

**English Communicative
Question Paper Design
CLASS IX (2025-26)**

TIME: 3 Hours

Max. Marks: 80

S.No	Competencies	Weightage
1	Demonstrative Knowledge + Understanding (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles or theories, identify, define, or recite, information, comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase information)	Up to 30%
2	Conceptual Application (Use abstract information in concrete situation, to apply knowledge to new situations; use given content to interpret a situation, provide an example or solve a problem)	Up to 35%
3	Analysis, Evaluation and Creativity Analysis and Synthesis- classify, compare, contrast, or differentiate between different pieces of information; organise and/or integrate unique pieces of information from a variety of sources.	Up to 35%
Total		100%

For the details of Internal Assessment of 20 marks, please refer to circular no. Acad-11/2019, dated March 06,2019.

**ENGLISH COMMUNICATIVE
CLASS – X (2025-26)**

SECTION-WISE WEIGHTAGE

Section		Total Weightage
A	Reading Skills	22
B	Writing Skills	22
C	Grammar	10
D	Literature Textbook	26
	TOTAL	80

SECTION A: READING SKILLS

12+10=22 Marks

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can have continuous and non-continuous text inspired from the themes in prescribed books. Please refer to the Main Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (one word/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS

22 Marks

This section will have a variety of short and long writing tasks.

- Application for leave/ change of subject /change of section/ bus-timings or similar topics in maximum 50 words **3 marks**
- Factual Description of a person/object in maximum 100 words **4 marks**
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. **7 marks**
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. **8 marks**

SECTION C: GRAMMAR

10 marks

Grammar items will be taught and assessed over a period of time.

1. Tenses
2. Modals
3. Subject – Verb Concord

4. Reported speech

- Commands and requests
- Statements
- Questions

5. Clauses

- Noun clauses
- Adverb clauses
- Relative clauses

6. Determiners

The above items may be tested through test types as given below:

- Gap filling **3 marks**
- Editing or Omission **4 marks**
- Sentences Reordering or Sentence Transformation in context. **3 marks**

SECTION D: LITERATURE TEXTBOOK

26 Marks

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. **4x2=8 marks**
- Five Short Answer Type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each) **5x2 = 10 marks**
- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words). **8 marks**

Prescribed Books: Interact in English Series by CBSE (available on www.cbseacademic.nic.in)

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

NOTE: Teachers are suggested to:

- i) encourage classroom interaction among peers, students and teachers through activities such as roleplay, group work etc.,
- ii) reduce teacher-talk 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.

Assessment of Listening and Speaking Skills: Guidelines for the Assessment of Listening and Speaking Skills are given at Annexure I.

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Total		100%

Guidelines for Assessment of Listening and Speaking Skills (ALS)

ALS is a component of the Subject Enrichment Activity under Internal Assessment. ALS must be seen as an integrated component of all four language skills. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Assessment of Listening and Speaking Skills: (5 Marks)

i. Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- Interactive competence (Initiation and turn taking, relevance to the topic)
- Fluency (cohesion, coherence and speed of delivery)
- Pronunciation
- Language (grammar and vocabulary)

Suggestive Rubric

	1	2	3	4	5
Interaction	<ul style="list-style-type: none"> • Contributions are mainly unrelated to those of other speakers • Shows hardly any initiative in the development of conversation • Very limited interaction 	<ul style="list-style-type: none"> • Contributions are often unrelated to those of the otherspeaker • Generally passive in the development of conversation 	<ul style="list-style-type: none"> • Develops interaction adequately, makes however minimal effort to initiate conversation • Needs constant prompting to take turns 	<ul style="list-style-type: none"> • Interaction is adequately initiated and developed • Takes turn but needs some prompting 	<ul style="list-style-type: none"> • Initiates & logically develops simple conversation on familiar topics • Takes turns appropriately
Fluency & Coherence	<ul style="list-style-type: none"> • Noticeably long pauses; rate of speech is slow • Frequent repetition and/or self-correction this is all right in informal conversation 	<ul style="list-style-type: none"> • Usually fluent; produces simple speech fluently, but loses coherence in complex communication 	<ul style="list-style-type: none"> • Is willing to speak at length, however repetition is noticeable • Hesitates and/or self corrects; 	<ul style="list-style-type: none"> • Speaks without noticeable effort, with a little repetition • Demonstrates hesitation to find words or use correct 	<ul style="list-style-type: none"> • Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently

	<ul style="list-style-type: none"> Links only basic sentences; breakdown of coherence evident. 	<ul style="list-style-type: none"> Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> occasionally loses coherence Topics developed, but usually not logically concluded 	<ul style="list-style-type: none"> grammatical structures and/or self-correction Topics not fully developed to merit. 	
Pronunciation	<ul style="list-style-type: none"> Frequent inaccurate pronunciation Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological errors Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Is clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Pronounces correctly & articulates clearly Is always comprehensible uses appropriate intonation
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Many Grammatical errors impacting communication 	<ul style="list-style-type: none"> Is able to communicate on some of the topics, with limited vocabulary. Frequent errors, but self-corrects 	<ul style="list-style-type: none"> Is able to communicate on most of the topics, with limited vocabulary. A few grammatical errors 	<ul style="list-style-type: none"> Is able to communicate on most of the topics with appropriate vocabulary Minor errors that do not hamper communication 	<ul style="list-style-type: none"> Is able to communicate on most of the topics using a wide range of appropriate vocabulary, using new words and expressions No grammatical errors

iii. **Schedule:**

- The practice of listening and speaking skills should be done throughout the academic year.
- The final assessment of the skills is to be done as per the schedule of the school.