

महाराष्ट्र राज्य माध्यमिक व उच्च
माध्यमिक शिक्षण मंडळ, पुणे ०४

शासन निर्णय क्र.संकीर्ण२०१९/प्र.क्र.(२४३/१९)/एस.डी.४,

दिनांक ८ ऑगस्ट, २०१९ नुसार

इयत्ता १० वी - इंग्रजी

(तृतीय भाषा)

सुधारित मूल्यमापन आराखडा

English (Third Language) My English Course book

Evaluation Pattern: Standard IX and X

1. Role of the Activity Sheet

2. Framework / Format of the Activity Sheet.

Skill wise Testing Areas: Detailed Explanation

Section I: Language Study

Section II: Textual Passages

Section III: Poetry

Section IV: Non – Textual Passage

Section V: Writing Skill

Section VI: Skill Development

3. Role of Applied Writing

(A) Letter Writing (Formal/Informal)

(B) Dialogue Writing / Drafting a speech

(A) Information Transfer

Verbal to Non – verbal and Non – verbal to Verbal

(B) Expand the theme

(A) Translation

4. Specimen / Model Activity Sheet (Written)

5. Specimen / Model Answer Sheet (Written)

6. Oral and Internal Assessment

7. Specimen / Model Activity Sheet (Oral)

8. Oral/Internal Record Sheets

Concept Note

1. Role of the Activity Sheets New Evaluation Pattern English (Compulsory)

Std. – X (Third Language)

Every student is unique and special. Students have divergent ways of thinking. They are curious to know about all things going around. They are moving into the 21st century with all types of exposure to social media. They learn by doing things practically. So teachers have taken a back seat and aimed to develop their creativity and critical thinking. If we have to change our future citizens, we have to change their way of thinking. And this is only possible by helping them to learn, rather than teaching them.

Even while evaluation, if the question paper is based on different activities, students can solve it without any stress and tension. It will get rid of their fear of examination and develop their confidence. Through this new evaluation pattern, we are going to check their life skills needed for 21st century, like reasoning, creativity, imagination, inference and application. The new internal / oral and written evaluation pattern will check the skills and competencies, which they have achieved throughout the year. It is like a checklist to track the progress or performance of the students, which will also help them to check their linguistic abilities. It will monitor their linguistic learning competencies and skills, not just their knowledge. Eventually this will develop their intelligence, communication skills and personality.

The activities in the course book are based on constructivism where every student has scope to use his/her own knowledge of language. The concepts of the students are made clear, their linguistic skills are developed and they are geared up for public speaking. Their personality is enhanced with boosted confidence which in turn leads to fluency and accuracy in the long term/run. The new evaluation pattern also improves their interpersonal relationship along with communication skills and prepares them to compete globally.

Keeping the above objectives in mind it had become mandatory to revise the evaluation pattern for Std. IX. and X standard.

Using English practically and working out activities on your own is the key to learning English faster. Of course, the important role of the teacher as the facilitator and navigator will steer the students towards the path of success of mastering English.

2. Framework / Format of the Activity Sheet

SSC Activity Sheet Pattern

(Std. X)

[My English Course book Ten (Third Language)]

* Written paper 80 Marks

* The difficulty wise distribution of marks in 80 marks paper should be :

40% :Easy

40% :Medium

20% : challenging

A set of each type of questions is provided with this presentation. The teacher may design her/his Activity Sheet by using a judicious combination of the question types. A specimen format has been given here for reference only.

Format of the Activity Sheet

Section	Skill/Testing Items	Marks	Time
Section I Language Study	Q.1 (A) Language study	08 Marks	12 min
	(B) Language Study	02 Marks	03 min
Section II Textual Passages	Q.2 (A) Textual Passage	10 Marks	15 min
	(B) Textual Passage	10 Marks	15 min
Section III Poetry	Q.3 (A) Poem for Comprehension	05 Marks	10 min
	(B) Poem for Appreciation	05 Marks	08 min
Section IV Non Textual passage	Q.4 (A) Non-textual Passage for Comprehension	10 Marks	20 min
	(B) Summary of another Non Textual Passage	05 Marks	15 min
Section V Writing Skills	Q.5 (A) Letter Writing (Formal / Informal)	05 Marks	15 min
	(B) Dialogue writing / Speech	05 Marks	15 min
	Q.6 (A) Information Transfer Non-Verbal to Verbal/verbal to Non-verbal	05 Marks	15 min
	(B) Expand the theme. News Report based on the given headline /Developing a story with a given beginning or an end	05 Marks	15 min
Section VI Skill Development	Q.7 (A) Translation	05 Marks	07 min
	Review		15 min
	Total	80 Marks	180

3. Skill wise Testing Areas: Detailed Explanation

Section 1: Language Study

10 Marks

4 marks for simple activities

4 marks for medium level activities

15 min

2 marks for challenging activities

English is taught and learnt not as a subject but as a language to facilitate global communication. While learning any language, the students need a lot of exposure to the language. Language study, which includes activities based on grammar and vocabulary helps the students to understand the appropriate usages of language.

The activities here are based on vocabulary and grammar, which are different from activities given in A3 and A4 of textual and non-textual passages. Definitions, rules and terms should not be directly asked in the activity sheet.

Q.1 (A) Language Study (Any Four)

08 Marks

(6 simple activities based on vocabulary and grammar with options.)

1. Complete the words/spellings by using correct letters/

Fill in the missing letters

02 Marks

2. Put the words in alphabetical order.

02 Marks

* Words beginning with different letters

* Words beginning with same letters (4 words each)

3. Punctuate the following. (2 sentences from the course book) 02 Marks

Use of quotation marks, commas, apostrophe,

(capitalization, full-stop, question mark, exclamation mark.)

4. Make four words each (minimum of 3 letters) using the letters in the given word.

02 Marks

5. Write related words. (Any one)

02 Marks

Adj

Adj

Noun

Adj

Adv

Adv

Verb

Adv

Adj

Adv

6. Complete the word chain of noun/verb/adjective.

02 Marks

For example, Nature,

English, h---, ---, ---, ---, --- (4 words).

(B) Do as directed

02 Marks

(1) (a) Make a meaningful sentence by using the given phrase.

01 Mark

OR

(b) Add a clause to the following sentence to expand it meaningfully. 01 mark

(2) (a) Add prefix or suffix to make new words. (02 words)

01 Mark

OR

(b) Use any one of the following words in your own sentence. (2 words)

01 Mark

[same words from (2a) should be asked in (2b)]

Section II: Textual Passages

20 Marks

(Reading skill, Vocabulary and Grammar)

Q. 2 (A) and (B) Textual passages for comprehension 30 minutes

This section contains activities based on reading comprehension. The students' level of understanding what he/she reads can only be tested, if different types of activities given are based on the content. In this section, the students' understanding and ability to draw inferences and conclusions, to pick out relevant responses to the questions from different paragraphs, his knowledge of reading between the lines and expressing his personal response about the content given in the passage, are evaluated. One of the most important aspects is to test vocabulary development from the passage. The passage is also used to check the deep knowledge the child has about contextual language study and its usage while writing. It contains activities like –

(1) Simple factual activity

02 Marks

(2) Complex factual activity

02 Marks

(3) Activity based on vocabulary

02 Marks

(4) Activity based on contextual grammar

02 Marks

(5) Activity based on personal response, expression, creativity
and imagination

02 Marks

Section III: Poetry

10 Marks

Q.3 (A) Poem for comprehension

05 Marks

(B) Appreciation of the poem

05 Marks

Section III is based on reading, understanding and appreciating the poems. The students are expected to use the imagination and literary devices and also identify devices that make poetry different from prose. The students are also expected to appreciate the poem by analyzing its key components.

Q.3 (A) Poem for comprehension

05 Marks

(A1) Simple factual

02 Marks

(A2) Complex factual

02 Marks

(A3) Poetic device

01 Mark

(B) Poem for appreciation.

(Students should write an appreciation of the given poem with the help of given points in a point format)

05 Marks

1. Title

½ Mark

2 Name the poet

½ Mark

3. Rhyme scheme

01 Mark

4. Figure of speech (Any 1)

01 Mark

5. Theme / Central Idea (At least 2 to 3 lines)

02 Marks

Section IV: Non – Textual Passage - 15 Marks

Q.4 (A) Non –textual passage for comprehension

20 minutes

(Refer to the points given for textual passages.)

(B) Non – textual passage for summary

15 minutes

* The aim of summary of a passage is to enable the students to understand the main points and express them in their language in short.

* The student should read the given passage very carefully to understand it.

* Suggesting title is mandatory.

* The student should express the theme / gist of the passage in his own words.

* Student should use appropriate vocabulary, grammar and language while summarizing.

- * The student should avoid exact repetition of sentences while summarizing and he should not express his opinion.

Section V: Writing Skill - 20 Marks

(a) Letter	15 min
(b) Dialogue writing / speech	15 min
(c) Information Transfer	15 min
(d) Expand the Theme	15 min

The aim of developing writing skills is to help student to imagine and think in coherent, cohesive manner and express the thinking in various written forms. The students should be able to organize their ideas and thoughts in clear piece of writing reflecting their novelty and creativity. It should also reflect their sensitivity towards the subject.

(a) Letter Writing

05 marks

Letter writing is a very important mode of communication. It is very useful in personal and professional development of an individual.

The students should be able to differentiate informal / friendly messages from messages sent to officials.

The teacher is expected to impart the objectives of all types of letter writing. The students must be taught both the Formal and Inform Letter writing. The objective here is to see that the student learn the format of each given type of letter properly along with the language used.

* In the Activity Sheet both types of letters will be given where students can choose any one of them.

* Emotions, opinions should be well expressed through proper words.

* Letters should be written in Block Format. All the components of the letter should be aligned to the left.

* The following points should be considered while writing a letter.

Q.5 (A) Letter Writing – Marking scheme

05 Marks

Formal	Marking scheme	Informal	Marking scheme
Sender's address & date	½ Mark	Sender's address & date	½ Mark
Recipient's address	½ Mark	Salutation	½ Mark
Subject/salutation	½ Mark	Main body	2 ½ Marks
Main body	2 Marks	Closing	½ Mark
Subscription/closing	½ Mark	Grammar	1 Mark

(B) Dialogue writing / Drafting a speech**05 Marks**

The objective of dialogue writing is to develop conversational English used in day-to-day life.

* Appropriate tense (present, past, future) should be used while writing a dialogue.

* Language style should be used in accordance to the context and relation of the speaker.

* Dialogue should be written in a very simple, lucid language keeping in mind the flow of the conversation.

* Punctuation marks should be used appropriately wherever necessary.

i) Dialogue Writing – Marking scheme**05 Marks**

a) Prepare a dialogue from the jumbled sentences (Themes from Chit-Chat)
(4 sentences) **01 Mark**

b) Complete the dialogue
(Themes from Chit-Chat) **01 Mark**

c) Write a dialogue on a given theme. **03 Marks**
(Any one theme from Chit-Chat / based on the subject of any prose and poetry)
(Minimum 3 meaningful exchanges)

ii) Drafting a speech

The objective of a speech is to express and convey opinions, views and thoughts to an audience; it also helps enhance ones oratory skill.

Steps to follow

* Determine the topic for speaking and understand the general and specific purpose of the speech to meet the needs of delivery.

* Prepare the speech to capture and captivate the listener.

ii) Drafting a speech – Marking scheme**05 Marks**

* Appropriate beginning / conclusion **01 Mark**

* Body – Use of given points and additional points,
Appropriate use of language **02 Mark**

* Appropriate sequence and flow of language **01 Mark**

* Use of appropriate grammatical structure **01 Mark**

Q.6 (A) Information Transfer**05 Marks**

The main aim of information transfer is to enable the students to interpret any information that comes across in their day-to-day life. For example – If a student visits railway station, he should be able to interpret the given time table and express it in a particular form when it is to be conveyed.

(i) **Verbal to non- verbal** (ii) **Nonverbal to Verbal**

(i) **Verbal to non- verbal**

- * The student should transfer the given information from a paragraph to the non-verbal format.
- * Read the paragraph carefully.
- * Sort out the important points.
- * Incorporate the points in the given format.
- * The student can use a pen or a pencil to draw the graphic forms
- * The student is not allowed to add his / her own points to the information given.

(ii) **Nonverbal to Verbal**

- * Read and present in a graphic form.
(chart, tree-diagram, flow – chart, Do's and Don'ts etc.)
- * Observe the graphic and describe.

(a) Information Transfer – Marking Scheme

05 Marks

Verbal to non- Verbal	Marking scheme	Nonverbal to Verbal	Marking scheme
Title	1 Mark	Title	1 Mark
Covering all points	2 Marks	Use of given points	2 Marks
Appropriate graphic/Layout	1 Mark	Grammar	1 Mark
Overall presentation	1 Mark	Appropriate beginning and conclusion	1 Mark

(b) Expand the theme

One of the most important aspects of developing writing skill is to develop students' thinking ability to express it as per their word limit. This writing skill develops not only their imagination but also helps them create a strong opinion while evaluating the reality that these ideas/themes relate to.

(1) News Report

(2) Developing a story with a given beginning/end

(b) Expand the theme – Marking scheme

05 Marks

Title and or beginning

01 Mark

* Vocabulary and Grammar

01 Mark

* Use of appropriate points/examples/conveying message

02 Marks

* Logical order/conclusion

01 Mark

(B) Translation

10 min

The main purpose of translation is to develop the ability to express the thoughts in different languages. The child should be able to read, understand and interpret in both the languages. It also helps to develop and understand the difference in structure of both the languages.

Q.7 Translation – Marking scheme

05 Marks

a. Any 4 out of 6 words from the Course book (Translation from English into Medium of Instruction)

02 Marks

b. Any 2 out of 4 sentences (Translation from English into Medium of instruction)

02 Marks

c. Any 1 out of 2 idioms / proverbs (Translation from English into Medium of Instruction)

01 Mark

Section – I – Language study	10
Section – II – Textual passage	20
Section – III – Poetry	10
Section – IV – Non – Textual Passage	15
Section – V – Writing skill	20
Section – VI – Skill Development	05
Total -	80

Question wise distribution of Marks as per difficulty Level

Q. No.	Simple	Medium	Challenging	Total
1.	4	4	2	10
2.	8	8	4	20
3.	5	4	1	10
4 (i)	4	4	2	10
(ii)	1	2	2	05
5 (i)	2	2	1	05
(ii)	2	2	1	05
6 (i)	2	2	1	05
(ii)	2	2	1	05
7 (i)	2	2	1	05

Difficulty Level: 40% Simple + 40% Medium + 20% challenging

Note :

The above framework and format of 'Activity Sheet' will be the same for –

1. Std. IX – First Term Exam
2. Std. IX – Second Term Exam
3. Std. X – First Term Exam
4. Std. X – Preliminary Exam
5. Std. X – Board Final Exam

4. MODEL ACTIVITY SHEET

MY ENGLISH COURSEBOOK (THIRD LANGUAGE)

Time – 3 Hours

Std. – X

Date –

Marks – 100

SECTION I : LANGUAGE STUDY –10 Marks

Q.1 (A) Do as directed. (Attempt any four)

(08 Marks)

(1) Complete the words by using correct letters.

02

(i) st_rt (ii) sl_ve (iii) gr_at (iv) fo_ce

(2) Put the words in alphabetical order.

02

(i) epic, right, able, heart

(ii) passion, profound, premier, pain

(3) Punctuate the following.

02

(i) whats that said kamal kishore

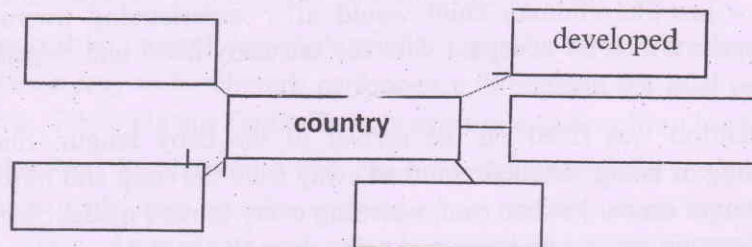
(ii) may be you are right muttered ramal

(4) Make four words (minimum of 3 letters each) using the letters in the word 'granddaughter'

02

(5) Write the related words as shown in the example.

02



(6) Complete the word-chain of 'verbs'. Add four words, each beginning with the last letter of the previous word.

02

speak → → → →

Q.1 (B) Do as directed.
(Attempt any one from 1)

(02 Marks)

(1) (a) Make a meaningful sentence by using the phrase 'to wish for'. 01

OR

(b) Add a clause to the following sentence to expand it meaningfully. 01

You will get success.

(Attempt any one from 2)

(2) (a) Add a prefix or suffix to make new words. (2 words) 01

(i) complete (ii) lucky

OR

01

(b) Make a meaningful sentence using any one of the following words

(i) complete (ii) lucky

SECTION II: TEXTUAL PASSAGES – 20 Marks

Q.2 (A) Read the following passage and do the activities. (10 Marks)

(A1) Complete the following sentences. 02

(i) The writer offered the baby langur.....

(ii) The baby langur was in state of

(iii) The mother langur was sitting on their

(iv) Splashes of cold water made the baby

I took the baby langur to our backyard and gently laid him on the floor inside the poultry coop. His body was full of deep bite marks and scratched. Blood was oozing from some of the wounds. The baby remained motionless. My father provided first aid to clean the wounds and stop the bleeding. I was relieved to find out that the baby was breathing, even though his breaths were shallow.

Splashes of cold water made the baby stir and after a few shaky attempts, he sat up. He was in state of shock and started trembling like a leaf in the wind. His two little twinkling eyes welled up with tears and he started to sob with a muffled cry – just like a human child would after experiencing trauma. I offered him a peeled banana which he accepted with his unsteady hand and began taking hesitant bites.

My attention was fixed on the revival of the baby langur. Suddenly, I had an uncanny feeling of being watched. I turned away from the coop and looked up. There sat the mother langur on our kitchen roof, watching every move I made. She simply sat there quietly, as if convinced that no harm was being done to her child.

(A2) Arrange the following events as per their sequence. 02

(i) Writer's father provided first aid to clean the wounds.

(ii) After a few shaky attempts, the baby langur sat up.

(iii) The writer turned away from the coop.

(iv) The writer took the baby langur to their backyard.

(A3) Match the synonyms.

A

- (i) trauma
- (ii) coop
- (iii) stir
- (iv) motionless

B

- (a) move
- (b) still
- (c) great distress
- (d) cage for poultry

(A4) Do as directed.

- (1) The baby remained motionless.

(Make negative without changing the meaning.)

01

- (2) She simply sat there quietly. (Choose correct question tag.)

01

- (i) doesn't she? (ii) didn't she?
- (iii) wasn't she? (iv) don't she?

(A5) How will you help an injured bird / animal?

02

Q.2 (B) Read the following passage and do the activities.

(10 Marks)

(B1) Write whether the following sentences are true or false.

02

- (i) Quantifying goals provides specific ways to track progress against goals.
- (ii) Setting goals that can't be completed in the designated period of time.
- (iii) It is important to create goals that are within one's current skill set or area of expertise.

SMART goals have a specific rubric:

Specific: Involves identifying a specific area for improvement. The more specific the area, the more refined the achievement of one's goal can be. It makes it easier to set parameters and work towards the goal. For example, if it is building a house, what exactly is the capacity required and how long can it stretch?

Measurable: Quantifying goals provides specific ways to track progress against goals. This makes it easy to benchmark performance throughout the goal period, including areas to improve. While playing football, one's exact role and position has to be clearly defined.

Achievable: Setting goals that can be completed in the designated period of time. Often, these goals may act like stepping stones to help meet broader goals that further define a career. As students, we can't become a President, a Prime Minister, but can hope to reach those heights in future.

Realistic: It is important to create goals that are within one's current skill set or area of expertise. Building expertise takes time, so expecting to become an expert in a short amount of time is unrealistic. Being realistic will make it easy to be successful at attaining goals. If defensive and not aggressive, the goal perhaps lacks realism. We must have the clear picture in mind and must have the ability to adhere to that picture.

(iv) Being realistic will make it difficult to be successful at attaining goals.

(B2) How does quantifying goals help us?

02

(B3) Cross the odd man out.

02

- (1) involve, provide, important, create.
- (2) specific, realistic, defensive, capacity.
- (3) performance, achievement, aggressive, President.
- (4) clearly, lucky, freely, exactly.

(B4) (1) It is important to create goals. (Pick out the infinitive.)

01

- (2) These goals may act like stepping stones.
(Pick out the present participle.)

01

(B5) Why is it necessary to set our goals realistic?

02

SECTION III: POETRY – 10 Marks

Q.3 (A) Read the following stanzas and do the activities.

(5 Marks)

(A1) Choose the correct alternative and complete the sentences.

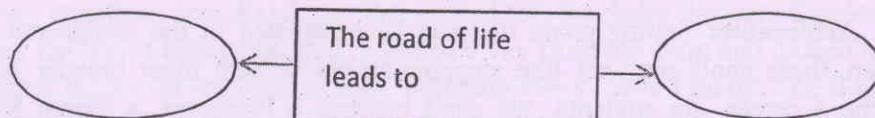
02

- (i) According to the poet, are brought by each new day.
(new beginnings / new endings)
- (ii) We must decide to take the road which leads to
(great distress / great success)

Each day brings new beginnings,
Decisions I must make.
I am the only one to choose
The road that I will take.
I can choose to take the road of life,
That leads to great success
Or travel down the darkened road,
That leads to great distress.

(A2) Complete the following web.

02



(A3) Name the figures of speech.

01

- (1) Decisions I must make
- (2) Travel down the darkened road

(B) Appreciation of the poem.

5
(10 Marks)

Read the following poem and write an appreciation of it with the help of the points given below.

O Captain! My Captain!

O Captain! My Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won; The
port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring: But
 O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.
O Captain! My Captain! rise up and hear the bells;
Rise up- for you the flag is flung- for you the bugle trills;
For you bouquets and ribbon'd wreaths- for you the shores a-
 crowding;
For you they call, the swaying mass, their eager faces turning; Here
 Captain! dear father!
 This arm beneath your head;
 It is some dream that on the deck,
 You've fallen cold and dead.
My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
 Exult, O shores, and ring, O bells!
 But I, with mournful tread,
 Walk the deck my Captain lies,
 Fallen cold and dead.

– Walt
Whitman

• Title	½
• Name of the poet	½
• Rhyme Scheme	01
• Figures of Speech (Any one)	01
• Theme / Central idea (in 2 to 3 lines)	02

SECTION IV: NON-TEXTUAL PASSAGE – 15 Marks

Q.4 (A) Read the following passage and do the activities. (10 Marks)

(A1) Fill in the blanks. 02

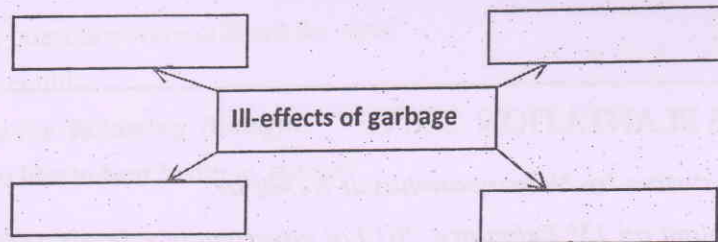
- (i) wastes are not being managed properly.
- (ii) of garbage is one of the most important services.
- (iii) At present of Delhi's land mass is being choked by the garbage.
- (iv) are managing solid wastes for at least 25 thousand Delhites.

It is obvious from the visible garbage around us that solid wastes are not being managed properly. However, housing colonies are the most disorganized sector as far as garbage is concerned. As a result, the legal garbage dumps are overflowing and the number of illegal garbage dumps in the by-lanes, parks and roadsides are on the increase in most colonies of Delhi and for that matter in all Indian cities.

At present five percent of Delhi's land mass is being choked by the garbage. This five percent has become a wasteland, its utility is steadily declining and soil quality is deteriorating. Besides being eyesores, these garbage dumps pose health and environment hazard for the ten million people who live in Delhi. They are breeding grounds for the germs of infectious disease like plague, tuberculosis, dysentery, diarrhoea, eye-infections and numerous skin ailments.

Scientific management of garbage thus is one of the most important services that need to be regularized in all residential colonies. After exploring all viable solutions to this problem, I have successfully launched an indigenous scheme – Cleaning Brigades – in many colonies of Delhi. The cleaning Brigades are managing solid wastes for at least 25 thousand Delhites. A year and a half back the first cleaning brigade was launched during the Asiad. Since then it has been constantly expanding.

(A2) Complete the following web. 02



(A3) Find from the passage the antonyms of : 02

- | | |
|-----------------------|------------------------|
| (i) invisible × | (ii) problems × |
| (iii) legal × | (iv) inclining × |

(A4) Do as directed. 02

(i) These garbage dumps pose health and environment hazard. (Rewrite the sentence using 'as well as')

(ii) The first cleaning brigade was launched during the Asiad.

(Frame a question to get the underlined part as an answer)

(A5) Suggest any four solutions for overcoming the problem of garbage. 02

(B) SUMMARY WRITING

(5 Marks)

Read the passage given in Q.4 (A) and write the summary of it. Suggest a suitable title to your summary.

SECTION V: WRITING SKILLS – 20 Marks

Q.5 (A) Letter Writing

(5 Marks)

A1 or A2 Do any one of the following.

Suppose you are Ramesh / Pallavi Chavan. Read the advertisement given below and attempt any one of the letters given below it.

TREE PLANTATION DRIVE

An initiative by Nagarpanchayat Renapur.

Let's plant on 15th February, 2019 at government schools, colleges, hospitals, streets and Nagarpanchayat.

Target : 500 saplings

Duration : 1 day

Time : 9:00 am to 5:00

Plant a tree on your birthday and watch it grow with you. Come join us. Write to us for registrations voluntarily.

Address : Nagarpanchayat, Main Road, Renapur.

Advantages of tree plantation

- Trees provide shade and fruits.
- Trees control soil erosion
- Trees provide habitat for wildlife
- Trees act as windbreak.
- Trees breathe in carbon dioxide and give out oxygen

(A1) Informal letter

Write a letter to your best friend encouraging him to take part in the tree plantation drive. Remind him about his birthday on the same eventful day. Tell him the advantages of the drive.

OR

(A2) Formal letter

Write a letter to the organiser of the event requesting him/her to register your name as a volunteer. Also enquire about the following things.

- types of trees
- snacks / refreshment during the event
- certificate of the event
- Add your own points

Q.5 B. B1 or B2. Do any one of the following.

(5 Marks)

(B1) Dialogue Writing

(1). Prepare a dialogue from the jumbled sentences.

01

A: Could you finish all the questions in time?

B: Question number 5 and 6 were difficult for me.

A: Which questions were difficult for you?

B: Yes, I could.

01

(2) Complete the following dialogue.

A: Do you like to hear bedtime stories?

B:

A: Which stories do you like to hear the most?

B:

(3) Write a dialogue on 'Preparation for the exam' between you and your friend.
(Minimum 3 meaningful exchanges)

03

(OR)

(B2) Imagine that you are the captain of *kho-kho* team of your school. You are asked to deliver a speech on 'Hard work: A key to Success'. Use the following points in your draft.

05

- Hard work
- No short cuts for success
- Stay motivated
- Set a goal
- Proper planning
- Consistency
- Perseverance

Q.6 (A) Information Transfer

(5 Marks)

A1 OR A2. Do any one of the following.

(A1) Non-verbal to Verbal:

05

Read the information given in the following table. Write a paragraph based on it.
Give a suitable title to it.

	SUMMER	RAINY SEASON	WINTER
Duration	February to May	June to September	October to January
Climate	very hot	cloudy chilly-cold	cold
Festivals	Fairs/melas	Gauri and Ganesh festival	Dipawali/ Dussehra
Work of farmers	ploughing field	sowing seeds	Sowing seeds.

(OR)

(A2) Verbal to Non-verbal:

05

Read the information given below and represent it in the form of tree-diagram. Give a suitable title to it.

There are two classes of sugar: Natural sugar and Processed sugar. What the common man uses is generally processed sugar.

Fructose, glucose and maple syrup are natural sugars. Maple syrup is very popular in America. It can be purchased from health food shops. Another natural sugar is honey, which is available in many forms and flavours. Processed sugar, raw cane sugar, white sugar and soft brown sugar can be classified according to the stages in the process at which they are produced in the refineries. Raw cane sugar is an early stage in the process of making white sugar. It is of two types – Barbados and Demerara. Soft brown sugar is made from either raw cane or white sugar. White sugar is the most widely consumed sugar. Sugar granules, icing sugar, cube sugar, castor are some of the various kinds available in the market.

(B) Expand the theme

(5 Marks)

B1 or B2 Do any one of the following.

(B1) News Report

05

Read the following headline and prepare a news report with the help of given points:

'Ten year old saves a drowning boy'

- Headline
- Dateline
- Intro
- Short continuing paragraph

(OR)

(B2) Develop a story to get the following end. Suggest a suitable title.

05

Once there was a poor boy named Sumit. He had a rich friend Rohit. They were

.....

SECTION VI: SKILL DEVELOPMENT – 05 Marks

Q.7 Translation

(5 Marks)

(a) Translate the following words into your medium of instruction. (Any four) 02

- | | |
|-------------|---------------|
| (1) success | (4) happy |
| (2) test | (5) market |
| (3) common | (6) difficult |

(b) Translate the following sentences into your medium of instruction. (Any two) 02

- (1) Trees are our best friends.
- (2) Reading books is a good habit.
- (3) I like comedy movies.
- (4) India is my country.

(c) Translate the following idiom/proverb into your medium of instruction. (Any one)

1. Service to man is service to God. (01)
2. A stitch in time saves nine.

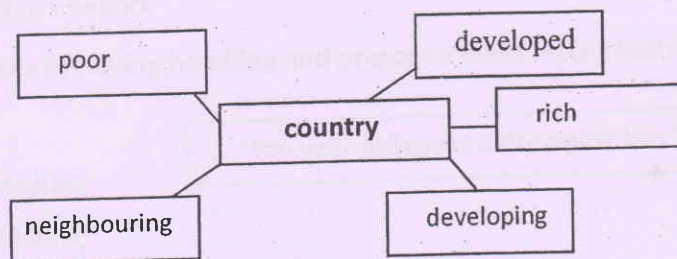
5. MODEL ANSWER SHEET MY ENGLISH COURSEBOOK (THIRD LANGUAGE)

SECTION I: LANGUAGE STUDY

Q.1 (A) Do as directed (Any four)

- | | | |
|-----|--|------------|
| (1) | (i) <u>start</u> | ½ |
| | (ii) <u>slave</u> | ½ |
| | (iii) <u>great</u> | ½ |
| | (iv) <u>force</u> | ½ |
| (2) | (i) able, epic, heart, right | 01 |
| | (ii) pain, passion, premier, profound | 01 |
| (3) | (i) "What's that?" said Kamal Kishore. | 01 |
| | (ii) "May be you are right", muttered Ramla! | 01 |
| (4) | grand, daughter, great, drag. | |
| | (Other correct words can be accepted.) | ½, ½, ½, ½ |

(5)



(Other correct words can be accepted.)

½, ½, ½, ½

(6) speak – keep – put – take – earn

(Other correct words (verbs) can be accepted.)

½, ½, ½, ½

Q1 (B) Do as directed (Any one)

1. (a) I wish for a happy world.

(Any correct sentence can be accepted)

01

(b) You will get success, if you work hard.

(Any correct sentence can be accepted)

01

OR

- (2) (a) (i) complete – incomplete *or* completion *or* completely $\frac{1}{2}$
(ii) lucky – unlucky *or* luckily $\frac{1}{2}$

OR

(b) I am lucky. 01

(Any correct sentence can be accepted)

SECTION II: TEXTUAL PASSAGES

Q.2

- (A1) (i) The writer offered the baby langur a peeled banana. $\frac{1}{2}$
(ii) The baby langur was in a state of shock. $\frac{1}{2}$
(iii) The mother langur was sitting on their kitchen roof. $\frac{1}{2}$
(iv) Splashes of cold water made the baby stir. $\frac{1}{2}$

- (A2) (i) The writer took the baby langur to their backyard. $\frac{1}{2}$
(ii) Writer's father provided first aid to clean the wounds. $\frac{1}{2}$
(iii) After a few shaky attempts, the baby langur sat up. $\frac{1}{2}$
(iv) The writer turned away from the coop. $\frac{1}{2}$

- | (A3) | A | B | |
|-------|------------|------------------|---------------|
| (i) | trauma | great distress | $\frac{1}{2}$ |
| (ii) | coop | cage for poultry | $\frac{1}{2}$ |
| (iii) | stir | move | $\frac{1}{2}$ |
| (iv) | motionless | still | $\frac{1}{2}$ |

- (A4) (1) The baby didn't move. (OR) The baby did no movements. 01

(Other relevant answer can be accepted.)

- (2) She simply sat there quietly, didn't she? 01

(A5) Students should write four to five correct sentences as a response. The answer should include first aid, food, water, shelter etc. Students are also free to write their own answer. 02

(B) (B1)

- (i) Quantifying goals provides specific ways to track progress against goals.---True $\frac{1}{2}$
(ii) Setting goals that can't be completed in the designated period of time.-----False $\frac{1}{2}$
(iii) It is important to create goals that are within one's current skill set or area of expertise.-----True $\frac{1}{2}$
(iv) Being realistic will make it difficult to be successful at attaining goals. False $\frac{1}{2}$

(B2) Quantifying goals help us to track progress towards our goal. This makes it easier to mark our development. It also helps us understand the areas to improve. We can see our growth and work on areas to improve. 02

(B3)

- (i) involve, provide, important, create. $\frac{1}{2}$
- (ii) specific, realistic, defensive, capacity. $\frac{1}{2}$
- (iii) performance, achievement, aggressive, President $\frac{1}{2}$
- (iv) clearly, lucky, freely, exactly $\frac{1}{2}$

(B4) (i) to create 01

(ii) stepping 01

(B5) Students should write four to five correct sentences as a response. 02

SECTION III: POETRY

Q.3 (A)

- (A1) (i) According to the poet, new beginnings are brought by each new day. 01
- (ii) We must decide to take the road which leads to great success. 01

(A2) great success The road of life leads to great distress 02

- (A3) (1) Decisions, I must make - Inversion $\frac{1}{2}$
- (2) Travel down the darkened road - Alliteration $\frac{1}{2}$

(B) Appreciation of the poem

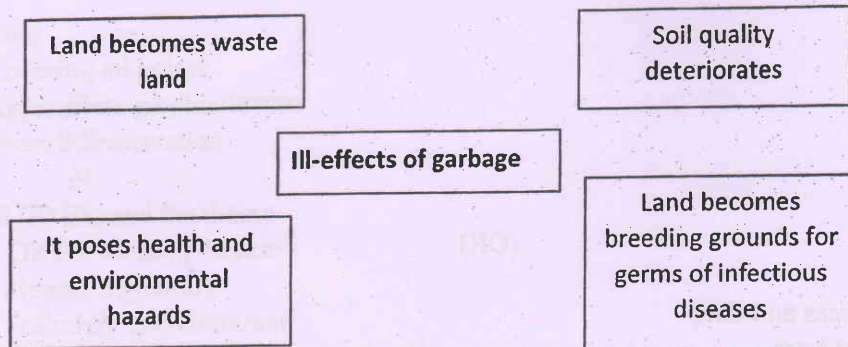
- Title: - O Captain! My Captain! $\frac{1}{2}$
- Poet/Poetess: - Walt Whitman $\frac{1}{2}$
- Rhyme scheme: - aabb cded 01
- Figures of speech: - Apostrophe, Repetition, Onomatopoeia etc. 01

• Theme/Central idea: - The poem is about the mixed emotions of the speaker. He is joyous about the victorious return after a deadly war at the same time he is sad as his captain is no more. It symbolizes the mournful feelings about the great leader. It is dedicated to Abraham Lincoln, the former President of America. 02

SECTION IV: NON - TEXTUAL PASSAGE

- Q.4 (A1) (i) Solid wastes are not being managed properly. $\frac{1}{2}$
- (ii) Scientific management of garbage is one of the most important services. $\frac{1}{2}$
- (iii) At present five percent of Delhi's land mass is being choked by the garbage. $\frac{1}{2}$
- (iv) The Cleaning Brigades are managing solid wastes for at least 25 thousand Delhites. $\frac{1}{2}$

(A2) Complete the following web. $\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}$



(A3)

- | | |
|----------------------------|---|
| (i) invisible × visible | ½ |
| (ii) problems × solutions | ½ |
| (iii) legal × illegal | ½ |
| (iv) inclining × declining | ½ |

(A4) (i) These garbage dumps pose health as well as environment hazard. 01

(2) (ii) When was the first cleaning Brigade launched? 01

(A5) Students should write four to five correct sentences as a response. The answer may include following points. 02

- (1) Spreading awareness
- (2) Not to use plastic bottles
- (3) Recycle used things
- (4) Use cloth bags
- (5) Use proper garbage disposal system etc.

(This is a specimen response; students can give their own responses.)

(B) When you summarize the given non-textual passage consider the following things –

- Suggest a title to your summary.
- Express the gist of the passage in your own words by using the points underlined.
- Use appropriate vocabulary, grammar and language.
- Avoid exact repetition of sentences from the passage.
- Don't express your opinion

Marking Scheme for Summary Writing

• Suggest /Write a title	01
• Central idea/theme	02
• Use of appropriate language	02

SECTION V: WRITING SKILLS

Q.5 Letter Writing Marking Scheme

(A1) Informal

- Sender's address and date

½

• Salutation	½
• Main Body	2½
• Closing	½
• Grammar	1

(OR)

(A2) Formal

• Sender's address and date	½
• Recipient's address	½
• Subject and Salutation	½
• Main body	02
• Subscription/closing	½
• Grammar	1

(B) Dialogue Writing / Drafting a speech.

(B1) Dialogue Writing – Marking Scheme

(i) Appropriate sequence of the given dialogue.	01
(ii) Appropriate responses to complete the dialogue.	01
(iii) Meaningful, minimum 3 exchanges of given theme.	03

The students should –

- use appropriate tense form in dialogues
- use/ choose a language style suitable to the context and relationship between the parties involved in the conversation.
- use simple and lucid language keeping in mind the flow of conversation.
- use punctuation marks appropriately.

(OR)

(B2) Drafting a speech – Marking Scheme

• Appropriate beginning / conclusion	01
• Body – use of given points and additional points, use of appropriate language	02
• Appropriate sequence and flow of language	01
• Use of appropriate grammatical structure	01

Q.6 (A) Information Transfer

(A1) Non-verbal to verbal

• Title	01
• Use of the given points	02
• Grammar	01
• Appropriate beginning and conclusion	01

(OR)

(A2) Verbal to Non-verbal

• Title	01
• Covering all points	02
• Appropriate graphic/layout	01
• Overall Presentation	01

**Q.6 (B) Expand the theme
B1 OR B2 Marking Scheme**

• Title and Beginning	01
• Vocabulary and Grammar	01
• Use of appropriate points/examples / conveying message	02
• Logical order/ conclusion	01

SECTION VI: SKILL DEVELOPMENT

Q7. Translation – Marking Scheme

a. Accept any reasonably correct translated words (any four)	½, ½, ½, ½
b. Accept any reasonably correct translated sentences (any two)	1, 1
c. Accept any reasonably correct proverb/idiom (any one)	1

6. Internal Assessment: [(Oral (10) + Assignment (10))]

***Std – 9th & 10th**

*** Sub – English (LL)**

***Marks 20**

With the reference to the GR no. 2118/Pra. Kr. 243/ S.D.4 issued on 8 Aug. 2019 the Revised Evaluation Pattern for Std. 9th and 10th is recommended to implement from academic year 2019-20.

According to the Revised Evaluation Pattern weightage of 20 marks is given to internal assessment and weightage of marks is given to written exam.

The distribution of marks for Oral/ Internal Assessment and Written Exam. for English (Lower Level) is as follows:

***Std. – 9th**

First Semester		Second Semester	
Particulars	Marks allotted	Particulars	Marks allotted
Written exam.	80	Written exam.	80
Internal Assessment			
1. Oral Exam		1. Oral Exam	
* Listening skill	05	* Listening skill	05
* Speaking skill	05	* Speaking skill	05
2. Assignments (Total 2)	05 05	2. Assignments (Total 2)	05 05
Total (Written + Oral)	100	Total (Written + Oral)	100

*** Std – 10th**

In the academic year of Std. X First Term Exam and Preliminary Exam should be conducted as recommended in the evaluation format.

The Evaluation Pattern and Marking Scheme for State Secondary Certificate examination conducted by State Board will be as follows –

Board Exam (Written)	80 Marks
Internal Evaluation	20 Marks
1. Oral Exam	
* Listening skill (05 Marks)	10 Marks
* Speaking skill (05 Marks)	
2. Assignments	
(Total – 2)	10 Marks
(Each for 5 Marks)	
Total	100 Marks

(I) For Oral Exam

(I) Listening Skill: (Choose any one of the following) 05 Marks

1) Listen to the passage and write the answers of the objective questions based on it. (Minimum 5 questions).

For Choosing Passage

- * Select the passage from X std. Course book of 8-10 lines.
- * Select different passages for each batch
- * Frame minimum 5 objective questions on selected passage.
- * Accept answers in a word or two, don't expect answers in full sentences.

For executing the oral

- * Write the 5 objective questions on the board/provide the questionnaire to the students beforehand.
- * Read the passage twice.
- * Read the passage with proper pauses, stress and intonation.

Note: Teacher should give maximum practice to the students of listening passages and answering objective type questions based on them, throughout the year to prepare them for the final oral exam.

OR

2. Listen and write – 5 sentences or 10 words –

5 Sentences

- * Choose the sentences from the Course book.
- * Choose varieties of sentences. (Statement, Interrogative, Exclamatory, Imperative -----)
- * Choose the sentences having minimum 4 words.
- * Select different sets of 5 sentences for each batch.
- * Pronounce the sentences twice.

OR

10 Words -

- * Choose the words from the Course book.
- * Choose the words containing minimum 4 to 6 letters.
- * Select different sets of 10 words for each batch.
- * Pronounce the words twice.
- * Avoid using words like (Ex: rich-reach, get-gate) in the set of words.

Note –Teacher should give maximum practice of listening and writing sentences & words throughout the year to prepare the students for the final oral exam.

OR

3. Listen to the poem and answer the objective questions based on it. (Minimum 5 objective type questions)

- * Select any seen poem from the Course book.

* Select any 2 stanzas on which at least 5 objective questions can be framed.

- * Write the questions on the board / provide the questionnaire to the students beforehand.
- * Read the stanzas twice in proper pace and with correct pronunciation.
- * Ask the students to write the answers in answer sheet provided.
- * Select different stanzas for different batches.

Note – Teacher should give maximum practice of listening poems & writing answers of objective questions based on it throughout the year to prepare the students for final oral exam.

OR

4. Listen to the "Audio Clip" and write the answers of objective questions based on it. (Minimum 5 questions)

- * Select the 'Audio Clip' that is age appropriate and related to students' context.
- * Select the 'Audio Clip' of minimum one to one and half minute.
- * Select the 'Audio Clip' on which minimum 5 objective questions can be framed.
- * write the 5 objective questions based on the clip on the board / provide the questionnaire beforehand.
- * Ensure that the sound of 'Audio' is clear and audible.
- * Play the audio clip twice.
- * Ask the students to write the answers in the answer sheet.
- * Select different 'Audio Clips' for different batches.
- Don't choose the 'Audio Clip' which is related to / hurts any cast, creed, colour.
- Theme and the matter in the selected passage should not propagate a particular person, philosophy, religion, superstitions, or customs.
- Themes in the selected passage should boost democratic values

Note: Students should be given maximum practice of listening Audio and writing answers based on it throughout the year to prepare them for final oral exam.

II) Speaking Skill: (Choose any one of the following)

05 Marks

1. Self-opinion (Speaking) about a book read:

- * Motivate / recommend the students to read different books for extra reading.
 - * Give the student choice to express his opinion in English about the book (he has read in any language)
 - * Consider the points given below while observing students' performance.
1. Introduction: Name and author of the book.
 2. Special features of the book. (Type of book, language used, good points, novelty in the book.)
 3. Fluency and confidence of the student in speaking.
 4. Student's overall impression about the book he has read. (demerits/short comings)
 5. Student's effectiveness to express his opinion about the book he has read. (Sequence of content, proper conclusion)
- (Refer page no. 73 of My English Course book Std. X)

OR

2. Expressing thoughts on the given topic –

(Such topics should be parallel to the content in the Course book)
(Std. X)

- * List of topics for assessing speaking skill-

1. Human – animal relationship.
2. Favourite tourist place.
3. Description of a best friend.
4. Favourite character / personality.
5. If I had a twin brother / sister.
6. Importance of possessing / developing positive attitude.

7. Child labour – a curse to the society.
8. The magic of nature.
9. Favourite sports person.
10. My favourite scientist and his invention.

(Make a list of such topics for Std. IX based on the topics in 'My Course book Std. IX')

* Use the following rubrics to assess –

- Introduction to the topic
- Appropriateness of the content
- Fluency and confidence
- Relevance to the topic
- Effectiveness of expression

Note: Teacher should give maximum practice of expressing thoughts on given topic throughout the year to prepare the students for final oral exam.

Important Note For the Teachers regarding Record Keeping –

1. Listening skill – Collect and submit the answer sheets of the students' responses to the school authorities as a proof for the Board reference.
2. Speaking skill – Submit record of all observation sheets to the school authorities as a proof for the Board reference.

OR

3. Expressing thoughts / opinion in 8 to 10 sentences on a lesson or a poem from the Course book -

* Ask the student to choose a lesson or a poem from the Course book.

* Ask him / her to express his/her thoughts / opinion on the chosen topic.

* Use the following rubrics to assess –

- Name of the lesson / poem. (Introduction)
- Appropriateness of the content.
- Fluency and confidence.

- Relevance to the topic
- Effectiveness of expression.

Note: Teacher should give maximum practice of expressing thoughts / opinion on a lesson or a poem from the Course book throughout the year to prepare the students for the final oral exam.

(II) Assignments std. X

(2 Assignments – each for 5 marks=10 Marks)

- * Ask the students to choose and write any two assignments of 5 marks each from the following topics
- * Topics for assignments – (Std. X)

1. Form Filling:-

- * Online/ offline form (any-2)
- * Refer page no. 39 (a) My English Course book Std. X, for suggested topics.

2. PPT's in written form / print form:-

- * 10 slides
- * Refer page no 85 of My English Course book Std. X for the suggested topics.

3. E – mail writing:-

- * Preparing two e-mails (1 formal, 1 informal).
- * Refer page no. 124 of My English Course book Std. X for sample E-mails.

4. Blogs:-

- * Creating a blog (Print form)
- * Refer page no. 174 of My English Course book Std. X for the suggested topics.

5. Collection of Proverbs / Idioms and Phrases:-

- * Make a collection of 20 proverbs / idioms and 20 phrases in English with their meanings in the medium of instruction.

6. Expansion of proverb / idiom (Any 2):-

- * Expand any 2 proverbs / idioms.

* Refer page no. 135 of My English Course book Std. X for the steps for expanding the proverbs.

Note for the teachers –

Regarding Std. IX Assignments: Two assignments for First Term and Two assignments for Second Term, each for five marks are to be assigned. These assignments should be based on 'Live English Activities' from My English Course book Std. IX

Note for the teachers –

Provide answer sheets with a seal of school to write the assignments. These papers are to be kept with the school authorities as a record.

7. Oral – Internal Evaluation: Marks 20

Specimen Activity Sheet

Part I (A)

Listening Skill-

05 Marks

1 Listen to the passage and write the answers of the questions given.

Mrs. Srivastava had to do some shopping. She gave instructions to the ayah about looking after the baby, and told the cook not to be late with the mid-day meal. Then she set out for the Pipalnagar market place, to make her customary tour of the cloth shops. A large shady tamarind tree grew at one end of the bazaar, and it was here that Mrs. Srivastava found her friend Mrs. Bhushan sheltering from the heat. Mrs. Bhushan was fanning herself with a large handkerchief.

- Q.1 What had Mrs. Shrivastava to do?
- Q.2 What did Mrs. Shrivastava set out for?
- Q.3 Which tree grew at one end of the bazaar?
- Q. 4 What is the name of Mrs. Shrivastava's friend?
- Q.5 What was Mrs. Shrivastava's friend sheltering herself from?

OR

2. Listen to the sentences and write them down.

05 Marks

Sentences:

1. Don't start grumbling.
2. Courage is a wonderful thing.
3. What are you doing here?
4. Thus the years passed.
5. What a shameful girl!

OR

* Listen to the following words and write them down.

05 Marks

- | | |
|------------|--------------|
| 1. Flash | 6. Education |
| 2. Remove | 7. Provide |
| 3. Share | 8. Discuss |
| 4. Picture | 9. Month |
| 5. Future | 10. Gesture |

OR

3. Listen to the poem and write the answers of the given questions.

05 Marks

The World is Mine

Today on a bus, I saw a lovely girl with silken hair
I envied her, she seemed so gay, and I wished I was so fair
When suddenly she rose to leave, I saw her hobble down the aisle

O God, forgive me when I whine

I have two legs, the world is mine

And then I stopped to buy some sweets

The lad who sold them had such charm

I talked with him, he seemed so calm,

and if I were late, it would do no harm,

And as I left he said to me "I thank you, you have been so kind"

It's nice to talk with folks like you.

You see, I'm blind

O God forgive me when I whine

I have two eyes, the world is mine.

- Q.1 Where did the poet see a lovely girl?
- Q.2 How many legs does the poet have?
- Q.3 What did the poet stop to buy?
- Q.4 How did the boy seem?
- Q.5 Was the lad able to see?

OR

Q.4 Listen to the audio clip and write the answers of the questions given below.

<https://archive.org/details/WingsOfFireAnAutobiographAPJAbdulKalam3873/page/n2>

I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras state. My father, Jainulabdeen, had neither formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

My parents were widely regarded as an ideal couple. My mother's lineage was the more distinguished, one of her forebears having been bestowed the title of 'Bahadur' by the British.

I was one of many children ---a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of 19th century.

APJ Abdul Kalam Wings of Fire- An Auto biography

Q.1 What type of family was the writer born in?

Q.2 What was the name of the town where the writer was born?

Q.3 Who also ate with all the family members of the writer?

Q.4 What title was bestowed on the forebears of writer's mother by the British?

Q.5 When was writer's ancestral house built?

Part I (B)

05 Marks

Speaking skill-

Q.1 Speak about a book read.

OR

Q.2 Choose any topic from the given list of the topics and express your thoughts about it.

OR

Q.3 Express your views/thoughts about any lesson/text or a poem from your Course book in about 8 to 10 sentences.

Part II

Assignments-

10 Marks

Choose any of the two topics and complete your assignments in a given time on the Papers/sheets provided by the school.

Note-

- The specimen of Oral Activity Sheet and the marking scheme is applicable for Std. IX also.
- For Std. IX. Oral and Internal evaluation is to be done for First Term End examination and Second Term End examination.
- For Std. X. Oral evaluation is to be done once for First Term End examination for practice purpose and once for the Board First Examination.
- Teachers should give ample practice of all the components of Oral Examination to the students throughout the academic year.

Secondary School Certificate Examination: Oral Evaluation 20---

Part I (A):

05 Marks

This image shows a full page of a handwriting practice worksheet. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

P.T.O.

Part I (B) Speaking: Evaluation criteria based on examiner's observation.

- Choose any one from the following options

05 Marks

1. Speaking about (Expressing opinion) about the book read.

	Name of the book and its author ----- -----	Special features of the book (minimum 3-4 sentences)	Fluency and confidence in speaking	Overall impression about the book	Effectiveness of expression	Marks obtained
Allotted Marks	1 Mark	1Mark	1 Mark	1 Mark	1 Mark	05

2. Speaking on the given topic

OR

	Name of the topic ----- -----	Appropriateness of the content	Fluency and confidence in speaking	Relevance of the topic	Effectiveness of expression	Marks obtained
Allotted Marks	1Mark	1Mark	1 Mark	1 Mark	1 Mark	05

3. Speaking on a text/lesson or a poem

OR

	Name of the lesson/poem ----- -----	Appropriateness of the content	Fluency and confidence in speaking	Relevance of the topic	Effectiveness of expression	Marks obtained
Allotted Marks	1 Mark	1 Mark	1 Mark	1 Mark	1Mark	05

Mention one or two remarkable things observed in the student's performance.

Marks Allotted	Part I (A)	Part I (B)	Total Part I (A+ B)	Part II Assignments	Total (Part I+ II)	Name of the evaluator	Signature of the evaluator and date
	05 Marks	05 Marks	10 Marks	10 Marks	20 Marks		
Marks Obtained							