

## STUDENT LEARNING OUTCOMES For Grades X

**Competency 1: Reading and Thinking Skills**

**Standard 1:** All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

**Benchmark I:** Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

| Student Learning Outcomes  |
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| Grade X  |
| <ul style="list-style-type: none"> <li>➤ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.</li> </ul>  |
| <ul style="list-style-type: none"> <li>➤ Analyze paragraphs to identify words, phrases or sentences that support the main idea through               <ul style="list-style-type: none"> <li>• definition</li> <li>• example/ illustration</li> <li>• cause and effect</li> <li>• comparison and contrast</li> <li>• facts, analogies, anecdotes and quotations.</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Identify and recognize the functions of               <ul style="list-style-type: none"> <li>• pronoun – antecedent relationships.</li> <li>• anaphoric and cataphoric references.</li> <li>• transitional devices used for coherence and cohesion at discourse level.</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Analyze the order of arranging paragraphs:               <ul style="list-style-type: none"> <li>• Chronological or spatial.</li> <li>• General to specific, specific to general.</li> <li>• Most important to least important and vice versa.</li> </ul> </li> </ul>  |

**Benchmark II:** Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies

| Student Learning Outcomes Grade  |
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| Grade X  |
| <ul style="list-style-type: none"> <li>➤ Use pre-reading strategies to               <ul style="list-style-type: none"> <li>• predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.</li> </ul> </li> <li>➤ Skim text to               <ul style="list-style-type: none"> <li>• have general idea of the text.</li> <li>• infer theme/ main idea.</li> </ul> </li> <li>➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to               <ul style="list-style-type: none"> <li>• scan to answer short questions.</li> <li>• make simple inferences using context of the text and prior knowledge.</li> <li>• distinguish between what is clearly stated and what is implied.</li> <li>• deduce meaning of difficult words from context.</li> <li>• use context to infer missing words.</li> <li>• read silently with comprehension and extract main idea and supporting detail.</li> <li>• scan to locate an opinion.</li> <li>• distinguish fact from opinion in letters to editors, texts supporting an opinion, etc.</li> <li>• locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"> <li>• recognize arguments and counter arguments.</li> <li>• explore viewpoints/ ideas and issues.</li> <li>• follow instructions in maps or user instruction manuals and forms related to extended social and academic environment.</li> <li>• comprehend/interpret text by applying critical thinking.</li> <li>• generate questions to understand text.</li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Use summary skills to <ul style="list-style-type: none"> <li>• extract salient points and develop a mind map to summarize a text.</li> <li>• follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph.</li> </ul> </li> <li>➤ Use critical thinking to respond orally and in writing to the text (post-reading) to <ul style="list-style-type: none"> <li>• give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.</li> <li>• relate what is read to his or her own feelings and experiences.</li> <li>• explore causes and consequences of a problem or an issue and propose various solutions.</li> <li>• evaluate material read.</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response</li> <li>• Open ended</li> </ul> </li> <li>➤ Respond orally and in writing.</li> </ul>  |

**Benchmark III: Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships**

| Student Learning Outcomes Grade   |
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| Grade X   |
| <ul style="list-style-type: none"> <li>➤ Interpret the situation in a visual cue and with the help of mind map giving vocabulary, structure and sensory details to write a short description.</li> <li>➤ Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report.</li> <li>➤ Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.</li> <li>➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.</li> <li>➤ Recognize and use appropriate conventions (format, style, expression)</li> </ul> |

**Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills**

| Student Learning Outcomes Grade   |
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| Grade X   |
| <ul style="list-style-type: none"> <li>➤ Use dictionaries to <ul style="list-style-type: none"> <li>• locate guide words.</li> <li>• locate entry word.</li> <li>• choose appropriate word definition.</li> <li>• identify pronunciation through pronunciation key.</li> <li>• identify syllable division, and stress pattern.</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"> <li>• identify parts of speech.</li> <li>• identify correct spellings.</li> <li>• identify phrases through key words.</li> <li>• recognize abbreviations used in a dictionary.</li> <li>• locate phrases and idioms.</li> <li>• comprehend notes on usage.</li> </ul>  |
| <ul style="list-style-type: none"> <li>➤ Locate appropriate synonyms and antonyms in a thesaurus.</li> </ul>  |
| <ul style="list-style-type: none"> <li>➤ Use library skills to <ul style="list-style-type: none"> <li>• alphabetize book titles, words and names.</li> <li>• locate fiction and non fiction books / books by subject.</li> <li>• understand card catalogue.</li> <li>• locate and use card catalogue.</li> <li>• identify three kinds of catalogue cards i.e. author card, title card, subject card.</li> <li>• use case and shelf labels in the library.</li> <li>• use the reference section in the library.</li> <li>• use computer catalogue</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize idea</li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to <ul style="list-style-type: none"> <li>• comprehend texts.</li> <li>• identify and select relevant information in a book.</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Utilize appropriate informational sources including encyclopedias and internet sources.</li> </ul>   |

**Competency 1: Reading and Thinking Skills**

**Standard 2:** All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

**Benchmark I:** Analyze short stories, poems, and essays; make connections between literary texts and their own lives

| <b>Student Learning Outcomes Grade</b>   |
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| <b>Grade X</b>   |
| <ul style="list-style-type: none"> <li>➤ Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge.</li> <li>➤ Analyze story elements: characters, events, setting, plot, theme, tone, point of view.</li> <li>➤ Identify the speaker or narrator in a selection.</li> <li>➤ Recognize the author’s purpose and point of view.</li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Read a text to <ul style="list-style-type: none"> <li>• make connections between their own lives and the characters, events, motives, and causes of conflict in texts.</li> <li>• make inferences and draw conclusion about character using supportive evidence from the text.</li> <li>• compare characters in a literary selection to near similar one’s in real life.</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.</li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Read a poem and give orally and in writing <ul style="list-style-type: none"> <li>• Theme and its development.</li> <li>• Personal response with justification.</li> <li>• Paraphrase/ summary</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Read and analyze how a writer/ poet uses language to <ul style="list-style-type: none"> <li>• appeal to the senses through use of figurative language including similes and metaphors.</li> <li>• affect meaning through use of synonyms with different connotations and denotations.</li> <li>• create imagery.</li> </ul> </li> <li>➤ Read and recognize literary techniques such as repetition, personification and alliteration.</li> </ul> |

**Competency 2: Writing Skills**

**Standard 1:** All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

**Benchmark I:** Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

| Student Learning Outcomes Grade |   |
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| Grade X                         |   |
| ➤                               | Develop focus for own writing by identifying audience and purpose.  |
| ➤                               | Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.  |
| ➤                               | Analyze an essay to identify the general subject, main idea (a statement about the general subject), <b>key ideas</b> , <b>supporting details</b> and <b>transitional devices</b> .   |
| ➤                               | Write an essay on a general subject: <ul style="list-style-type: none"><li>• Write an introductory paragraph with a clear central thought.</li><li>• Provide <b>key ideas</b> which prove, explain or support the central thought.</li><li>• Use a separate paragraph for each key idea.</li><li>• Incorporate evidence (facts, quotations, etc), examples (analogies, <b>anecdotes</b>, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.</li><li>• Use appropriate <b>transitional devices</b> to connect ideas within and between paragraphs.</li><li>• Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, a general concluding statement.</li><li>• Use correct conventions of grammar and punctuation.</li></ul> |
| ➤                               | • Use appropriate vocabulary.   |

**Benchmark II:** Write a variety of expository, persuasive, analytical essays, and personal narratives for different purposes and audiences.

| Student Learning Outcomes Grade |   |
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| Grade X                         |   |
| ➤                               | Analyze to use in their own writing, features of an <b>expository</b> composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: <ul style="list-style-type: none"><li>• Methods for organizing comparison and contrast.</li><li>• Connectives of comparison and contrast.</li><li>• <b>Similes</b> and <b>metaphors</b> for comparison and contrast.</li></ul>   |
| ➤                               | Write a personal <b>narrative</b> (autobiographical): <ul style="list-style-type: none"><li>• Include choice of time period in one's life.</li><li>• Include clear statement of personality traits at that time.</li><li>• Include <b>significant details</b> and an incident used to <b>portray personality</b>.</li></ul>   |
| ➤                               | Write a <b>persuasive</b> /argumentative essay on a given topic: <ul style="list-style-type: none"><li>• Distinguish fact from opinion.</li><li>• State an opinion on the topic.</li><li>• List ideas and arguments that support opinion.</li><li>• Organize ideas and supporting arguments in a clear, structured and logical manner.</li><li>• Distinguish between language used for persuasion and propaganda.</li><li>• Use <b>persuasive</b> language to enhance ideas.</li><li>• Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal <b>anecdote</b> or <b>analogy</b>).</li></ul> |

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| <ul style="list-style-type: none"> <li>➤ Anticipate and respond to opposing arguments by defending <b>point of view</b> with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.</li> </ul>   |
| <ul style="list-style-type: none"> <li>➤ Analyze a simple sample book review of a story book to write one.</li> <li>➤ Write a book review of a simple story book: <ul style="list-style-type: none"> <li>• Write a summary of the book.</li> <li>• Gather information about the author.</li> <li>• Evaluate the plot, character and setting.</li> <li>• Prepare an outline for the book review.</li> <li>• Write, revise, and proof read the review</li> </ul> </li> </ul>                                |
| <ul style="list-style-type: none"> <li>➤ Analyze questions to write effective and focused answers of required length: <ul style="list-style-type: none"> <li>• Mark key words.</li> <li>• Identify verbs and tenses.</li> <li>• Recognize question types such as <ol style="list-style-type: none"> <li>i. Literal/ textual/ factual</li> <li>ii. Interpretive</li> <li>iii. Inferential</li> <li>iv. Evaluative</li> <li>v. Personal response</li> <li>vi. Open ended</li> </ol> </li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Use summary skills to write summary/ précis of simple passages / poems.</li> <li>➤ Use paraphrasing skills to paraphrase stanzas: <ul style="list-style-type: none"> <li>• Mark thought groups in the stanza.</li> <li>• Restate the message in simple prose.</li> <li>• Replace poetic words with simple ones.</li> </ul> </li> </ul>   |

**Benchmark III: Write expository, persuasive, analytical essays, and personal narratives to produce a variety of academic and creative texts for various audiences**

| <b>Student Learning Outcomes Grade</b>   |
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| <b>Grade X</b>   |
| <ul style="list-style-type: none"> <li>➤ Write and revise formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format.</li> <li>➤ Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion.</li> <li>➤ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes, quotations, examples, analogies, etc.</li> <li>➤ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes, quotations, examples, analogies, etc.</li> <li>➤ Analyze and compare various formal emails to note differences of conventions, vocabulary, style and tone.</li> <li>➤ Write formal e mails in extended social and academic environment.</li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Analyze various forms currently required in extended social and academic environment.</li> <li>➤ Fill in forms legibly, following instructions and supplying correct information.</li> </ul>  |

**Benchmark IV: Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary.**

| <b>Student Learning Outcomes Grade</b>  |
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| <b>Grade X</b>  |
| <ul style="list-style-type: none"> <li>➤ Develop focus for own writing by identifying audience and purpose.</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc</li> </ul> |

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| <ul style="list-style-type: none"> <li>➤ Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> <li>• is focused, purposeful and reflects insight into the writing situation.</li> <li>• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>• uses writing strategies as are appropriate to the purpose of writing.</li> <li>• has varied sentence structure and length.</li> <li>• has a good command of language with precision of expression.</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Proof read and edit their own, peers' and given texts for <ul style="list-style-type: none"> <li>• faulty sentence structure.</li> <li>• errors of subject / verb agreement.</li> <li>• unclear pronoun reference.</li> <li>• errors of correct word form.</li> <li>• errors of punctuation and spelling.</li> </ul> </li> </ul>   |

**Competency 3: Oral Communication Skills**

**Standard 1:** All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

**Benchmark I:** Use extended linguistic exponents to communicate appropriately for various functions and co-functions of advice, hopes, fears, queries, in extended social environment.

| <b>Student Learning Outcomes Grade</b>  |
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| <b>Grade X</b>  |
| <ul style="list-style-type: none"> <li>➤ Select and use appropriate expression for various functions: <ul style="list-style-type: none"> <li>• Ask and respond to questions of academic and social nature.</li> <li>• Ask and express preferences, emotions, wishes needs and requirements by giving reasons.</li> <li>• Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely.</li> <li>• Express hopes and fears.</li> <li>• Express refusal politely.</li> <li>• Seek and offer advice.</li> <li>• Express personal needs, feelings, emotions and ideas.</li> </ul> </li> </ul> |

**Benchmark II:** Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas

| <b>Student Learning Outcomes Grade</b>   |
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| <b>Grade X</b>   |
| <ul style="list-style-type: none"> <li>➤ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none"> <li>• Offer and respond to greetings, compliments, invitations, introductions and farewells.</li> <li>• Demonstrate an understanding of ways to show gratitude, apology, anger and impatience.</li> <li>• Ask, restate and simplify directions and instructions.</li> <li>• Present and explain one's point of view clearly.</li> <li>• Support or modify one's opinions with reasons.</li> <li>• Acknowledge others' contributions.</li> <li>• Agree and disagree politely at appropriate times.</li> <li>• Share information and ideas.</li> <li>• Clarify and restate information and ideas.</li> <li>• Modify a statement made by a peer.</li> <li>• Exhibit appropriate conventions of interruptions.</li> <li>• Negotiate solutions to problems, interpersonal misunderstandings, and disputes.</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"> <li>• Express humour through verbal and non verbal means.</li> <li>• Summarize the main points of discussion for the benefit of the whole group.</li> <li>• Join in a group response at the appropriate time.</li> <li>• Use polite forms to negotiate and reach consensus.</li> </ul>  |
| <ul style="list-style-type: none"> <li>➤ Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics: <ul style="list-style-type: none"> <li>• Introduce self and others.</li> <li>• Prepare and ask relevant questions for an interview.</li> <li>• Give appropriate responses using reciprocal ability.</li> <li>• Make notes of the responses in an interview.</li> <li>• Respond appropriately and effectively to questions.</li> <li>• Use language that is appropriate.</li> <li>• Demonstrate sensitivity and respect to others.</li> <li>• Compile the oral responses of the interview in written form.</li> </ul> </li> </ul>  |
| <ul style="list-style-type: none"> <li>➤ Create and deliver simple group/ class presentations on various themes, problems and issues: <ul style="list-style-type: none"> <li>• Negotiate verbally to identify roles in preparations for presentations.</li> <li>• Present and explain one's point of view clearly.</li> <li>• Support or modify one's opinions with reasons.</li> <li>• Acknowledge others' contributions.</li> <li>• Present with clarity, the main point or subject of the presentation.</li> <li>• Support the topic or subject with effective factual information.</li> <li>• Structure ideas and arguments in a coherent logical fashion.</li> <li>• Exhibit appropriate etiquettes of interacting with audience.</li> <li>• Demonstrate appropriate conventions for use of various audio-visual aids.</li> </ul> </li> <li>➤ Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria: <ul style="list-style-type: none"> <li>• Clear and cohesive main idea.</li> <li>• Consistent organization of ideas.</li> <li>• Sufficient supporting detail.</li> <li>• Effective speaking style.</li> <li>• Appropriate body language, dress and posture.</li> <li>• Suitable tone.</li> <li>• Appropriate interaction with audience.</li> <li>• Appropriate selection and use of audio-visual aids.</li> </ul> </li> </ul> |

**Competency 4: Formal and Lexical Aspects of Language.**

**Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.**

**Benchmark I: Pronounce (acceptably) new words, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.**

| <b>Student Learning Outcomes Grade</b>   |  |
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| <b>Grade X</b>   |  |
| <ul style="list-style-type: none"> <li>➤ Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy.</li> <li>➤ Recognize silent letters in words and pronounce them with developing accuracy.</li> <li>➤ Recognize, pronounce and represent primary and secondary stress in words. Refer to a dictionary, if required</li> </ul> |  |
| <ul style="list-style-type: none"> <li>➤ Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> <li>• show attitude.</li> <li>• highlight focus in meaning.</li> <li>• divide speech into thought groups.</li> </ul> </li> </ul>  |  |

**Competency 4: Formal and Lexical Aspects of Language****Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.****Benchmark I: Analyze different kind of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings in their own speech and writing.**

| <b>Student Learning Outcomes Grade</b>   |
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| <b>Grade X</b>   |
| <ul style="list-style-type: none"> <li>• Enhance and use appropriate vocabulary and correct spelling in speech and writing: <ul style="list-style-type: none"> <li>• Illustrate the use of dictionary for finding appropriate meaning and correct spellings.</li> <li>• Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context.</li> <li>• Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.</li> <li>• Deduce the meaning of unfamiliar words from the context using contextual clues.</li> <li>• Analyze and understand common roots and use that knowledge to recognize the meaning of new words.</li> <li>• Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.</li> <li>• Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire.</li> <li>• Examine and focus the vocabulary that indicates the writer’s attitude.</li> <li>• Recognize words that vary in meaning according to their connotations.</li> <li>• Use appropriate connotation in their own writing.</li> <li>• Identify and avoid verbosity; use one word substitution, eliminate redundancy.</li> </ul> </li> <li>• Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations.</li> </ul> |

**Competency 4: Formal and Lexical Aspects of Language****Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.****Benchmark I: Recognize grammatical functions and concepts of tense and aspect, selected transitional devices and modal verbs, and use them in their speech and writing.**

| <b>Student Learning Outcomes Grade</b>   |
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| <b>Grade X</b>   |
| <b>NOUNS, NOUN PHRASES AND CLAUSES</b> <ul style="list-style-type: none"> <li>➤ Demonstrate use of more collective, countable and uncountable, material and abstract nouns.</li> <li>➤ Apply rules of change of number of nouns learnt earlier.</li> <li>➤ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).</li> </ul> |
| <b>PRONOUNS</b> <ul style="list-style-type: none"> <li>➤ Illustrate use of pronouns learnt earlier.</li> <li>➤ Identify, and demonstrate use of relative pronouns.</li> <li>➤ Recognize the rules for using indefinite pronouns.</li> <li>➤ Illustrate use of pronoun-antecedent agreement.</li> <li>➤ Illustrate use of anaphoric and cataphoric references.</li> </ul>                                 |
| <b>ARTICLES</b> <ul style="list-style-type: none"> <li>➤ Apply rules for use of a, an and the, wherever applicable in speech and writing.</li> </ul>   |
| <b>TENSES</b> <ul style="list-style-type: none"> <li>➤ Illustrate use of tenses learnt earlier.</li> <li>➤ Identify, change the form of, and use Present and Past Perfect Continuous tenses</li> </ul>   |



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| <b>ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES</b> <ul style="list-style-type: none"> <li>➤ Classify adjectives into different types. Change and use degrees of adjectives.</li> <li>➤ Follow order of adjectives in sentences.</li> <li>➤ Form adjectives from nouns and verbs.</li> <li>➤ Use adjective phrases and clauses.</li> </ul>     |
| <b>ADVERBS AND ADVERBIALS</b> <ul style="list-style-type: none"> <li>➤ Illustrate use of adverbs learnt earlier.</li> <li>➤ Recognize varying positions of adverbs in sentences according to their kinds and importance.</li> <li>➤ Identify and use degrees of comparison of adverbs.</li> <li>➤ Use adverbial phrases and clauses</li> </ul> |
| <b>PREPOSITIONS AND PREPOSITIONAL PHRASES</b> <ul style="list-style-type: none"> <li>➤ Use prepositional phrases and clauses.</li> </ul>   |
| <b>TRANSITIONAL DEVICES</b> <ul style="list-style-type: none"> <li>➤ Use transitional devices learnt earlier</li> </ul>  |

**Benchmark II: Recognize and use punctuation including use of commas in phrases, complex clauses and sentences**

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| <b>Student Learning Outcomes Grade</b>  |
| <b>Grade X</b>  |
| <ul style="list-style-type: none"> <li>➤ Recognize and use comma to separate <ul style="list-style-type: none"> <li>• a subordinate clause which precedes a main clause.</li> <li>• a non-defining relative clause.</li> <li>• coordinate clauses joined by one of the pure conjunctions.</li> </ul> </li> <li>➤ Recognize and use colon to separate independent clauses when there is a sharp antithesis.</li> <li>➤ Recognize and use semicolon between <ul style="list-style-type: none"> <li>• parts of a compound sentence when no conjunction is used.</li> <li>• the clauses of a compound sentence before conjunctive adverbs.</li> </ul> </li> <li>➤ Recognize and use quotation marks to enclose <ul style="list-style-type: none"> <li>• both parts of an interrupted quotation.</li> <li>• unusual or peculiar terms to which attention is directed to make the meaning clearer.</li> </ul> </li> <li>➤ Recognize and use hyphen to indicate the division of a word at the end of a line.</li> <li>➤ Recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought.</li> <li>➤ Recognize and use parenthesis (Round Brackets) to <ul style="list-style-type: none"> <li>• enclose numbers or letters in enumerations in the text.</li> <li>• express an amount in numbers previously expressed in words.</li> <li>• mark off explanatory or supplementary material.</li> </ul> </li> <li>➤ Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.</li> </ul> |

**Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks**

|   |
|---|
| <b>Student Learning Outcomes Grade</b>  |
| <b>Grade X</b>  |
| <b>SENTENCE STRUCTURE</b> <ul style="list-style-type: none"> <li>➤ Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause</li> </ul>   |
| <b>TYPES OF SENTENCES</b> <ul style="list-style-type: none"> <li>➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.</li> <li>➤ Identify and differentiate between simple, compound and complex sentences.</li> <li>➤ Use conditional sentences.</li> </ul> |

➤ Recognize the rules of and change the narration of statements, requests/ orders and questions.

**Competency 5: Appropriate Ethical and Social Development**

**Standard 1:** All students will develop ethical and social attributes and values relevant in a multicultural, civilized society

**Please note:** This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

**Benchmark I:** Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

**Benchmark II:** Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

**Benchmark III:** Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

**POLICY GUIDELINES**  
Paper Pattern and Distribution of Marks  
English SSC-II

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-II students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domain shall approximately be 30 % Knowledge (K), 50 % Understanding (U) and 20 % Application (A).

**SECTION – A(Marks 15)**

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

**SECTION – B(Marks 36)**

|     |   |                                       |
|-----|---|---------------------------------------|
| Q.2 | This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as taught in classroom appending seven questions of varying SLOs and Cognitive Domains of learning. The students are required to answer five parts including compulsory Question (i) about summary/precis writing bearing six marks. The other parts will be of three marks each. The passage of SSC-II level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.                       | 6+4x3=18<br>Marks                     |
| Q.3 | <p>a. Candidates are required to paraphrase a given stanza of difficulty level of SSC-II.</p> <p>b. Candidates are required to answer variety of questions based on the given Stanza aligned with the SLOs. Questions related to the theme, values, central ideas, figures of speech, vocabulary, subject matter and any other identical SLOs based area of given stanza/stanzas will be included.</p>  | 2 Marks<br><br>4 Marks                |
| Q.4 | <p>This question shall consist of three parts i.e. a, b and c. Candidates are required to:</p> <p>a. Fill in the blanks of a passage to convey meaning, using suitable verbs.(Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked.)</p> <p>b. Change the narration of a given text/sentences. (Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked).</p> <p>c. This question is based on conversion of various forms of sentences as per given directions. (Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked).</p> | 4 Marks<br><br>4 Marks<br><br>4 Marks |

**SECTION – C(Marks 24)**

|   |   |              |         |
|---|---|--------------|---------|
| Q.5   | Candidates are required to compose and write formal email/letter/application. |              | 8 marks |
| Examination Hall                            | 0.5   | City: A.B.C. | 0.5     |
| Date  | 05  | Salutation   | 0.5     |
| Recipient's address (e.g. Editor's address) | 01  |              |         |
| Subject                                     | 0.5   |              |         |
| Body of the letter                          | 04  | Yours        | 0.5     |

|  |   |  |          |
|--|---|--|----------|
| i. Opening   |   | sincerely/<br>truly/faithfully                   |          |
| ii. Objective of letter/application writing  |   |  |          |
| iii. Conclusion/closing  |   |  |          |
| X.Y.Z.   |   |  |          |
| OR   |   |  |          |
| From:(sender's address)  |   | <a href="mailto:abc@gmail.com">abc@gmail.com</a> | 0.5      |
| To: (recipient's address)  |   | <a href="mailto:def@gmail.com">def@gmail.com</a> | 0.5      |
| Date   |   | 20 <sup>th</sup> November<br>2021                | 0.5      |
| Blank line   |   |  |          |
| Subject  |   |  | 0.5      |
| (Salutation)   |   | Dear<br>friend/uncle/. . .                       | 0.5      |
| Body of the email  | 05  | Yours sincerely<br>X.Y.Z.                        | 0.5      |
| i. Opening   |   |  |          |
| ii. Objective email writing  |   |  |          |
| iii. Conclusion/closing  |   |  |          |
| Candidates are required to write a formal email/application/letter.<br><b>Note:</b> Either formal email/application/letter can be given. |   |  |          |
| Inside address   |   |  | 1        |
| Subject  |   |  | 0.5      |
| Salutation   |   |  | 0.5      |
| Body of the application  |   |  | 5.0      |
| Yours obediently<br>X.Y.Z.   |   |  | 0.5      |
|  | Date  |  | 0.5      |
| Note: Marks for the format SHALL ONLY BE AWARDED if the body of the email/letter/application is written relevantly.                      |   |  |          |
| Q. 6   | The students are required to develop a passage using the transitional devices of sequence/comparison contrast/cause and effect and other identical test items aligned with the bifurcated SLOs of SSC-II. |  | 6        |
| Q.7  | Candidates are required to write an essay on one out of three topics in about 200-250 words.  |  | 10 Marks |

| Version No. |  |  |  |
|-------------|--|--|--|
|             |  |  |  |

| ROLL NUMBER |  |  |  |  |  |  |
|-------------|--|--|--|--|--|--|
|             |  |  |  |  |  |  |



|   |   |   |   |
|---|---|---|---|
| 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 |

Answer Sheet  
No. \_\_\_\_\_

Sign. of  
Candidate \_\_\_\_\_

Sign. of  
Invigilator \_\_\_\_\_

## ENGLISH COMPULSORY SSC-II

SECTION – A (Marks 15)

Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

### Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) Because I am not a football fan, I am \_\_\_\_\_ to the fact my friend met a popular football player yesterday.
- A. ignorant  B. different   
C. indifferent  D. diffident
- (2) **Clock** is to **Time** as **Thermometer** is to \_\_\_\_\_.
- A. heat  B. radiation   
C. energy  D. temperature
- (3) The paint spilled all over the floor; \_\_\_\_\_, the sweeper had a big mess to clean up. Choose suitable transitional device from the following:
- A. moreover  B. as a result   
C. however  D. for example
- (4) Wherever he goes, the esteemed Dr. Sanchez is applauded for his life saving research. Infer the meaning of underlined word and choose the correct response.
- A. rude  B. very serious   
C. proud  D. greatly admired
- (5) He was as snug as a bug in a rug. This sentence contains a:
- A. Metaphor  B. Personification   
C. Simile  D. Symbol
- (6) Zahid looks a noble person but he always becomes \_\_\_\_\_ any good deed. Choose the suitable option to fill in the blank.
- A. a supporter of  B. an obstacle for   
C. a preacher of  D. a promoter for

- (7) I believe that if you lower taxes so that people can keep more of the money they earn, it will be \_\_\_\_\_ for them to work harder. Choose a suitable option to fill in the blank.
- A. an incentive  B. a protection   
 C. an option  D. a facility
- (8) Identify the compound sentence from the sentences given below:
- A. My mother cooked dinner while I was doing my homework.   
 B. I like playing basketball and my brother likes playing tennis.   
 C. He missed the first period because he was late.   
 D. I have not seen my grandmother since I came to Germany.
- (9) A \_\_\_\_\_ of sailors was on board to start voyage towards Arabia.
- A. gang  B. crowd   
 C. choir  D. crew
- (10) There was \_\_\_\_\_ inside. The building was empty.
- A. everybody  B. somebody   
 C. nobody  D. anybody
- (11) Which one of the following sentences possesses the Adverb of manner?
- A. He has firmly discarded the idea of attacking the enemy.   
 B. My dog always barks.   
 C. The girls went upstairs to get their coats.   
 D. My teacher often writes on the white board.
- (12) Choose the sentence with an **Adjective clause** in it:
- A. The team member who raises the most funds will receive an award.   
 B. The patient in the wheel chair has a broken leg.   
 C. The house with white paint is at the end of the street.   
 D. The goat with the brown legs was grazing in the meadow.
- (13) The United Nations often tries to \_\_\_\_\_ in conflicts between countries. Choose the word with correct spellings to fill in the blank?
- A. entercede  B. intercede   
 C. intercede  D. interscede
- (14) Which one of the following sentences contains the best synonym for the underlined word in the sentence? "During my **leisure** time, I enjoy reading."
- A. During my repose time, I enjoy reading.   
 B. During my pleasure time, I enjoy reading.   
 C. During my stress time, I enjoy reading.   
 D. During my toil time, I enjoy reading.
- (15) Fortunately, the explosion \_\_\_\_\_ the asteroid from a course that would have sent it hurtling into our planet. Infer suitable word from the following options:
- A. ignited  B. diverted   
 C. directed  D. attracted



Federal Board SSC-II Examination  
English (Compulsory) Model Question  
Paper(Curriculum 2006)

Time allowed: 2.40 hours

Total Marks: 60

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Note: Answer the questions in sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. Write your answers neatly and legibly.

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**SECTION – B**(Marks 36)

**Q.2** Read the following passage carefully and answer any **FIVE** questions including **Question No.(i)** appended to it.

**Note:** Question No. (i) about summary writing is compulsory carrying 06 marks while rest of the questions carry 03 marks each. **(6 + 4×3=18)**

Literature is the story of humans. It is the record of who we are, where we come from and where we are going. Books make us travel at large. During our journey, we are connected with humanity. We identify ourselves with the characters we meet and learn whether we love, loathe, fear or flatter. They help us comprehend our faults and aspirations. They tell us who could we become if we are not careful. Reading provides the deepest connection to the morals that make us human, and part of a larger society.

Books are a source of comfort for us. They are a safe shelter. Throughout human history man has found peace in the written works. Books are bridges – through their pages we make our contact with society. Those who read more are better prepared to face the world than those who don't read.

Though reading a book connects us with humanity, it is also the last truly private act in a world that has become too public. As a **nourishment** for the mind, it is slow food in a world given over to fast food. Blogs, text messages and e-books, bring relevance and instant gratification, much as newspapers and magazines do. But however important such forms are, they endure only as long as the stuff they are printed on. The comforts of books defy time, and break borders.

Books offer other types of pleasures as well. The joy of their touch, sound and fragrance is immeasurable. The pleasure of their understanding is an addition to it. The sharing of a book with friends is still another form of joy. Libraries are the **evidence** of **grandeur** of a civilisation.

It is important that we work to give every person the opportunity to enjoy books as shelters, sustenance, and roads forward. To imagine a world without books is to imagine a world without thought, feeling, compassion, history, or voice.

**QUESTIONS:**

- i. Summarize the given passage. Also suggest a suitable title to it. (5+1=6)
- ii. What are the benefits of books?
- iii. What does the author mean by 'slow food' & 'fast food'?
- iv. What kind of pleasures do the books offer?
- v. How are the libraries an evidence of grandeur of civilisation?
- vi. What kind of world the humans will have without books?
- vii. Give the **SYNONYMS** of the words that are underlined in the passage.

**Q.3** a. Paraphrase any **ONE** of the following stanzas: (2)

I. If you find your task is hard,  
Try, try again;  
Time will bring you your reward,  
Try, try again.  
All that other folks can do,  
Why, with patience, should not you?  
Only keep this rule in view:  
Try, try again.

**OR**

II. Thy kindness shall bring to thee many sweet hours,  
And blessing thy pathway to crown;  
Affection shall weave thee a garland of flowers,  
More precious than wealth or renown.

b. Read the following poem/stanzas carefully and answer the questions appended to it:

I. Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

**QUESTIONS:**

- i. Give examples of metaphor from the given poem? (2)
- ii. Write down the theme of the poem in your own words. (2)

**OR**

II. I hear leaves drinking rain,  
I hear rich leaves on the top,  
Giving the poor beneath  
Drop after drop:

Tis a sweet noise to hear  
These green leaves drinking near.

**QUESTIONS:**

- i. What does the poor leaves and rich leaves metaphorically stand for? (2)
- ii. Elaborate the implied message of the stanza. (2)

**Q.4** a. Fill in the blanks with appropriate form of the verbs given in the brackets. (4)

- i. Hardly had we reached the school, when the bell \_\_\_\_\_ (ring).
- ii. I wish I \_\_\_\_\_ (be) a child again.
- iii. The doctor suggested that the patient \_\_\_\_\_ (lose) weight.
- iv. To take pay and not to work \_\_\_\_\_ (be) dishonesty.

b. Change the **FOUR** bold sentences into indirect speech: (4)

Rashid recently attended an interview for the selection of a computer programmer. At the interview, **he was asked: "Why do you want to be a computer programmer?"**



To this question **he replied, “I want to change my job because I have always been interested in computers.”**

**When the interviewer asked him, “Do you have any experience?”**

He replied that he didn’t have any experience but he was a fast learner.

Finally, the interviewer wanted to know the kind of computer he used.

**Rashid replied, ‘I can use a Mac and have also used Windows 10 once in the past.’**

The interviewer seemed to be pleased with his answers.

- c. Do as directed (any **FOUR**) of the following: **(4)**
- i. You have never come across such an unusual piece of art. (Change into interrogative sentence)
  - ii. We’re going to have to put off our trip to Spain until September. (Change into negative)
  - iii. They would not come for your help. (Change into imperative sentence)
  - iv. The train will come in five minutes. (Change into interrogative sentence)
  - v. The latter half of the film is more interesting than the former. (Change into negative sentence)
  - vi. My brother works abroad.(Change into negative sentence)

### **SECTION – C (Marks 24)**

- Q.5** Write an application to the Managing Director of a firm for the post of Manager. **(8)**

**OR**

Write a letter to the editor of a newspaper about the nuisance caused by the excessive use of pressure horns in the city during examination days drawing attention of the concerned authorities to take the remedial measures.

- Q.6** Describe your daily routine using appropriate/correct transitional devices (at least six)for connecting your ideas logically in a paragraph. **(6)**

- Q.7** Write an essay on any **ONE** of the following topics: (200-250 words) **(10)**

Need for Online Studies

**OR**

How Can We Save Our Environment?

**OR**

Use of Cell Phone at School

\* \* \* \* \*

**ENGLISH (COMPULSORY) SSC-II**  
**Student Learning Outcomes**  
**(Curriculum 2006)**

| S # | Q No.    | Competency No. | Standard No. | Bench Mark No. | Student Learning Outcomes   | Cognitive Level ** | Allocated Marks in Paper |
|-----|----------|----------------|--------------|----------------|---|--------------------|--------------------------|
| 1.  | Q-1 (1)  | 4              | 2            | I              | Enhance and use appropriate vocabulary and correct spelling in speech and writing<br>► Deduce the meaning of unfamiliar words from the context using contextual clues.  | U                  | 1                        |
| 2.  | Q-1 (2)  | 1              | 1            | II             | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.</i> | U                  | 1                        |
| 3.  | Q-1 (3)  | 1              | 1            | III            | Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.  | K                  | 1                        |
| 4.  | Q-1 (4)  | 4              | 2            | I              | Enhance and use appropriate vocabulary and correct spelling in speech and writing<br>► Deduce the meaning of unfamiliar words from the context using contextual clues.  | U                  | 1                        |
| 5.  | Q-1 (5)  | 1              | 2            | I              | Read and analyze how a writer/ poet uses language to appeal to the senses through use of figurative language including similes and metaphors.   | U                  | 1                        |
| 6.  | Q-1 (6)  | 1              | 1            | II             | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>use context to infer missing words.</i>  | U                  | 1                        |
| 7.  | Q-1 (7)  | 1              | 1            | II             | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>use context to infer missing words.</i>  | U                  | 1                        |
| 8.  | Q-1 (8)  | 4              | 3            | III            | Identify and differentiate between simple, compound and complex sentences   | K                  | 1                        |
| 9.  | Q-1 (9)  | 4              | 3            | I              | Demonstrate use of more collective, countable and uncountable, material and abstract nouns.   | U                  | 1                        |
| 10. | Q-1(10)  | 4              | 3            | I              | Recognize the rules for using indefinite pronouns   | K                  | 1                        |
| 11. | Q-1 (11) | 4              | 3            | I              | Recognize varying positions of adverbs in sentences according to their kinds and importance   | K                  | 1                        |
| 12. | Q-1 (12) | 4              | 3            | I              | Use adjective phrases and clause  | K                  | 1                        |
| 13. | Q-1 (13) | 4              | 2            | I              | Enhance and use appropriate vocabulary and correct spelling in speech and writing   | K                  | 1                        |
| 14. | Q-1 (14) | 4              | 2            | I              | ► Enhance and use appropriate vocabulary and  | U                  | 1                        |

|     |                        |   |   |     |   |   |   |
|-----|------------------------|---|---|-----|---|---|---|
|     |                        |   |   |     | correct spelling in speech and writing<br>► Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire.  |   |   |
| 15. | Q-1 (15)               | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while reading) to use context infer missing words.  | U | 1 |
| 16. | Q-2 (i)                | 1 | 1 | II  | Use summary skills to <i>extract salient points and develop a mind map to summarize a text.</i>   | U | 6 |
| 17. | Q-2 (ii)               | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>  | U | 3 |
| 18. | Q-2 (iii)              | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>  | U | 3 |
| 19. | Q-2 (iv)               | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>  | K | 3 |
| 20. | Q-2 (v)                | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>  | U | 3 |
| 21. | Q-2 (vi)               | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>comprehend/interpret text by applying critical thinking</i>  | U | 3 |
| 22. | Q-2 (vii)              | 1 | 1 | II  | Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>deduce meaning of difficult words from context.</i>  | U | 3 |
| 23. | Q-3-(a)- I & II        | 2 | 1 | II  | Use paraphrasing skills to paraphrase stanzas<br>► Restate the message in simple prose  | U | 2 |
| 24. | Q-3 -(b)- (I &II)-(i)  | 1 | 2 | I   | Read and analyze how a writer/ poet uses language to <i>appeal to the senses through use of figurative language including similes and metaphors.</i>  | U | 2 |
| 25. | Q-3-(b) - (I &II)-(ii) | 1 | 2 | I   | Read a poem and give orally and in writing <i>Theme and its development, Personal response with justification, summary.</i>   | U | 2 |
| 26. | Q-4 (a)                | 4 | 3 | I   | Illustrate use of tenses learned earlier  | K | 4 |
| 27. | Q-4 (b)                | 4 | 3 | III | Recognize the rules of and change the narration of statements, requests/ orders and questions.  | U | 4 |
| 28. | Q-4 (c)                | 4 | 3 | III | Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.   | K | 4 |
| 29. | Q-5                    | 2 | 1 | III | ► Write and revise applications to people in extended environment using correct format, layout and tone / Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion.<br>► Write formal emails in extended social and | A | 8 |

|     |     |   |   |     |   |   |    |
|-----|-----|---|---|-----|---|---|----|
|     |     |   |   |     | academic environment  |   |    |
| 30. | Q-6 | 1 | 1 | III | Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.  | K | 6  |
| 31. | Q-7 | 2 | 1 | II  | <p>➤ Write a <b>persuasive</b>/argumentative essay on a given topic:</p> <ul style="list-style-type: none"> <li>• Distinguish fact from opinion.</li> <li>• State an opinion on the topic.</li> <li>• List ideas and arguments that support opinion.</li> <li>• Organize ideas and supporting arguments in a clear, structured and logical manner.</li> <li>• Distinguish between language used for persuasion and propaganda.</li> <li>• Use <b>persuasive</b> language to enhance ideas.</li> <li>• Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal <b>anecdote</b> or <b>analogy</b>).</li> </ul> | A | 10 |

\*\* K= Knowledge, U= Understanding & A= Application

## ENGLISH COMPULSORY SSC-II

### Table of Specifications

| Assessment Objectives | Competency-1<br>Reading and Thinking Skills   | Competency-2<br>Writing Skill | Competency-4<br>Formal and Lexical Aspects of<br>Language  | Marks | Percentage |
|-----------------------|---|-------------------------------|--|-------|------------|
| Knowledge Based       | 1-3(1),2-iv(3), 6-(6)   |                               | 1-8(1),1-10(1), 1-11(1),<br>1-12(1),1-13(1),4-a(4), 4-c(6) | 25    | 30.1%      |
| Understanding Based   | 1-2(1), 1-5(1), 1-6(1), 1-7(1), 1-15(1),<br>2-i(6),2-ii(3),2-iii(3), 2-v(3), 2-vi(3),<br>2-vii(3),3-b-(I&II)-i(2), 3-b-(I&II)-ii(2) | 3-a-I&II (2),                 | 1-1(1), 1-4(1), 1-9(1),1-14(1),<br>4-b(4)                  | 40    | 48.1%      |
| Application Based     |   | 5-(8),7-(10)                  |  | 18    | 21.7%      |
| <b>Total Marks</b>    | 40  | 20                            | 23   | 83    | 100%       |

Key:

1-3(1)

Q.No.- Part No. (Allocated marks)