfortable with writing their own sentences, they can be given higher order thinking questions.

### Writing Exercise - Discourses :

- ◆ One day shall be used for transacting, giving input, giving framework of the discourse, generating ideas and generating key words & sentences. This can be done as a whole class activity.
- ◆ One day for practicing the major discourse.
- ◆ One day shall be allotted for transacting and practicing a minor discourse.

**Note :** Discourse with similar structure - such as Biographical sketch - profile ; letter - message - Notice - Dairy; Poster - invitation; Interview - Conversation ; easy - speech; etc; shall be grouped and transacted parallelly. The same strategy can be followed during revision classes, and special classes.

## **Vocabulary & Grammar**

- ◆ The teacher transacts the grammar & vocabulary items given in the text after completing A-reading text and B-reading text, following the suggestions given in teacher's handbook.
- ◆ The exercises will be completed by A-grade students individually, while B & C group students sit in mixed groups and complete the task collaboratively.
- ◆ Later, the teacher gives correct answers and feedback.
- ◆ As per availability of time, the teacher shall give additional practice exercises and parallel exercises for vocabulary and grammar.

## **Teaching Period**

- ◆ The teacher introduces the topic & name of the discourse.
- ◆ The features, layout and structure of the targeted discourse evolves using various model discourses.
- ◆ Now, the teacher explains the content briefly and gives the required inputs.
- ◆ Generation of ideas, key words and phrases to be used in the discourse are evolved and written on the blackboard.

## **Practice Period**

- ◆ A-grade students write the discourse individually.
- ◆ B-grade students sit in groups and complete the task collaboratively.
- ◆ The teacher shall supply an incomplete discourse (semi-written discourse with gaps) to the C-grade students. The students take the help of key words and phrases generated during the teaching period and complete the discourse.

### 3. PEDAGOGICAL PROCESS

A systematic approach for transacting the components of a unit is detailed below.

#### Face Sheet/Picture-Based Interaction:

- ◆ Ask the learners to look at the face sheet pictures and interact with the learners by asking a few questions.
- ◆ Talk to the children about the picture.
- ◆ Children need to be encouraged to answer the questions freely based on their perceptions. Allow the children to speak in their home language during the initial stage.
- ◆ All responses need not be written on the chart/blackboard. Write only those responses that contain key expressions and sentences that are directly relevant to the theme of the reading passage, pronouncing them syllable by syllable.
- ◆ Ensure that the children connect the picture to the text and that they can read the words on the blackboard/chart.
- ◆ Allow the learners to speak freely and fearlessly to promote divergent thinking.
- ◆ Accept their responses with a smile and encouraging remarks like good, fine etc.
- ◆ Appreciate their ability to analyze a situation and come out with their own perceptions.
- ◆ At this stage, we are facilitating language learning and not teaching the content of the textbook or language elements
- ◆ Allow them to use their home language when they are unable to use English and put their ideas in English by mega phoning them.
- ◆ Go for dialoguing with the children using strategies like;
  - Reporting responses
  - Asking for opinions.
  - Seeking confirmation.
  - Seeking interpretations.
  - Seeking agreement.
  - Giving opinions
  - Asking for explanations.
  - Mega phoning responses

Taking up a targeted discourse after completing the picture interaction is recommended. It may be an oral or written discourse. Inculcate the habit of noting down the important/relevant points.

## **Reading A, B and C:**

Each reading text shall be divided into two or three chunks for the convenience of the transaction.

### **Steps in transacting the Reading Text:**

- Text-related Picture Interaction
- Individual Reading
- Collaborative Reading
- Reading aloud by the teacher and students.

### **Text-related Picture Interaction:**

- Help children to open the textbooks at the relevant page and get familiarized with the text-related picture by linking it with pre-reading activities.
- Associate the text-related picture with the reading text.
- Create a pictorial glossary using the picture.

### **Individual Reading:**

- Ask questions about the previous events to establish a connection with the text given for reading.
- Megaphone the children's answers in English and write them on the chart.
- Ask the students to read the passages individually and relate the words written on the chart with the reading passage.
- Assist the students by asking them to identify the words written on the chart and if necessary, read out a sentence for them. Encourage them to read the rest.
- Ask the students to note down the main ideas of the passage in the margins of the textbooks.

Give proper instructions such as the following.

- Tick the sentences /words that you are able to read.
- Identify the characters/ location, events/dialogues in the story.
- Give further support to low-proficient learners in the following manner.
- Interact with the low- proficient learners to generate a subtext.
- Write the subtext on BB / on chart / in the notebook of the learner.
- Ask the learners to associate the subtext with the reading text.

### **Collaborative Reading and Scaffolded Reading:**

- ◆ Put the learners in groups for sharing their reading experience and monitor the group activity.
- ◆ Give proper instructions for sharing the reading experience.
- ◆ Ensure that all the students in a group take turns and read a few sentences and discuss the gist, while the rest of the group listens attentively and identifies the sentences by drawing a pencil line.
- ◆ If a group is unable to read or comprehend, they should ask for help from the other groups to facilitate sharing of reading experiences between the groups.
- ◆ Make use of the glossary developed by the teacher and the glossary given in the textbook.
- ◆ Ensure that each group reads a passage and discusses what they have understood.
- ◆ Pose some questions to check comprehension.
- ◆ Ask some analytical questions to extrapolate the text.
- ◆ Make use of a concept mapping activity to ensure comprehension.

### **Reading aloud by the teacher and students:**

- ◆ Read the text aloud with proper pace and voice modulation.
- ◆ Give chance to the learners to read aloud.
- ◆ Give proper feedback after the learners are reading aloud.
- ◆ Invite feedback from other learners on loud reading.
- ◆ Ask children to take down the extrapolative questions for the home assignment.

### **Discourse construction:**

We use different language forms to convey information, such as letters, descriptions, stories, diaries, messages, posters, conversations, etc. These language forms are called discourses and they are tied to a context. Keeping in mind the class target discourses, the children should be encouraged to construct the discourses.

Discourses are of two types: picture-based and reading-based, and they can be oral or written. For example, a description can be done using a picture or a passage. Similarly, a conversation can also be constructed based on either of these.

However, there are specific steps to be followed for discourse construction.

- ◆ Brainstorming on the targeted discourse:
- ◆ Individual writing.

- ◆ Random presentation by a few students.
- ◆ Feedback on the presentation.
- ◆ Instructions for sharing in groups.
- ◆ Producing written discourse in groups.
- ◆ Presentation by groups.
- ◆ Feedback on the presentations.
- ◆ Presenting the teacher's version.
- ◆ Editing one of the group discourses as a whole class activity.

The first step in the construction of a discourse is to identify whether the discourse is based on a picture or a passage, and then proceed accordingly. For picture-based discourses, the children should be shown the picture and asked questions related to it. For reading-based discourses, the children should be given a passage to read and asked questions related to it.

While interacting with the children, it is important to keep in mind the type of discourse being constructed by them. For example, questions about its size, shape, and qualities should be asked if they are describing an object. If they are writing a conversation based on a passage or picture, questions about the occasion, participants and topic of the conversation should be asked. Once the children have answered the questions, their responses should be written on a chart. Each student should then write the discourse with the help of the answers/suggestions on the chart.

Then, the students should form groups and check what they have written. All the group members should present what they have written together as a team. The teacher should also write a version of the discourse. It is called the teacher's version, and students compare it with what they have written. This comparison is useful for subsequent editing.

Finally, the teacher should facilitate the correction of the written work of one of the groups. This process is called editing and it helps improve the quality of the discourse.

### **Editing Process:**

The children compare their version with the teacher's version in the following areas and make necessary corrections in their versions.

Then the teacher selects one of the group product and edits it in the following areas, as a whole class activity.

- ◆ Thematic editing (relevance and sequence)
- ◆ Syntactic editing (word order)
- ◆ Morphological editing (spellings)



The teacher may facilitate the editing process to be done by the learners through.....

- ◆ giving proper instructions for editing in groups.
- ◆ monitoring the editing done in groups.
- ◆ rectifying the errors in the individual version based on the editing activity.

Finally, the children may be asked to read out the written discourse.

In a nutshell, the students should identify their mistakes and correct them without pressure or the need for the teacher to correct their work. Based on the edited group version and the teacher's version, children recognize their mistakes and correct them, so that the errors are minimized.

## **Textual Exercises:**

### **Narrative/listening text**

Eight narratives and other texts are provided in the textbook in Appendix-1. The purpose of these texts is that the teacher narrates them with proper expression, modulation and intonation while the student listens and responds.

### **Transaction Process:**

- ◆ Ensure the attention of the children while reading out the narratives.
- ◆ While reading the narratives, stop at an important turning point in the narrative and ask the children some questions to test their comprehension.
- ◆ Ask the children to predict what comes next and encourage divergent answers.
- ◆ Write them on the blackboard. Let the children note down the responses.
- ◆ Ask the children to complete the textual exercise associated with the listening text.

**Note:** The teacher should read and understand the narratives beforehand and practice reading them aloud with proper voice modulation facial expressions and gestures at a moderate pace. The teacher should not explain or translate the words in their mother tongue while reading the narrative.

### **Grammar, Vocabulary and Other Exercises:**

- ◆ Facilitate whole class interaction, elicit responses and write keywords/phrases on the bb
- ◆ Put children in small groups and ask them to read the exercises in groups and discuss.
- ◆ Let them share their ideas in groups.
- ◆ Let the groups present their answers one by one.
- ◆ Let the other groups reflect and suggest changes. Consolidate the group work.

## 4. QUESTION PAPER & WEIGHTAGE TABLE

13E/14E

SSC Model Paper - 2022 - 2023

English

Time: 3hours

Max. Marks .80

### Instructions:

- I. Read the question paper carefully.
- II. Answer the questions under Part-A in the answer booklet.
- III. Write the answers to the questions under Part-B on the question paper itself.
- IV. Avoid overwriting.

### PART-A

Marks 60

#### Q. No. (1-4) Read the following passage.

One day, he invited me to his home for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told not to get upset, saying, "Once you decide to change the system, such problems have to be confronted." When I visited his house the next week, Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands. *(My Childhood)*

Answer each of the following questions in **three to four** sentences.

**4 x 3 = 12**

1. Why do you think Sivasubramania Iyer's wife was horrified?
2. What change did Kalam observe the next weekend? How did he feel?
3. "Once you decide to change the system, such problems have to be confronted." Who said these words? What do you understand from this sentence?
4. If you were Kalam, would you visit your teacher's house the next week? Justify.

#### Q. No. (5-8) Read the following passage

The day came. His classmates were leaving for Madras (now Chennai). They were taking a

train from Mysore to Madras. They have shared good years in school and college together. He went to the station to say goodbye and good luck to them for their future life.

At the station, his friends were already there. They were excited and talking loudly. The noise was like the chirping of birds. They were all excited and discussing in their new hostels, new courses etc. He was not part of it. So, he stood there silently. One of them noticed and said, 'You should have made it.'

He did not reply. He only wished all of them. They waved at him as the train slowly left the platform.

(I will do it)

Answer each of the following questions in **three to four** sentences.

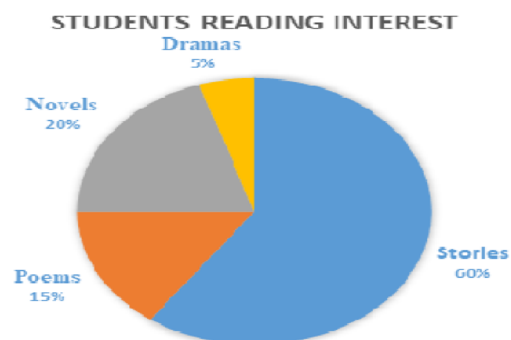
**4 x 3 = 12**

5. 'You should have made it.' Who is the speaker of these words? What does this statement convey?
6. 'He did not reply'. Why do you think Murthy did not reply? What would he say if he wanted to reply to his friends' statement?
7. If you were Murthy, what would you do in that situation.
8. **Pick Three TRUE statements from the following and write them in your answer booklet.**
  - A. Murthy and his friends are leaving for further studies.
  - B. Murthy was not jealous of his friends.
  - C. Birds were Chirping at the railway station.
  - D. Murthy's friends felt that he should have made it to the IIT.
  - E. Murthy was on the platform when the train left.

**Q. No. (9-12) The Pie-Chart given below provides information about the students' reading interest in different genres of literature'. Study the chart carefully and answer the following questions.**

**4 x 2 = 8**

9. What does the Pie-Chart show?  
How many genres are presented in the chart?
10. Which is the least preferred genre?  
Suggest two measures to develop interest among the students in that genre.
11. What is the percentage of Drama, Novels and Poems made altogether?
12. Which genre do you prefer? Mention your favourite work in the genre.



**Q. No. (13). Read the passage given below focusing on the parts that are underlined. Answer any 4 of the questions as directed and write them in the answer booklet. 4 x 2 = 8**

(i) Coffee is one of the most popular drinks in the world. (ii) It has caffeine. It stimulates our mind. (iii) People in south India like coffee more than tea. (iv) A cup of coffee brings relief. (v) Too much intake of coffee affects our health. (vi) Moderate intake of coffee is good. It is beneficial for healthy people.

- i. Rewrite the sentence using 'very few'
- ii. Combine the two sentences using 'which'
- iii. Rewrite the sentence using 'prefer'
- iv. Rewrite the sentence beginning with 'relief.'
- v. Rewrite the sentence beginning with 'taking'
- vi. combine the two sentences using 'not only - but also.'

14. The concluding scene of the one-act play "The Dear Departed" depicts Abel Merryweather being disgusted with the behaviour of his daughters and deciding to leave the house to get married.

Now, imagine Abel Merryweather's daughters regret mistreating him after he left the house. Write a possible conversation between them. **10M**

**Or**

Recently, Delhi government had to declare holidays to schools due to the hazardous levels of air pollution. Despite the preventive measures taken by government, air pollution remains a major threat in many cities and towns.

Now write an essay on the topic 'Air Pollution' expressing your concerns. You may use the following ideas:

- Causes of air pollution
- Effects
- Measures to reduce the air pollution
- Roles and responsibilities of authorities and citizens

Q.No. 15. In the lesson 'The Storeyed House', we have come to know about the death of Bayaji in the fire accident.

Imagine you are the eye witness of the accident and write a diary entry. **5M**

Q.No. 16. Silver Jubilee celebrations of your school are to be held on 25th of January, 2023.

Imagine you are the organizer and design an invitation. **5M**

## Part-B

### Instructions:

1. Answer the questions on the question paper itself and attach it to the answer booklet of Part-A
  2. Avoid overwriting.
- 

### Q.No. (17-21). Read the following poem

*Who has seen the wind?*

*Neither I nor you:*

*But when the leaves hang trembling,*

*The wind is passing through.*

*Who has seen the wind?*

*Neither you nor I:*

*But when the trees bow down their heads,*

*The wind is passing by.*

**Now answer the questions. Each question has four choices. Choose the correct answer and write A, B, C or D in the brackets given. 5 x 1 = 5**

17. Who has seen the wind?

Neither I nor you:— it means

- a. The poet has seen the wind
- b. The poet and the reader have seen the wind
- c. No one can see the wind
- d. Anyone can see the wind

18. *But when the leaves hang trembling,* - the literary device used here is

- a. simile
- b. personification
- c. metaphor
- d. hyperbole

19. The tone of the poet is
- pleasing
  - serious
  - assertive
  - authoritative
20. But when the trees bow down their heads -  
The wind is passing by. – this tells about
- The softness of the wind
  - The strength of the wind
  - The speed of the wind
  - The gentleness of the wind
21. The word ‘**tremble**’ in the poem means
- movement
  - falling
  - sudden rise
  - making sound

**Q.No. (22-26). In the following passage, five sentences are numbered and each of them has an error. Correct them and rewrite them in the given space. 5 x 1 = 5**

I gave him the can of wine.(22) He poured himself mug and handed me the can. He drank all of it at one go. (23)He then arranged the belt who was attached to the trunk carefully on his forehead. So, this was the picture: my father carrying my luggage on his back and me following him with a tiny bag in my hand.(24) We were walking up a narrow road hilly, and neither of us uttered a word as if we were strangers who spoke different languages. (25) I did not know what was going in his mind. (26)From time to time it crossed my mind that it was improper for me to let father carried the luggage. I wanted to tell him that I would like to carry the trunk myself, but my guilt and shame did not allow me to do so.

22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_

**Q.No.(27-31).Complete the passage choosing the right word from those given below. Each blank is numbered and each blank has four choices (A), (B), (C) and (D). Choose the correct answer and write A,B,C or D in the brackets given .** **5 x 1 = 5**

An Aeroplane is just like a metal bird. It has a huge body (27)—— large wings. Flight journey is the fastest mode (28)—— travel. Some planes (29)—— even faster than sound. There are two kinds of planes; passenger planes carry people (30)—— cargo planes carry goods. Apart from this, there are fighter planes(31)——are used by the army in war.

- |     |             |           |               |              |
|-----|-------------|-----------|---------------|--------------|
| 27. | a. so       | b. and    | c. yet        | d. but       |
| 28. | a. of       | b. for    | c. on         | d. at        |
| 29. | a. travels  | b. travel | c. travelling | d. travelled |
| 30. | a. wherever | b. where  | c. whereas    | d. wherein   |
| 31. | a. who      | b. which  | c. what       | d. where     |

**Q.No. (32-36). Read the following passage with focus on the underlined parts. Answer them as directed in the space given.** **5 x 1 = 5**

I was (32) **amazed**. Here before my eyes, a white baby, for they were little more than babies, was imposing his will upon a little black boy. And the little black boy submitted. I puzzled within myself as I went down the road. Could it be that the little dark boy was the (33) **sun** of a (34) **servant** in the home and therefore had to do the white boy's bidding? No. They were obviously dressed alike, the little dark boy was of equal class with his playmate. No. They were (35) **playmate**; the little dark boy was a neighbour's child. I was sure of that. Then how was it that he obeyed so faithfully the white boy's (36) **comments**?

32. Write the meaning of the underlined word.

Ans. \_\_\_\_\_

33. Replace the underlined word with the correct one which is pronounced similarly.

Ans. \_\_\_\_\_

34. Write the word which is opposite in meaning of the underlined word.

Ans. \_\_\_\_\_

35. Replace the underlined word with its correct form.

Ans. \_\_\_\_\_

36. Replace the underlined word with the suitable word.

Ans. \_\_\_\_\_

## Question wise description

| S. No.          | Q.No.   | Academic Standard   | Source                                 | Type          | No. of Questions | Weightage | Total     |
|-----------------|---------|---|--|---------------|------------------|-----------|-----------|
| <b>PART - A</b> |         |   |  |               |                  |           |           |
| 1.              | (1-4)   | Reading Comprehension   | Textbook (Reading-A)                   | SA            | 4                | 3         | 12        |
| 2.              | (5-8)   | Reading Comprehension   | Textbook (Reading-B/C)                 | SA            | 4                | 3         | 12        |
| 3.              | (9-12)  | Reading-Study skills  | Textbook independent                   | VSA           | 4                | 2         | 8         |
| 4.              | 13      | Grammar & Vocabulary Transformation of sentences (4 out of 6) | Transformation of sentences            | VSA           | 1                | 8         | 8         |
| 5.              | 14      | Creative writing-Major discourse Internal choice              | Group-A (textbook) Group-B Independent | Essay         | 1                | 10        | 10        |
| 6.              | 15      | Creative writing-Minor discourse (Group-A)                    | Textbook                               | Essay         | 1                | 5         | 5         |
| 7.              | 16      | Creative writing-Minor discourse (Group-B)                    | Independent                            | Essay         | 1                | 5         | 5         |
| <b>PART-B</b>   |         |   |  |               |                  |           |           |
| 8               | (17-21) | Passage/Poem  | Independent                            | Objective/MCQ | 5                | 1         | 5         |
| 9.              | (22-26) | Grammar & Vocabulary Editing                                  | Textbook                               | Objective     | 5                | 1         | 5         |
| 10.             | (27-31) | Grammar & Vocabulary-Cloze test                               | Independent                            | Objective/MCQ | 5                | 1         | 5         |
| 11.             | (22-26) | Grammar & Vocabulary-Elements of Vocabulary                   | Textbook                               | Objective     | 5                | 1         | 5         |
|                 |         |   |  | <b>Total</b>  |                  |           | <b>80</b> |



### Weightage Table

| S. No. | Academic Standard     | Source  | Essay         | SA            | VSA           | Objective      | Total     |
|--------|-----------------------|---|---------------|---------------|---------------|----------------|-----------|
| 1.     | Reading Comprehension | Texbook-Reading-A                                     |               | 4x3=12        |               |                | 37        |
|        |                       | Texbook-Reading-B/C                                   |               | 4x3=12        |               |                |           |
|        |                       | Study skills (Independent)                            |               |               | 4x2=8         |                |           |
|        |                       | Passage / Poem (Independent)                          |               |               |               | 5x1=5          |           |
| 2.     | Creative Writing      | Major Discourse (Group-A and Group-B) internal choice | 1x10=10       |               |               |                | 20        |
|        |                       | Minor Discourse (Group-A and Group-B)                 | 2x5=10        |               |               |                |           |
| 3.     | Grammar & Vocabulary  | Editing Textbook                                      |               |               |               | 5x1=5          | 23        |
|        |                       | Transformation of sentences independent               |               |               | 1x8=8         |                |           |
|        |                       | Cloze test-independent                                |               |               |               | 5x1=5          |           |
|        |                       | Elements of vocabulary - textbook                     |               |               |               | 5x1=5          |           |
|        |                       | <b>Total</b>  | <b>(3) 20</b> | <b>(8) 24</b> | <b>(6) 16</b> | <b>(20) 20</b> | <b>80</b> |

## **General Instructions to the Examiners** **(English – Classes IX and X)**

### **Reading Comprehension :**

#### **Q. No 1- 4 :**

- ◆ Select the text from Reading A of the English Reader
- ◆ Minimize the number of factual questions and include more inferential and extrapolative questions.

#### **Q. No. 5 – 8 :**

- ◆ Select the text from Reading **B or C** of the English Reader
- ◆ Minimize the number of factual questions and include more inferential and extrapolative questions.

#### **Q. No. 9 – 12 :**

- ◆ Use tables, pie charts, bar graphs, flow charts, tree diagrams etc. from independent source as input for study skills.
- ◆ Questions are to be framed based on the input given.

#### **Q. No. 17 – 21 :**

- ◆ Select a poem/ passage from a textbook independent source.
- ◆ Avoid the poems which are lengthy and difficult to comprehend

### **Grammar and Vocabulary :**

#### **Q. No. 13: Transformation of sentences**

- ◆ Use text book independent source as the input.
- ◆ Give scope to various grammatical areas. (voice, reported speech, synthesis, conditionals, relativisation, etc.)

#### **Q. No. 22-26 : Editing**

- ◆ Input has to be given from the text book.
- ◆ The first sentence should be error free. It has to help the students to identify tense and other aspects.
- ◆ There should be a variety of error areas (tense, word-order, determiners, prepositions, word forms ,PNG features , relativisation, etc.)

### **Q. No. 27-31: Cloze Test**

- ◆ Use text book independent source
- ◆ Focus should be on word forms ,tense, determiners, pronouns, phrasal verbs, prepositions, linkers, etc.

### **Q. No. 32-36: Elements of Vocabulary**

- ◆ Input is to be given from the text book.
- ◆ Focus should be on synonyms, antonyms, collocations, homophones, one-word substitutes, spellings, replacing with suitable words etc

### **Creative Expression:**

#### **Q. No. 14. : Major Discourse**

- ◆ The limit is 12- 15 sentences.
- ◆ Internal choice is to be given with a discourse each from Group A and Group B as mentioned in the text book.

#### **Q. No. 15 ; Minor Discourse ( Group A)**

- ◆ The limit is 50 -60 words.
- ◆ Input is to be given from the text book.

#### **Q. No. 16 ; Minor Discourse ( Group B)**

- ◆ The limit is 50 -60 words
- ◆ Use text book independent source

#### **Note:**

- ◆ Please see that questions are not repeated from the previous question papers or extracted from the textbooks.
- ◆ Distracters in MCQs should not be ambiguous.
- ◆ Please ensure that the test items are distributive, covering all the units of the textbook.
- ◆ Grammar and Vocabulary test items may be taken from the following items that are spiraled up in English syllabus from class VI to X.

1. Degrees of comparison / adjectives, prepositions
2. Linkers
3. Word forms (noun, verb, adjective, adverb)
4. Direct and reported speech
5. If- clause
6. Active and passive voice
7. Tenses
8. Modals
9. Articles
10. Phrasal verbs
11. Idioms and phrases
12. Compound words
13. Noun phrases and verb phrases
14. Question tags
15. Gerunds
16. Collocations
17. Figures of speech
18. Compound and complex sentences.
19. Adverbial clauses
20. Synonyms and antonyms
21. Synthesis of sentences
22. Relative clauses
23. Quantifier

## 5. ASSESSMENT

The basic objective of language teaching is to develop language proficiency among the children which comprises comprehension and expression. Listening and reading help develop comprehension skills. Speaking and writing help develop expression.

The New Education Policy (NEP-2020) emphasizes transforming assessment for optimising the learning and development of all students with a focus on the Aims of Assessment.

Assessment must

- ◆ be regular,
- ◆ be formative and competency-based,
- ◆ promote learning and development of students,
- ◆ focus on assessment for learning

### FORMATIVE ASSESSMENT:

Tools for the Formative Assessment

- 1) Read and Reflect
- 2) Written Works
- 3) Project Works
- 4) Slip Test

#### 1. Read and Reflect:

- ◆ Reading is one of the major inputs for language development. It should be integrated with the textbook.
- ◆ There should be a mechanism to ensure that students use reading materials other than textbooks, develop their own perceptions of such materials and come out with their own reflections on the reading experience both orally and in writing.
- ◆ For the oral performance, what the teacher records in her reflections alone will provide the evidence. In the case of written work, the evidence will be available in the notebooks of the students.

- ◆ Students should maintain a separate notebook for writing reflections, project work and slip tests.
- ◆ The following discourses may be considered for Read and Reflect.
  1. Narratives/stories
  2. Letters
  3. Essays
  4. Speeches
  5. Biographies
  6. Descriptions
  7. Skits/dramas

## 2. Writing Works:

- ◆ Writing work should be allotted every day. This may be writing a discourse, answering comprehension questions (1 or 2 inferential questions, and 1 or 2 analytical questions) discussed in the class or any other activity taken up in the class.
- ◆ Don't discourage the students if they make errors in their writing.
- ◆ The written works can be edited as a whole class activity if the majority of the students could not perform well.
- ◆ Positive feedback must be given.

## 3. Project Work:

Project work can be an individual or a group activity. While assigning the project work different students and different groups should be assigned with different projects. Students' abilities and availability of resources should be considered while assigning the project work.

### Criteria for awarding marks

Out of the 10 marks:

- ◆ 6 marks for the written work
- ◆ 2 marks for preparation of project tools. (Questions, tables, etc.)
- ◆ 2 marks for collection of data and analysis
- ◆ 2 marks for report writing
- ◆ 4 marks for oral responses during the process and presentation of the report. Marks should be awarded considering the indicators (written and oral) holistically.

## 4. Slip Tests

A slip test is to be conducted after each formative term period of teaching (given in the academic calendar). It is different from the summative test and other slip tests in terms of the following.

There is no prior notice for conducting the slip test. It takes a limited time (say, in a regular period of about 40 minutes). The teacher should take care that all the Learning Outcomes (Reading Comprehension and Writing) targeted in that Formative term are tested.

### **Suggested Test items for slip test:**

- ◆ Passage for reading Comprehension - 5 marks
- ◆ Vocabulary and Grammar - 5 marks
- ◆ Discourse- 10 marks (one from Major discourses)

Or

- ◆ Passage for Reading Comprehension - 5 marks
- ◆ Grammar - 5 marks
- ◆ Vocabulary - 5marks
- ◆ Discourse - 5 marks (one from Minor discourses)
- ◆ A slip test shall be conducted at the end of each reading text.
- ◆ The slip test shall be for 20 marks on the concepts taught during that week.
- ◆ Reading comprehension is compulsory in each test.
- ◆ Vocabulary / grammar / editing pasasge / major or minor discourses / study skills, shall be covered in the second bit.
- ◆ One of these better performed tests can be considered for F.A. slip test.

### **Model Question Papers**

- ◆ A Model Question Paper shall be preapred by the teacher, after completion of two units. The question paper will be for 80 marks in the lines of SSC exams, from those two units. The Model Question Paper is issued to the students as **home assignment**.
- ◆ The students shall attempt the test as home assignment and submit the answer scripts to the teacher by the stipulated line.
- ◆ The answers and feedback shall be done as a whole class activity.

### **Grand Tests**

- ◆ After completion of syllabus, two (2) grand tests will be conducted in the months of January and February respectively. The detailed time table and question papers shall be supplied in due course pre-finals will be conducted .
- ◆ Feedback must be given immediately after the grand tests and pre-finals.
- ◆ Each question shall be discussed along with the answers written by the students and they must be guided how to begin the answer and end the answer.

## 6. CONDUCTING OF SPECIAL CLASSES

- ◆ Special classes will be conducted from the month of November to December either in the morning session or in the evening session, considering the convenience of the conditions of the respective institutes.
- ◆ For two months, 8 special classes shall be conducted for English.
- ◆ In each class, the discourses / vocabulary / grammar / study skills can be included for conducting slip tests reteaching to give a thorough practice.
- ◆ Each special class must be arranged for 1 hour.
- ◆ The targeted discourses / vocabulary / grammar / study skills are to be given in test for the duration of 30 minutes and the next 30 minutes must be allocated for evaluation followed by feedback.
- ◆ Some of the grammar / vocabulary topics that have not been dealt in textual exercises also may appear in the SSC Public Examinations.
- ◆ Hence, a few special classes can be utilized for revising those topics that the students learnt in their previous classes i.e., 6<sup>th</sup> - 9<sup>th</sup> classes.



## 7. PARENT TEACHER MEETING (PTM) FOR PARENTS OF CLASS X

The role of the parent is necessary for the holistic development of the student. If parents play an active role in educating children, it will be more effective.

### Role of the parents

- ◆ Support the kid physically, psychologically & emotionally at home.
- ◆ Encourage them to utilize maximum time effectively.
- ◆ Provide them good learning environment.
- ◆ Make sure that the students attend school regular.
- ◆ Monitor your kids progress regularly.
- ◆ Restrict the use of mobile and watching T.V. at home.
- ◆ Cooperate with the teachers meet them timely if your child is facing problem with their learning.

There will be three (3) special parent teachers meetings for the parents of class X students after Summative Assessment-I (28<sup>th</sup> October), Grand Test-I (31<sup>st</sup> January) and Grand Test-II (24<sup>th</sup> February)

### What is to be discussed in the meetings :

The following topics shall be discussed with the parents.

- ◆ The performance of the students in the revision tests.
- ◆ Students strengths and weaknesses.
- ◆ Learning capacity and capability.
- ◆ Behaviour at home towards studies & family members.
- ◆ Parents role is to support the learning & improve performance of the student.
- ◆ Other issues which will affect negatively.

Based on parents feedback the teacher can plan better strategies as per the students need to develop his / her standards.