

First year Higher Secondary Second Terminal Evaluation, December 2019

Part-1

ENGLISH

Answer key/ Value points

Qn	Answer key	Score	Total
1	Noushad donated all the dress material he was going to sell for Bakrid to flood relief.	1	1
2	In the video posted online, one could see Noushad filling up sacks and sacks of clothes; children's dresses, sarees, new trousers, many of them still with the tag on.	1	1
3	Noushad's big heartedness, compassion, generosity..etc.	1	1
4	Yes/no with proper response	1	1
5	If you take care and hold fast, you will be safe	1	1
6	It has been hidden from the fog until then.	1	1
7	Would you help me to see the sights there?	1	1
8	Titanic's shipwreck	1	1
9	Bravery	1	1
10	The men in the crew were ready to sacrifice their lives by rescuing the women and children first.	1	1
11	Wales-fails; cry-by	1	1
12	The young seagulls parents didn't respond to his cries first because they wanted to see him fly like their other children.	2	2
13	Mrs. Clifford was seriously ill and anxious about her son Frank. So to save her life he had to tell a lie.	2	2
14	Any 3 reasonable instructions	3	3
15	The narrator / Guy de Maupassant and his friends set out on their balloon journey on July 8. He received a telegram from Captain informing him to reach at 5. He reached at sharp 5 o'clock and entered the Gas works at La Villette. The balloon was lying in the courtyard and had the appearance of a cake made of yellow cloth, flat on the ground under a rope. Two or Three hundred people were looking at it, sitting or standing and some were examining the basket, which was a little square basket for a human cargo, bearing on its side in golden letters, on a mahogany plate, the words: Le Horla	3	3
16	Do-did, make-made, in-on, women-woman	3	3
17	4 arguments in favour of the women in Namuana	4	4
18	<u>Diary</u> : Comprehensiveness of ideas Clarity in presentation Quality of language	2 1 1	4
19	<u>Speech</u> : Comprehensiveness of the content Clarity in presentation Logical sequencing of ideas	2 1 1	4
20	Relevance of the topic Appropriateness of language Clarity in presentation	2 1 1	4
21	<u>Letter</u> : Comprehensiveness of the content	2	

	Organization of ideas Relevance of the thoughts and ideas presented	1 1	4
22	<u>e-mail</u> : Relevance of the content Proper communication of ideas & Format Appropriateness of language	2 1 1	4
23	<u>Narration</u> : Organization of ideas Clarity in presentation Quality of language Relevance of the points	3 1 1 1	6
24	<u>Speech</u> : Comprehensiveness of the content Clarity in presentation Relevance of the points Logical sequencing of ideas	3 1 1 1	6
25	<u>Character sketch</u> : Relevance of the traits recognized Comprehensiveness of the character sketch Appropriateness of the expressions used	3 2 1	6
26	<u>Live TV report</u> : Comprehensiveness of the content Clarity in presentation Relevance of the points Logical sequencing of ideas	2 2 1 1	6
27	<u>Letter to editor</u> : Comprehensiveness of the content Organization of ideas Relevance of the thoughts and ideas presented Clarity of ideas	2 2 1 1	6
28	<u>Profile of Captain Smith</u>	6	6
29	<u>Seminar</u> : Comprehensiveness of the content Organization of ideas Relevance of the thoughts and ideas presented Quality of language	3 2 2 1	8
30	<u>Travel essay</u> : Organization of ideas Clarity in presentation Quality of language Relevance of the points	3 2 2 1	8
31	<u>Speech</u> : Comprehensiveness of the content Clarity in presentation Relevance of the points Logical sequencing of ideas	3 1 2 2	8
32	<u>Appreciation of poem</u> : Summary of the given poem Logical presentation Poetic devices used Quality of language used	3 2 2 1	8

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