



মাধ্যমিক ও উচ্চমাধ্যমিক শিক্ষাবোর্ড, বরিশাল

www.barisalboard.gov.bd

স্মারক নং বশিবো/পনি/এসএসসি/২০১৭/১৪৮৯

তারিখঃ ২৪ ফাল্গুন, ১৪২৩ বঙ্গাব্দ
০৮ মার্চ, ২০১৭ খ্রিস্টাব্দ

এসএসসি পরীক্ষা-২০১৮

ইংরেজি ১ম পত্র-১০৭ বিষয়ের নমুনা প্রশ্ন এবং প্রশ্ন প্রণেতা ও মূল্যায়নকারী
নির্দেশিকা সংক্রান্ত বিজ্ঞপ্তি

উপরিউক্ত বিষয়ের আলোকে জানানো যাচ্ছে যে, এনসিটিবি কর্তৃক প্রণীত ২০১৮ সালে অনুষ্ঠিত এসএসসি পরীক্ষার ইংরেজি ১ম পত্র - ১০৭ বিষয়ের নিম্নবর্ণিত নমুনা প্রশ্ন (Sample Question) এবং প্রশ্ন প্রণেতা ও মূল্যায়নকারী নির্দেশিকা সংশ্লিষ্টদের অনুসরণ করার জন্য নির্দেশক্রমে অনুরোধ করা হলো।

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প্রফেসর মোঃ আনোয়ারুল আজিম-৯৭৭২

পরীক্ষা নিয়ন্ত্রক

মাধ্যমিক ও উচ্চমাধ্যমিক শিক্ষাবোর্ড
বরিশাল

টেলিফোন : ০৪৩১-৬৪০৮৫

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Sample Question
From SSC Examination 2018
English Paper One
Full Marks: 100
Time: 3 hours

(Answer all the questions. Figures in the margin indicate full marks.)

Read the passage. Then answer the questions below.

21 February is a memorable day in our national history. We observe the day every year as International Mother Language Day. The day is a national holiday.

On this day, we pay tribute to the martyrs who laid down their lives to establish Bangla as a state language in undivided Pakistan in 1952. It is known as the Language Movement.

The seed of the Language Movement was sown on 21 March 1948 when Mohammad Ali Zinnah, the then Governor General of Pakistan, at a public meeting in Dhaka declared that Urdu would be the only state language of Pakistan. The declaration raised a storm of protest in the eastern part of the country. The protest continued non-stop, gathering momentum day by day. It turned into a movement and reached its climax in 1952. The government outlawed all sorts of public meetings and rallies to stop it.

The students of Dhaka University defied the law and they brought out a peaceful protest procession on 21 February 1952. When the procession reached near Dhaka Medical College, the police opened fire on the students, killing Salam, Rafiq, Barkat, Safiur and Jabbar. As a result, there were mass protests all over the country and the government had to declare Bengali too as a state language. This kindled the sparks of independence movement of Bangladesh.

1. Choose the correct answer from the following alternatives.

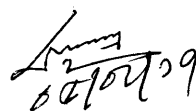
1x7=7

i) 21 February is a memorable day for all the Bangladeshis because this is the day when:

- a) Urdu was declared as the only state language of Pakistan.
- b) we pay tribute to the martyrs of Liberation War.
- c) some great people laid down their lives to establish Bangla as a state language.
- d) students protested against Mohammad Ali Zinnah's declaration.

ii) The seed of the Language Movement was sown by:

- a) Salam
- b) martyrs
- c) Zinnah



d) students

iii) The phrase "storm of protest" means:

- a) mild protest
- b) strong protest
- c) moderate protest
- d) symbolic protest

iv) The gap between the beginning and the climax of Language Movement

- a) 2 years
- b) 3 years
- c) 4 years
- d) 5 years

v) The greatest outcome of Language Movement is:

- a) status of Bangla as a state language
- b) independence of Bangladesh
- c) International Mother Language Day
- d) mass protest all over the country

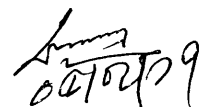
vi) Salam and Barkat were the citizens of

- a) Bangladesh
- b) Nepal
- c) India
- d) Pakistan

vii) Pakistani government declared Bangla as a state language because they were

- a) compelled to do that
- b) requested to do that
- c) urged to do that
- d) advised to do that

Answers: i) c; ii) c; iii) b; iv) c; v) b; vi) d; vii) a



2. Answer the following questions.

2x5=10

- a) Why is 21 February a national holiday?
- b) What is “undivided Pakistan”?
- c) Why did Pakistani government outlaw meetings and rallies in 1952?
- d) Why did police kill Salam, Rafiq, Barkat, Safiur and Jabbar?
- e) How is Language Movement related to the independence of Bangladesh?

Suggested Answer:

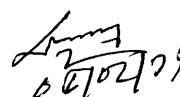
- a) 21 February is a national holiday because on that day in 1952 Rafiq, Salam, Barkat, Safiur and Jabbar laid down their lives to establish Bangla as a state language of the then Pakistan. The holiday is observed in order to pay tribute to the martyrs.
- b) “Undivided Pakistan” is the Pakistan before 1971. In 1971 the East Pakistan became independent to be born as a new country—Bangladesh.
- c) Pakistani government outlawed meetings and rallies in 1952 in order to stifle the people’s voice raised against the declaration of Urdu as the only state language of Pakistan.
- d) The moral strength of the students’ peaceful procession in support of Bangla as a state language frightened the Pakistani government. Therefore, their police opened fire and killed the processionists—Salam, Rafiq, Barkat, Safiur, and Jabbar.
- e) The success of Language Movement succeeded in kindling the sparks of independence movement. The independence movement eventually turned into the liberation war and the Bangalees got a new country- Bangladesh.

3. Read the following text and fill in each gap with a suitable word based on the information of the text.

1X5=5

Everyone wants to share his/ her happiness with near and dear ones. That’s why people rush for their homes despite serious hazards. This is called the pull of roots. Do human beings have roots like the trees? The answer is ‘yes’ though invisible, they lie in our minds. It’s the roots that make a bond between us and family members, in-laws, friends, neighbors or even between us and the land where we were born and grew up. Wherever we stay, we have a continuous pull of our roots. It’s our roots that develop our identity, making us what we are. When we lose our bond, we become rootless. Without roots we are non-entity. Such persons are devoid of values, humanity, and social responsibilities. They don’t know where they are from and where they are heading towards. This often makes them feel empty and lost.

By nature, human being loves a) ____ to share his/her feelings with near and dear ones. This invisible b) ____ for each other lies in our hearts. It always pulls us to c) ____ back to our roots. It develops our identity and d) ____ to know who we are. If we deny our roots, we will deny our existence. So, we can’t but e) ____ our roots.



Suggested Answers:

- a. companions/ friends
- b. feelings
- c. go/come/turn
- d. helps/assists
- e. nourish/ strengthen

4. Read the passage from the membership of a reading club. Complete the following table with information from the passage. 1X5=5

Pathok Club Aims at developing reading habit among community people irrespective of ages. It is open 12 hours a day starting from 8:00 am. The subscription fee varies for the different age groups. If you are between ages 5 to 17, you will have the junior membership. It requires Tk. 200 for 3 months and Tk. 300 for 6 months membership. Annual membership, which will be associated with one additional facilities like access to the movie show every week, can be obtained for Tk. 600. The membership charges for adult age group (18 to 50) are quarterly Tk. 300 and half yearly TK. 500. Annual membership charge is Tk. 300 more than the 6 months membership fee and it comes with the facilities to access to movie library. Senior membership is for the people above 50 who have to pay Tk. 100 quarterly and Tk. 200 half yearly. Yearly membership offers free access to movie library along with home delivery and pick up facilities by Tk. 300 as the fee.

Pathok Club details					
Aims	growing reading habit				
Opening hours	From 8:00 am to (1) pm				
Membership type	Age group (in years)	Subscription Charge and facilities			
		Quarterly	Half yearly	Annually	Additional Facilities for annual members
(2)	5-17	Tk. 200	Tk. 300	Tk. 600	Access to movie show
Adult	18-50	Tk. 300	Tk. 500	(3) Tk.....	(4)
Senior	(5)	Tk. 100	Tk. 200	Tk. 300	Free access to movie library and home service

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Answers:

- (1) 8:00 pm
- (2) Junior
- (3) Tk. 800
- (4) Access to movie library
- (5) 50+/ 51 and above

5. Write a summary of the above passage in your own words.

10

Suggested Answer:

To grow reading habit in its community, Pathok Club is offering some lucrative memberships where fee is lowest for elderly people and highest for the middle group from 18 to 50. There are three types of memberships for each of junior, adult and senior member groups which are quarterly, half yearly and annual with some extra facilities for the annual membership.

6. Match the parts of sentences given in column 'A' 'B' and 'C' to write five complete sentences.

1×5 = 5

Column A	Column B	Column C
a) Mount Everest which is in	i) George Everest who surveyed	i) the Himalayas in 1841.
b) It was named after an Englishman	ii) Edmund Hillary and Tenzing Norkey reached the top on May 10 and	ii) mountains always look exciting and challenging to them.
c) Climbing mountains like Everest	iii) mountaineers are not daunted because	iii) is the highest mountain in the world.
d) In spite of all difficulties and dangers the daring	iv) is difficult and dangerous because	iv) have gone into the history as the conquerors of the highest mountain in the world.
e) After two months of difficult and dangerous climbing	v) the Himalayan Mountains to the North of India between Tibet and Nepal	v) there is snow all over and there might be snow slides and cracks under the ice and snow.

Answer:

- a) Mount Everest which is in the Himalayan Mountains to the North of India between Tibet and Nepal is the highest mountain in the world.
- b) It was named after an Englishman George Everest who surveyed the Himalayas in 1841.

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- c) Climbing mountains like Everest is difficult and dangerous because there is snow all over and there might be snow slides and cracks under the ice and snow.
- d) In spite of all difficulties and dangers the daring mountaineers are not daunted because mountains always look exciting and challenging to them.
- e) After two months of difficult and dangerous climbing Edmund Hillary and Tenzing Norkay reached the top on May 10 and have gone into the history as the conquerors of the highest mountain in the world.

7. Put the following parts of the story in correct order to make the whole story. Only the corresponding numbers of the sentences need to be written. **1×8 = 8**

- a) The fox said "what a noble advice it is!." Then he carried the turtle to the river and let it go.
- b) The fox began to shout "You are ok, come now, dear. But the turtle raised his neck and said "Here are more cunning animals than you."
- c) The turtle began to make more distance and by noticing it tears came out on the fox's eyes.
- d) The shouting of the fox got slower gradually.
- e) Once a hungry fox captured a turtle to eat and said "How hard your body is!"
- f) The fox said "I am here, don't waste my time. Come quick while you are soft enough".
- g) The turtle began to dive and make a great distance between them.
- h) The cunning turtle said "Let me go to the river to soften my body".

Answer:

The parts of stories can appear in the following order: e), h), a), f), g), b), d), c).

8. Answer the following questions to write a paragraph on Global Warming.

10

- a) What is global warming?
- b) What are the causes of global warming?
- c) What are the effects of global warming?
- d) What should we do to stop it?
- e) Why do we need a green environment?

Suggested Answer:

Global Warming

Global warming is now a major global concern. It is the gradual warming of the air surrounding the earth as a result of heat being trapped by environmental pollution. There are many reasons responsible for it. Firstly, the destruction and burning down of tropical rain forests, secondly, traffic that clogs up city streets, thirdly, the rapid growth of industry and use of CFC, fourthly, the use of detergents- as a result, there is global warming. However the main culprit for global

Sumit
2/10/2019

warming is the carbon dioxide gas produced by the burning of fossil fuels and forests. All these are responsible for global warming as well as climatic change. It has a destructive effect on our life and existence. The effects of global warming are very alarming. Because of global warming the temperatures may have risen by as much as 4° C. It could severely reduce mankind's ability to grow food, destroy wildlife and damage wilderness, raise sea levels and flood coastal areas and farmland. It is a severe threat to our life and existence. So to save the globe and to live a healthy life we should come forward to stop environmental pollutions and emitting green house gases. To ensure a green environment we should plant trees and stop destruction of forests. A green environment can ensure healthy and danger free life. We all should work hand in hand to save the globe from the harmful effects of climate change.

9. Read the beginning of a story. Add at least ten new sentences to complete the story. 10

It was on the first day of Boishakh. Dulal came out of his house in the morning with all his family members. Their first destination was the Ramna Park. In the park, there were people of all ages. Dulal could see a group of foreigners too. One of them had a camera and he was clicking all the way. All of a sudden, he came near Dulal.....

Suggested answer:

.....and in some sweet yet strange voice said, 'Shuvo Nababorsho'.

Dulal felt good and excited. 'How did you pick up?', asked Dulal.

'I have heard it at every nook of this garden'.

That person was from Norway. He said, 'Look, we are friends now. I will give you a small book that contains general info about my country. You rather tell me about this day. I have visited many places of the world but I did never see such a festive rally of people'.

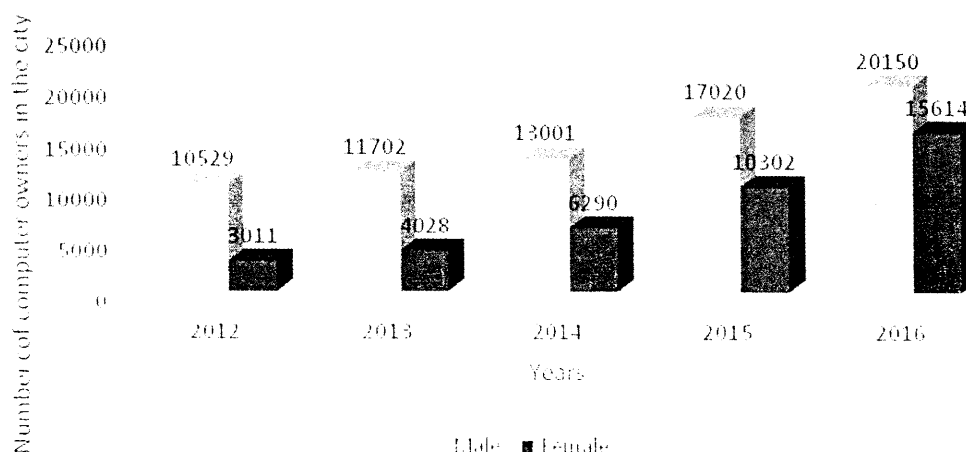
'Do you like it'? Dulal asked.

'It's fantastic and exciting'.

Dulal guided the foreigner in front of the Institute of Fine Arts. The huge procession is due to start with all kinds of colorful masks. Dulal started interpreting the motifs of the masks. All on a sudden, he remembered that his parents must be frantically looking for him. In a nervous tone Dulal said, 'Sorry, I have to go'. Without waiting for the foreigner's response, he started running to Ramna Park to meet his parents.

10. The graph below shows the number of computer owners by gender in a city named 'X' from the year 2012 to 2016. Describe the chart in 150 words. You should highlight and summarize the information given in the chart. 10

Computer ownership by genders in city 'X': 2012-2016



Sample answer:

The graph presents the number of computer users both in male and female in city 'X' over five years from 2012 to 2016. It shows that there was a mounting popularity of computer among users of both the sexes over that span of time.

At the beginning of the time period we see a big difference between the number of male and female users of computer where males scored almost three times than the female users. There was a gradual growth in the numbers of both the sexes over the years, but that increase is more rapid in females' than males'. The number of male users doubled over five years, whereas, the number among females was four times more at the end than the beginning year.

The use of computer gradually getting more and more popular among both the sexes, while women were gradually coming at a balanced position with men.

11. Suppose, you are Rayan/Afsana. Yesterday something amazing happened to you which you can't but share with your friend, Abrar/Pranto. Now, write an e-mail to Abrar/ Pranto sharing the fact.

10

Suggested answer:

To: zahidrrmc@gmail.com

Subject: Sharing patriotism

Dear Pranto,

I know it may be difficult for you to have a look at my note as you are extremely busy with your study tour. But I believe the story will move you greatly.

Rayan/Afsana
02/02/2019

Yesterday morning, I was heading towards my school to take an exam on a rickshaw. Everything around was so quiet that I felt a little bit scared. At a near distance, I saw some paper flags lying on the roadside. I remembered that yesterday was 16th December. But suddenly, the grey beard rickshaw puller stopped and started running. I was so terrified that I couldn't utter a single word. But I noticed that in a minute he returned with those flags. Composing myself, I told him that I was quite moved by his action. Taking a deep breath, he said, "Look, these are the flags for which I've fought staking my life. So, I can't think that this might be trodden by anything." I realized that this patriotic zeal made the victory possible in 1971. My eyes became wet with tears.

Actually, it's time to rethink our part to materialize our indomitable freedom fighters' dreams for which they laid down or risked their lives. Hope to hear from you.

With love
Afsana

12. Farheen is a 15 year old girl. She wants to go to Cox's Bazar with her parents after her final exam. Her father tells her to book rooms in Sea Star Hotel by telephone. Write a short dialogue that Farheen might have with the hotel receptionist. **10**

Suggested answer:

Hotel Receptionist (HR): Good afternoon. This is Hotel Sea Star. How can I help you?

Farheen : I would like to make a hotel reservation.

HR : What day are you going to arrive here?

Farheen : We will be there on the 25th of December.

HR : How many rooms do you need?

Farheen : We need two rooms.

HR : Would you like to have double rooms?

Farheen : We need only one double room. The other one should be single.

HR : Sea-side or hill-side?

Farheen : Please make it sure that the double room will be a sea-side room. Any side is OK for the other one.

HR : How long will you be staying?

Farheen : We need the rooms for 3 nights.

HR : Would you like any smoking room?

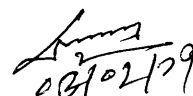
Farheen : No, thank you.

HR : Alright. We have booked the rooms for you. Please be sure to arrive before 4:00 on your check-in date.

Farheen : Thank you.

HR : You're most welcome.

THE END



Guidelines for question setters and markers for English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ item, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, synthesizing, and evaluating). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions a bit round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

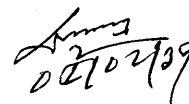
Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. Whole sentence from the question paper is not required.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on difficulty level and text length, information transfer and True/False questions can be set from the same text or from two different texts. Two different texts are preferred to a single text.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.
- Avoid redundant words and phrases in the stem. Extraneous details make a question more complex and less reliable.



- Include any language in the stem that you would have to repeat in each answer option.
- Options should be similar in length and structure.
- The number of answer options should not be more than four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that is familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the validity of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like *all*, *always* and *never* or vague words or phrases like *usually*, *typically* and *may be* in the answers.
- Avoid using *All of the above* or *None of the above* as an answer choice.

In designing MCQs the following class wise guidelines have to be followed.

MCQ for grades 6 and 7

Altogether 10 MCQs will be set. Each MCQ will have $\frac{1}{2}$ mark (or half mark) for a correct answer. There should be 6 MCQs on vocabulary test (guessing meaning from the context) and 4 MCQs on answering questions (scanning for specific information, search reading, deducing the meaning of unfamiliar words). Thus the marks distribution will be:

Vocabulary $\frac{1}{2} \times 6 = 3$

Questions $\frac{1}{2} \times 4 = 2$

Total = 5

MCQ for grade 8

As given in NCTB Sample Question.

MCQ for grades 9-10

Altogether 7 MCQs will be set. Each MCQ will have 1 mark for a correct answer. There will be 2 MCQs on vocabulary test (guessing meaning from the context and inferencing) and 4 MCQs on answering questions (skimming, reading for main ideas and supporting details, reading to infer meaning). Thus the marks distribution will be:

Thus the marks distribution will be:

Vocabulary $1 \times 2 = 2$

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Questions 1X5 = 5

Total = 7

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as *all, always, never, only, nothing, and alone*.
- The use of words like *more, less, important, unimportant, large, small, recent, old, tall, great*, and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

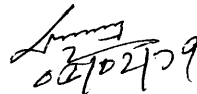
There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii. iv and the texts in column B can be a, b, c, d..... Students only need to match the numbering in the two columns, e.g i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items:

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."



- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $1 \times 5 = 5$ or $0.5 \times 10 = 5$ (depending on the level of difficulty)

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

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8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Rearranging measures students' ability to organize some detached sentences into a coherent and cohesive text. Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades.). For SSC, Ss will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. i ... etc), they will get full credit. **Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper.** However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this:

a. X b. V c. V d. X e. V f. V g. X h. X i. V j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO Not mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they

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are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure while answering questions your students will be guided to write a well structured paragraph. In other words, if the students answer the questions properly, there will be a paragraph of a befitting topic sentence followed by arguments/ideas to support the topic sentence and a conclusion to summarise what has been told in the topic sentence and the body. There cannot be any new ideas in the conclusion. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The word limit for classes 6-7 is 150 words, for class 8, it is 170 words, and for 9-10 it is 200 words at least. 10% plus minus can be accepted. Keep an eye on the content rather than the mechanical calculation of sentences. **Assess the paragraph from different aspects such as grammar, ideas, organisation of ideas, communication, punctuation, and spelling.** Do not assess the paragraph from the perspective of grammar accuracy only. Regarding the composition writing in Paper 2 (which is structurally an essay) the word limit will be 250 for classes 6-7, 300 for class 8, and 350 for 9-10.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here. Word limit here will be similar to paragraph writing.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind:

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But,

worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.

- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following...'
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast.....'
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom. This type of test format often compromises with validity and reliability of the test.
- Here you are setting recalling questions, design the question in a way so that examinees do not have opportunity to pick answers by matching the vocabulary in the question and answer.

Question setters have to go by the following class-wise guidelines in setting questions.

Grades 6-7

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

Grade 8

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

Grade 9-10

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 1 question to recall answer, 3 questions to check students' understanding, 1 question for analysing information or evaluating something.

A list of action verbs according to Bloom's Taxonomy for lower order and higher order thinking questions are supplied here to be used while designing the test items.

Remembering/recalling: describe, define, list, locate, tell

Understanding: describe, classify, discuss, explain, identify, select, translate, predict

Analysing: solve, use, interpret, sketch, illustrate, classify, differentiate, organise, relate, identify, categorise, compare, contrast, construct, distinguish, explain,

Evaluating: argue, defend, judge, select, support, value, critique, assess, justify

Creating: construct, develop, investigate, design, imagine, justify

(for more information please visit: <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>)

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15. Dialogue writing

A dialogue in real situation is an exchange of information. This has to be reflected in the dialogue written by the test giver. A dialogue cannot be a mere combination of fragmented sentences or snappy phrases or collocations like Hi/Hello/Yes/No/Very good/Thank you/Welcome/See you/Bye etc. There must be some questions and answers in full sentences. A dialogue has to contain at least 5 questions and their answers or 10 exchange of statements including some questions in full sentences other than greetings.

16. Writing letters/e-mails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For e-mails, student must write the e-mail id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned in the question paper. Again the word limit is 150 words for classes 6-7, 170 words for class 8, and 200 for classes 9-10 with 10% plus minus.

17. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Do not ask students to produce any graph on the answer sheet. They will only describe it.

THE END

