

Hindi B Class 10 Syllabus

कक्षा दसवीं हिन्दी 'ब' - संकलित परीक्षाओं हेतु पाठ्यक्रम विनिर्देशन

संकलित परीक्षा 1 (भार 30%) (अप्रैल-सितम्बर) तथा संकलित परीक्षा 2 (भार 30%) (अक्टूबर से मार्च) हेतु भार विभाजन				
		विषयवस्तु	उप भार	कुल भार
1	पठन कौशल गद्यांश व काव्यांश पर शीर्षक का चुनाव, विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर लघु प्रश्न			20
	(अ)	अपठित गद्यांश (200 से 250 शब्दों का) (2x6)	12	
	(ब)	अपठित काव्यांश (2x4)	08	
2	व्याकरण के लिए निर्धारित विषयों पर विषय-वस्तु का बोध, भाषिक बिंदु/संरचना आदि पर प्रश्न पूछे जाएंगे। (1x15)		15	15
3	पाठ्यपुस्तक स्पर्श भाग-1 व पूरक पाठ्यपुस्तक संचयन भाग-1			
	(अ)	गद्य खण्ड	15	
	1	विद्यार्थियों की साहित्य को पढ़कर समझ पाने की क्षमता के आकलन पर आधारित पाठ्यपुस्तक स्पर्श के गद्य पाठों के आधार पर लघु प्रश्न (2+2+1)	05	
	2	हिन्दी के माध्यम से अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर आधारित पाठ्य पुस्तक स्पर्श के निर्धारित पाठों (गद्य) पर एक निबंधात्मक प्रश्न (1x5)	05	
	3	हिन्दी गद्य के संदर्भ में विषय तथा अर्थबोध की क्षमता का आकलन करने पर केन्द्रित स्पर्श के निर्धारित पाठों (गद्य) में से गद्यांश पर आधारित लघु प्रश्न (2+2+1)	05	
	(ब)	काव्य खण्ड	10	30
	4	कविताओं के विषय, काव्य बोध, अर्थ, बोध व सराहना को सरल शब्दों में अभिव्यक्ति करने की क्षमता पर आधारित पाठ्यपुस्तक स्पर्श के काव्य खंड के आधार पर लघु प्रश्न (2+2+1)	05	
	5	कविताओं के अपने अनुभवों को लिखकर सहज अभिव्यक्ति कर पाने की क्षमता का आकलन करने पर एक निबंधात्मक प्रश्न (1x5)	05	
	(स)	पूरक पाठ्यपुस्तक संचयन भाग-1	05	
	6	पाठों पर आधारित मूल्यों के प्रति संवेदनशीलता पर आधारित पूरक पुस्तिका 'संचयन' के निर्धारित पाठों से एक मूल्य परक प्रश्न (1x5)	05	
4	लेखन			
	(अ)	संकेत बिंदुओं पर आधारित विषयों एवं व्यावहारिक जीवन से जुड़े हुए विषयों पर 80 से 100 शब्दों में अनुच्छेद (1x5)	05	25
	(ब)	अभिव्यक्ति की क्षमता पर केन्द्रित एक औपचारिक विषय पर पत्र (1x5)	05	
	(स)	एक विषय 20-30 शब्दों में सूचना लेखन (1x5)	05	
	(द)	किसी एक स्थिति पर 50 शब्दों के अन्तर्गत संवाद लेखन (1x5)	05	
	(इ)	विषय में संबंधित 20-25 शब्दों के अन्तर्गत विज्ञापन लेखन (1x5)	05	
		कुल		90

Mathematics Class 10 Syllabus

Course Structure

First Term (SA-I)

Units		Marks
I.	Number System	11
II.	Algebra	23
III.	Geometry	17
IV.	Trigonometry	22
V.	Statistics	17
	Total	90

Second Term (SA-II)

Units		Marks
II.	Algebra (contd.)	23
III.	Geometry (contd.)	17
IV.	Trigonometry (contd.)	8
V.	Probability	8
VI.	Co-ordinate Geometry	11

VII.	Mensuration	23
	Total	90

First Term Syllabus

UNIT I: NUMBER SYSTEMS

1. REAL NUMBERS

Euclid's division lemma, Fundamental Theorem of Arithmetic - statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of results - irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, decimal expansions of rational numbers in terms of terminating/non-terminating recurring decimals.

UNIT II: ALGEBRA

1. POLYNOMIALS

Zeros of a polynomial. Relationship between zeros and coefficients of quadratic polynomials. Statement and simple problems on division algorithm for polynomials with real coefficients.

2. PAIR OF LINEAR EQUATIONS IN TWO VARIABLES

Pair of linear equations in two variables and their graphical solution. Geometric representation of different possibilities of solutions/inconsistency.

Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically - by substitution, by elimination and by cross multiplication method. Simple situational problems must be included. Simple problems on equations reducible to linear equations.

UNIT III: GEOMETRY

1. TRIANGLES

Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

6. (Motivate) If a perpendicular is drawn from the vertex of the right angle of a right triangle to the hypotenuse, the triangles on each side of the perpendicular are similar to the whole triangle and to each other.
7. (Prove) The ratio of the areas of two similar triangles is equal to the ratio of the squares on their corresponding sides.
8. (Prove) In a right triangle, the square on the hypotenuse is equal to the sum of the squares on the other two sides.
9. (Prove) In a triangle, if the square on one side is equal to sum of the squares on the other two sides, the angles opposite to the first side is a right triangle.

UNIT IV: TRIGONOMETRY

1 . INTRODUCTION TO TRIGONOMETRY

Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined); motivate the ratios, whichever are defined at 0° and 90° . Values (with proofs) of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.

2. TRIGONOMETRIC IDENTITIES

Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given. Trigonometric ratios of complementary angles.

UNIT V: STATISTICS AND PROBABILITY

1. STATISTICS

Mean, median and mode of grouped data (bimodal situation to be avoided). Cumulative frequency graph.

Second Term Syllabus

UNIT II: ALGEBRA (Contd.)

3. QUADRATIC EQUATIONS

Standard form of a quadratic equation $ax^2+bx+c=0$, ($a \neq 0$). Solution of the quadratic equations (only real roots) by factorization, by completing the square and by using quadratic formula. Relationship between discriminant and nature of roots.

Situational problems based on quadratic equations related to day to day activities to be incorporated.

4. ARITHMETIC PROGRESSIONS

Motivation for studying Arithmetic Progression Derivation of the n^{th} term and sum of the first n terms of A.P. and their application in solving daily life problems.

UNIT III: GEOMETRY (Contd.)

2. CIRCLES

Tangents to a circle motivated by chords drawn from points coming closer and closer to the point.

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to circle are equal.

3. CONSTRUCTIONS

1. Division of a line segment in a given ratio (internally).
2. Tangent to a circle from a point outside it.
3. Construction of a triangle similar to a given triangle.

UNIT IV: TRIGONOMETRY

3. HEIGHTS AND DISTANCES

Simple and believable problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30° , 45° , 60° .

UNIT V: STATISTICS AND PROBABILITY

2. PROBABILITY

Classical definition of probability. Simple problems on single events (not using set notation).

UNIT VI: COORDINATE GEOMETRY

1. LINES (In two-dimensions)

Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division). Area of a triangle.

UNIT VII: MENSURATION

1. AREAS RELATED TO CIRCLES

Motivate the area of a circle; area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. (In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° and 120° only. Plane figures involving triangles, simple quadrilaterals and circle should be taken.)

2. SURFACE AREAS AND VOLUMES

(i) Problems on finding surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones. Frustum of a cone.

(ii) Problems involving converting one type of metallic solid into another and other mixed problems. (Problems with combination of not more than two different solids be taken.)

Science Class 10 Syllabus

Course Structure

First Term Units		Marks
I.	Chemical Substances - Nature & Behaviour	33
II.	World of Living	21
IV.	Effects of Current	29
V.	Natural Resources	7
	Total	90
Second Term Units		Marks
I.	Chemical Substances - Nature & Behaviour	23
II.	World of Living	30
III.	Natural Phenomenon	29
V.	Natural Resources	8
	Total	90

First Term SA-I

Unit I: Chemical Substances - Nature and Behaviour

Chemical reactions: Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, neutralization, oxidation and reduction.

Acids, bases and salts: Their definitions in terms of furnishing of H⁺ and OH⁻ ions, General properties, examples and uses, concept of pH scale(Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of sodium hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and non metals: Properties of metals and non-metals, reactivity series, formation and properties of ionic compounds, basic metallurgical processes, corrosion and its prevention.

Unit II: World of Living

Life processes: "living being". Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants: Tropic movements in plants; Introduction to plant hormones; control and co-ordination in animals : nervous system; voluntary, involuntary and reflex action, chemical co-ordination: animal hormones.

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Inter relation between P, V, I and R.

Magnetic effects of current: Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's left hand rule. Electromagnetic induction. Induced potential difference, Induced current. Fleming's Right Hand Rule, Direct current. Alternating current : frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Unit V: Natural Resources

Sources of energy: Different forms of energy, conventional and non-conventional sources of energy: fossil fuels, solar energy; biogas; wind, water and tidal energy; nuclear energy. Renewable versus non-renewable sources.

Second Term SA-II

Unit I: Chemical Substances - Nature and Behaviour

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Periodic classification of elements: Need for classification, Modern periodic table, gradation in properties, valency, atomic number, metallic and non-metallic properties.

Unit II: World of Living

Reproduction: Reproduction in animal and plants (asexual and sexual) reproductive health-need for and methods of family planning. safe sex vs HIV/AIDS. Child bearing and women's health.

Heredity and evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction; Basic concepts of evolution.

Unit III: Natural Phenomenon

Reflection of light at curved surfaces, Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; laws of refraction, refractive index.

Refraction of light by spherical lens, Image formed by spherical lenses, Lens formula (Derivation not required), Magnification. Power of a lens; Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life.

Unit V: Natural Resources

Conservation of natural resources

Management of natural resources. Conservation and judicious use of natural resources. Forest and wild life, coal and petroleum conservation. Examples of People's participation for conservation of natural resources.

The Regional environment: Big dams : advantages and limitations; alternatives if any. Water harvesting. Sustainability of natural resources.

Our environment: Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

First Term Practicals

1. To find the pH of the following samples by using pH paper/universal indicator:

- a. Dilute Hydrochloric Acid
- b. Dilute NaOH solution
- c. Dilute Ethanoic Acid solution
- d. Lemon juice
- e. Water
- f. Dilute Sodium Bicarbonate solution

2. To study the properties of acids and bases (HCl & NaOH) by their reaction with:

- a. Litmus solution (Blue/Red)
- b. Zinc metal
- c. Solid sodium carbonate

3. To perform and observe the following reactions and classify them into:

- i. Combination reaction
- ii. Decomposition reaction
- iii. Displacement reaction
- iv. Double displacement reaction
 - 1) Action of water on quick lime
 - 2) Action of heat on ferrous sulphate crystals
 - 3) Iron nails kept in copper sulphate solution
 - 4) Reaction between sodium sulphate and barium chloride solutions

4. i) To observe the action of Zn, Fe, Cu and Al metals on the following salt solutions:

- a. ZnSO_4 (aq)
- b. FeSO_4 (aq)
- c. CuSO_4 (aq)
- d. $\text{Al}_2(\text{SO}_4)_3$ (aq)

ii) Arrange Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

5. To study the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plot a graph between V and I.

6. To determine the equivalent resistance of two resistors when connected in series.

7 To determine the equivalent resistance of two resistors when connected in parallel.

8 To prepare a temporary mount of a leaf peel to show stomata.

9 To show experimentally that light is necessary for photosynthesis.

10 To show experimentally that carbon dioxide is given out during respiration.

Second Term Practicals

1. To study the following properties of acetic acid (ethanoic acid):

- i) odour
- ii) solubility in water
- iii) effect on litmus
- iv) reaction with sodium bicarbonate

2. To study saponification reaction for preparation of soap.

3. To study the comparative cleaning capacity of a sample of soap in soft and hard water.

4. To determine the focal length of:

- i. Concave mirror,
- ii. Convex lens,

by obtaining the image of a distant object.

5. To trace the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.
6. To study (a) binary fission in Amoeba, and (b) budding in yeast with the help of prepared slides.
7. To trace the path of the rays of light through a glass prism.
8. To find the image distance for varying object distances in case of a convex lens and draw corresponding ray diagrams to show the nature of image formed.
9. To study homology and analogy with the help of models/charts of animals and models/ charts/ specimens of plants.
10. To identify the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

Social Science Class 10 Syllabus

There are 29 questions in the paper. All questions are compulsory. Questions from serial number 1 to 8 are very short answer questions of 1 mark each. Questions from serial number 9 to 20 are 3 marks questions. Questions from serial number 21 to 28 are 5 marks questions. Question number 29(a) is a map question of 3 marks from History and the Question number 29(b) is a map question of 3 marks from Geography.

Course Structure

Unit	Topic	Term I	Term II
I	India and the Contemporary World - II	23	23
II	Contemporary India - II	23	23
III	Democratic Politics - II	22	22
IV	Understanding Economic Development	22	22
V	Disaster Management	-	-
	Total	90	90

The formative assessment will comprise of Projects, assignments, activities and Class Tests/periodic tests. The Summative assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

Unit 1: India and the Contemporary World - II

In Sub-unit 1.1 you are required to choose any two themes. In that sub-unit, theme 3 is compulsory and for second theme you are required to choose any one from the first two themes. In Sub Units 1.2 and 1.3 you are required to choose any one theme from each. Thus, you are required to study four themes in all.

Term I

Sub-unit 1.2: Livelihoods, Economies and Societies

Any one of the following themes:

4. The making of Global World: (a) Contrast between the form of industrialization in Britain and India. (b) Relationship between handicrafts and industrial production, formal and informal sectors. (c) Livelihood of workers. Case studies : Britain and India. (Chapter 4)

5. The Age of Industrialisation: (a) Patterns of urbanization (b) Migration and the growth of towns. (c) Social change and urban life. (d) Merchants, middle classes, workers and urban poor. (Chapter 5)

Case Studies: London and Bombay in the nineteenth and twentieth century.

6. Work, Life and Leisure: (a) Expansion and integration of the world market in the nineteenth and early twentieth century. (b) Trade and economy between the two Wars. (c) Shifts after the 1950s. (d) Implications of globalization for livelihood patterns.

Case study: The post War International Economic order, 1945 to 1960s. (Chapter 6)

Sub-unit 1.3 : Everyday Life, Culture and Politics

Any one of the following themes:

7. Print Culture and the Modern World: (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics. (Chapter 7)

8. Novels, Society and History: (a) Emergence of the novel as a genre in the west. (b) The relationship between the novel and changes in modern society. (c) Early novels in nineteenth century India. (d) A study of two or three major writers. (Chapter 8)

Term II

Sub-unit 1.1: Events and processes:

Any two of the following themes:

1. The Rise of Nationalism in Europe: (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini, etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)

2. The Nationalist Movement in Indo - China: Factors Leading to Growth of Nationalism in India (a) French colonialism in Indo-China. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The second world war and the liberation struggle. (e) America and the second Indo-China war. (Chapter 2)

3. Nationalism in India: (a) First world war, Khilafat, Non-Cooperation and Civil Disobedience Movement. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals. (d) Activities of different political groups. (Chapter 3)

Map work based on theme 3 only. (3 marks)

Unit 2: Contemporary India - II

Term I

1. Resources and Development: Types - natural and human; Need for resource planning, natural resources, land as a resource, soil types and distribution; changing land-use pattern; land degradation and conservation measures. (Chapter 1)

2. Forest and Wild Life Resources: Types and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Chapter 2)

3. Water Resources: Sources, distribution, utilisation, multi-purpose projects, water scarcity, need for conservation and management, rainwater harvesting. (One case study to be introduced) (Chapter 3)

4. Agriculture: Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact; contribution of Agriculture to national economy - employment and output. (Chapter 4)

Map work [3 marks]

Term II

5. Minerals and Energy Resources: Types of minerals, distribution, use and economic importance of minerals, conservation, types of power resources: conventional and nonconventional, distribution and utilization, and conservation. (Chapter 5)

6. Manufacturing Industries: Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced) (Chapter 7)

7. Life Lines of National Economy (Chapter 8)

Map Work [3 marks]

Unit 3: Democratic Politics - II

Term I

1 & 2. Power Sharing & Federalism: Why and how is power shared in democracies? How has federal division of power in India helped national unity? To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups? (Chapter 1 & 2)

3 & 4. Democracy and Diversity & Gender Religion and Caste: Are divisions inherent to the working of democracy? What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? (Chapter 3 & 4)

Term II

5 & 6. Popular Struggles and Movements & Political Parties: How do struggles shape democracy in favour of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 5 & 6)

7. Outcomes of Democracy: Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter 7)

8. Challenges to Democracy: Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter 8)

Unit 4: Understanding Economic Development

Term I

1. Development: The traditional notion of development; National Income and Per-capita Income. Growth of NI - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development; Human Development Indicators (in simple and brief as a holistic measure of development.

The approach to this theme: Use case study of three states (Kerala, Punjab and Bihar) or take a few countries (India, China, Sri Lanka and one developed country) (Chapter 1)

2. Sectors of the Indian Economy: Sectors of Economic Activities; Historical change in sectors; Rising importance of tertiary sector; Employment Generation; Division of Sectors Organised and Unorganised; Protective measures for unorganised sector workers. (Chapter 2)

Term II

3. Money and Credit: Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit - General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self help groups, chit funds and private finance companies. (Chapter 3)

4. Globalisation and the Indian Economy: What is Globalisation (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991. State Control of Industries : Textile goods as an example for elaboration; Economic Reforms 1991; Strategies adopted in Reform measures (easing of capital flows; migration, investment flows); Different perspectives on globalisation and its impact on different sectors; Political Impact of globalisation. (Chapter 4)

5. Consumer Rights: How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; Rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)

Unit 5: Disaster Management

(Through Formative Assessment only)

- Tsunami
- Safer Construction Practices
- Survival Skills
- Alternate Communication systems during disasters
- Sharing Responsibility

English Communicative Class 10 Syllabus

Exam Specifications

Summative Assessment I & II		
Section	Topic	Marks
A	Reading Skills	20
B	Writing Skills with Grammar	25
C	Literature Textbook and Extended Reading Text	25
D	Assessment of Speaking & Listening (ASL)	20
	Total	90

There is one written paper of English at the end of each term carrying 70 marks. The time limit is three hours. 20 marks are added for Assessment of Speaking and Listening skills making the paper of 90 marks. One-third of the 90 marks (i.e. 30) are added each in both Summative Assessments.

SECTION A: READING

Qs 1-2. This section will have two unseen passages of a total length of 700-750 words. The arrangement within the reading section is as follows:

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 and four MCQs to test vocabulary. [12 marks]

SECTION B: WRITING & GRAMMAR

Q.3: Letter to the Editor / Article in about 100-120 words based on any visual / verbal stimulus and the question will be thematically based on the 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
6. Clauses:
 - (i) Noun clauses
 - (ii) Adverb clauses of condition and time
 - (iii) Relative clauses
7. Determiners
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 AND LONG READING TEXT

Q.8. One out of two extracts from prose / poetry / play for reference to 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) [2×4 = 8 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 Question on theme or plot involving interpretation, inference and character in about 150-200 words based on prescribed novel. [10 marks]

Prescribed Books

INTERACT IN ENGLISH SERIES

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

EXTENDED READING TEXTS (either one)

- Diary of a Young Girl - 1947 By Anne Frank (unabridged edition)
- The Story of My Life - 1903 By Helen Keller (unabridged edition)

