CHAPTER 6

EVALUATION

6.0 Evaluation

Teaching-learning process is not a neat and predetermined set of intentions and outcomes. In fact, there is little congruence between what is intended and what is achieved due to a variety of variables/factors that influence teaching-learning. All these factors that contribute are syllabi, objectives, materials, methodologies, teacher inputs, performances etc. These are all the parts of curriculum and all must be evaluated to get a complete and holistic picture of the whole process. Knowing merely whether a student has passed or failed in a test, does not help us understand what worked well and what did not work well and for this evaluation must focus on both, the means (process) and the product of the teaching-learning process.

6.1 Types of Evaluation in Teaching

- **Formative Evaluation**- Evaluation that focuses on monitoring the on-going development of the course is known as formative evaluation. Such an evaluation involves getting information/feedback about the various aspects of the programs during the course itself.

- **Summative Evaluation**- This evaluation focuses on the overall outcome i.e. the end product of a program which usually tends to involve tests and measurements. Information received from summative evaluation are usually used to decide whether students have passed the course or not. The details generated by formative evaluation are useful and necessary for both teacher and students. Others who are equally concerned with education such as Parents, Boards/universities, Potential employers, Funders and Other clients have an equal right to get information about the learners and they can get these information from formative and summative evaluations.

This information can be used for two main purposes.

- One may be to explain and confirm existing classroom procedures. The purpose of evaluation therefore is to assess the validity and feasibility of existing practice and to explain why it is so.
Another motivation for evaluation is to bring about changes. The feedback or information gathered during the evaluation can be used to suggest changes to the existing practice. In a sense, therefore all evaluations are to some extent, innovative, provided the feedback is put to proper use. It means that evaluation must be carried out in systematic and planned manner and the job of those involved in evaluation is a very responsible one.

### 6.2 Various Types of Tests for Summative Evaluation

For effective evaluation in teaching-learning process, there is a need to use variety of devices to know, how well a learner has performed in a program of study. In fact without a proper knowledge of where the learner was, how far s/he has got, how far s/he can go, s/he won’t be encouraged to continue. Therefore testing /appraisals or stock-thinking is inextricable linked with teaching. We all agree that a change in examination pattern is possibly the most powerful means of bringing about improvement in teaching-learning process. There are varieties of tests that can be used for learners’ summative evaluation.

**Achievement Test**

It aims to find out, on-going basis information about how well class as a whole and individual student has worked. This is called progress test. These tests are like unit tests, half yearly/annual exams which is class-based and which teachers conduct at their own level. These tests can provide a great deal of information about the objectives (how realistic these are effectiveness of the material used, techniques, class organization and interaction) and students’ outcome (sub skills, writing/reading strategies) not only of the teachers, but also to the students. When linked with self-assessment, feedback can help learners to identify their own problems and to set their own goals for the future.

**Proficiency Test**

It aims at to describe what the students are capable of doing regardless of any training they might have had in the language. Although these tests are not based on the content of a particular course, they may exercise considerable influence over the method and content of language course in general.

**Placement Test** will indicate at which level a learner will learn most effectively in the situation where there are different levels and streams. The aim is to produce groups which are homogeneous so that teacher’s time can be used most effectively.
Diagnostic Test- It can be used to find out students’ problem areas as well as the areas of strength. Diagnostic information is vital for teacher in order to design further remedial activities. This information can also be useful for learners as they can analyze their own strength and weaknesses. Very often this classroom-based testing also includes informal observation, assignments, class records, projects etc. for assessing learner’s progress or for making decisions about whether a learner could move on to another class.

Grade Tests- Most teachers agree that their classes are heterogeneous in terms of language competency. Therefore teachers are concerned about tests not providing enough challenge for the better students but at the same time being unfair to the weak ones. A test trying to accommodate the average learners cannot satisfy the others. A way out of this would be graded test. Learners could be encouraged and trained to enter the level they think is appropriate to them.

A term which is very often interchangeably used with evaluation is ‘testing’ or ‘assessment’. When we carry out assessment or administer a test, we measure the performance of students and the results of such a procedure may determine whether a learner moves into a higher class or not. It is however a limited perspective with a focus on the product of learning. Evaluation includes looking in a principled and systematic way at all the factors that affect learning. Knowing merely whether a student has passed or failed in a test, does not help to understand what worked well and what did not work well. Evaluation involves examining the various aspects of teaching-learning process to get a better understanding of what is more effective, and what appears to be of no use at all. In order to do this, evaluation must focus on both the means and products of the teaching process.

In recent years, there has been a growing interest in the application of assessment procedures that are radically different from traditional forms of assessment. More authentic forms of assessment, such as portfolios, interviews, journals, project works and self or peer assessment have become increasingly common in the English as second langue classroom. These forms of assessment are more student-centered in that, in addition to being an assessment tool, they provide students with a tool to be more involved in their learning, and give them a better sense of control for their own learning. Also, authentic assessment procedures (more popularly known as alternative assessment) provide teachers with useful information that can form the basis for
improving their instructional plan and practice. Interest in the use of non-traditional forms of assessment in the classroom reflects the changing paradigm in education in general and in second language teaching in particular. The old paradigm is slowly giving way to new one, as exemplified below:

<table>
<thead>
<tr>
<th>Old paradigm</th>
<th>New paradigm</th>
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<tbody>
<tr>
<td>1. Focus on language</td>
<td>Focus on communication</td>
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<td>2. Teacher-centered</td>
<td>Learner-centered</td>
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<td>3. Isolated skills</td>
<td>Integrated skills</td>
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<td>4. Emphasis on product</td>
<td>Emphasis on process</td>
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<td>5. One answer, one–way correctness</td>
<td>Open-ended, multiple solutions</td>
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<tr>
<td>6. Tests that test</td>
<td>Tests that also teach</td>
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Although traditional form of assessment can provide psychometrically valid measures of students’ performance, they often fail to provide the kind of information that the typical classroom teachers are interested in, namely, what the students can do in their second language. Because of this, an alternative to the traditional form of assessment has been proposed in recent years. These have been termed as Alternative assessment or authentic assessment, or Informal assessment. This new form of assessment focuses more on measuring learners’ ability to use language holistically in real-life situation and is typically carried out continuously over a period of time. In this way, a more accurate picture of students’ language profile can be obtained.

6.4 Alternative Assessment

Alternative assessment is different from traditional testing in that it actually asks students to show what they can do. The main goal of alternative assessment is to gather evidence about how students are approaching, processing and completing ‘real-life’ tasks in a particular domain. The same day-to-day activities that a student is engaged in (writing, role-playing, group discussion) are the basis of alternative assessment. Because the data collections are based on real-life tasks, alternative assessment provides information of the strengths as well as the weaknesses of a student.

There is yet another advantage to use of alternative assessment. It has the power to tell a story. The data complied on individual students provide a clear picture of each student’s development through the various work sample and products collected. An
educator who looks at this picture can determine growth, areas of weakness, and areas of strength. S/he can also inform herself/himself about the student’s background, interest, and goals through his or her journals, compositions, conversations and observations. In short the educator becomes acquainted with this person.

6.5 Nontraditional Approach of Evaluation (Evaluation of Skills in English Language Teaching)

Testing Writing Skill

The term nontraditional suggests the existence of other forms of assessment outside the conventional or traditional system. Besides written tests and examinations, following forms of assessments can be used for testing writing skill of students.

- Portfolio assessment
- Protocol analysis
- Learning logs
- Journal entries
- Dialogue journals

Portfolio Assessment

Portfolio shows a student’s work from the beginning of the term to the end, giving both teacher and student a chance to assess how much the latter’s writing has progressed.

Protocol Analysis

Protocol analysis is a writing procedure that promotes the process approach of writing. This type of analysis reveals the conscious process involved in writing. In this approach, students are asked to record every thought that come to mind during the writing process.

Learning Logs

Learning logs help teachers see what their students are learning, particularly in the writing class, and in the language class as a whole. In a learning log, students write on the knowledge they have gained from studying in their writing classes, and from their own thinking.
Journal Entries

Journal entries may be used as information means of assessment by the teacher because they are personal and intimate. The teacher can write short notes in response to students’ thoughts.

Dialogue journals

Another nontraditional form of assessment of writing is dialogue journals. These are written conversations between teacher and student over a period of time, usually for the duration of a course, on topics that are of special interest to them. The goal is to communicate in writing, to exchange ideas and information free of the concern for form and correctness so often impose on developing writers. Dialogues journals provide guidance to the learners in expressing ideas, thoughts, feelings and emotions. Dialogue journal interaction leads to trust between learners and teacher. It helps to make students independent and eventually able to read and respond to the teachers’ entries.

This shows that reading cannot be dissociated from writing; a link really exists between these two skills.

Response to writing also plays an important role in assessment. It may be

- Self response
- Peer response
- Teacher response

In responsive teaching, the student acts and the teacher react. The range of reaction is extensive and diverse because an individual teacher is responding to an individual student, and the student in turn is passing through an ever-changing process of discovery through writing. Responding to student writing, if done properly, may lead to students’ improved writing work and may make writing interesting, challenging, and enjoyable.

Self-Response

Self-response and assessment of one’s own writing or feedback is a step toward learner autonomy. By allowing students to react to their own work and to practice self feedback, the teacher is encouraging them to be self-sufficient and independent.
Peers’ Response

It is often believed that when students write only for their teachers (which usually means for a grade), they often fall into certain bad habits, treating writing as an empty school exercise and attempting simply to just “get it right” or “give teachers what they want”. When students write for their peers, they become very concerned about what they say and how they say it. Students may not be as skilled as their teachers at responding to each other’s work, but they are excellent in providing the one thing that writers need most—audience.

Teacher’s Response

The teacher’s load is lightened when students have done both individual and peer feedback. The teacher can employ peer correction gradually in the classroom so that students can get used to it.

- The student comments on the draft.
- The teacher reads or reviews the draft.
- The teacher responds to the student’s comments.
- The student responds to the teacher’s response.

6.5 Testing Listening and Speaking Skills

Many teachers feel comfortable setting pencil and paper tests. Years of experience of marking written work have made them familiar with the level of written competence; the pupils need in order to succeed in a specific standard. However, teachers often feel much less secure when dealing with tests which measure speaking and listening even though these skills are regarded as essential components of a diagnostic test which measures overall linguistic proficiency. Although the second language English pupils often come from an oral rather than a written culture, and so are likely to be more proficient in this mode of communication. Identifying the correct level of English of a student is all the more challenging and important. “The testing of speaking is widely regarded as the most challenging of all language tests to prepare, administer and score,” writes Harold Madsen, an international expert on testing.
How to test learners’ Speaking and Listening Skills

Instead of giving test to the learners, to check their speaking and listening skill, they can be involved in such activities.

• An informal interview, to put the students at ease by getting them to talks about themselves, their families, and their home and school lives.

For example

1. What is your name?
2. Where do you live?
3. Do you have any brother or sister?
4. Now tell me, what do you do when you get up in the morning?
5. What do you want to be in your life?
6. Is your mother working or not?

Instead of treating the situation as a ‘test’ a teacher treats it as a game. If the occasion is unthreatening to the pupil with the tester acting in a warm, friendly way, the child would respond in the similar way and thus produce a more accurate picture of his or her oral productive ability.

• A set of guided answers to questions about a poster, to test their knowledge of the real-life objects and activities depicted on the poster, as well as their ability to predict the consequences of these activities.

• Narrative based on packs of story cards, to generate extended language in which children might display such features as cohesion or knowledge of the English tense system in an uninterrupted flow of speaking.

Guided response produced a much greater variety of answers, couched in a fairly wide range of grammatical structure. Open-ended questions evoke longer responses from the learners. Some samples of listening and speaking tests are given below. SET- I, SET-2 and SET-3
Sample Listening Test (SET-1)

ANSWER SHEET FOR LISTENING TEST

Time: 30 Minutes          Marks: 20

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Name of the Student   :
College Roll Number   :
Class                 :

Note: The test consists of 20 questions.

The listening transcript will be played twice.

1. The customer’s name is Charles..............................................
2. The company’s name is ...........................................................Ltd.
3. The membership number is ......................................................
4. The date of group introduction is ............................November.
5. The discount offered is ..............................................................%
6. The contact Number is 01332................................................
7. The E-mail address is info@...........................................................com.
8. The name of the new MD is Bob..............................................
9. Top-selling product in 2001 was...........................................
10. The largest growth is seen in the sales of ......................... furniture.
11. The most successful branch is ..............................................
12. The company is planning the introduction of ..................
13. The company opened 6 stores in ................................. Centers.
14. The new subject for staff training program is...................
15. Name of the personnel officer is Sarah..........................
16. The location of coffee machines, notice boards is on .............
17. The tax enquiries are addressed to ..............................................

18. The subject of the presentation is..............................................

19. The day of the buffet lunch is ....................................................

20. For photocopiers obtain ............................................................

Sample Listening Test -2

ANSWER SHEET FOR LISTENING TEST

Time: 30 Minutes Marks: 20

Name of the Student:
College Roll Number:
Class:

Note: The test consists of 20 questions.

The listening transcript will be played twice.

1. When will the visitors arrive?
   a. March           b. April          c. May
2. How many visitors are coming?
   a. Six             b. seven          c. eight
3. What will the visitors see on the first day?
   a. the retail outlets
   b. the factory in Swindon
   c. the company headquarters
4. What are the visitors most interested in?
   a. company performance   b. new technology   c. working practices
5. Who do the visitors particularly want to meet?
   a. the human resources group
b. the board of directors
c. the customer services team

6. What will the presentation be about?
a. rewards for employees
b. company organization
c. negotiating techniques

7. What will the group do in London?
a. visit a new commercial building
b. go to an official reception
c. meet some important politicians

8. Where will the visitors go on the final day?
a. to an exhibition centre in Birmingham
b. to a factory in the north east
c. to several sites in Scotland

9. The total space booked is ......................................................... sq.

10. The total cost is ...................................................... pounds.

11. Estimated number of people expected is ..............................................

12. Name of the conference room is .................................................

13. Seating capacity of the room is ..................................................

14. Start time for room is ..............................................................

15. Main booking reference is ...........................................................

16. Name of the customer is Amstel ..................................................

17. The product is workshop..............................................................

18. The order reference number is ......................................................

19. The width of the new size required is .........................................cm.

20. The length is........................................................................cm.
21. The height is ................................................................. cm.

22. Quantity required is ....................................................

23. Price per item is ......................................................... pounds.

24. The discount offered is .................................................%.

25. Contact name of the person is Paul. ........................................

Sample Listening Test-3

ANSWER SHEET FOR LISTENING TEST

Time: 30 Minutes  Marks: 20

Name of the Student : 

University Roll Number : 

Class : 

Note: The test consists of 20 questions.

The listening transcript will be played twice.

1. Denning retail group is famous for selling .........................

2. Location of newest store in UK is .................................

3. Next store to be opened abroad is .................................


5. All staff at Dennings can belong to .............................. Scheme.

6. The group is currently recruiting staff for the ............. course.

7. It runs special introduction week for ............................

8. Name of the magazine is Day ......................................

9. James Osmond was working as ......................... before he came into media.

10. How long has the magazine been on sale?
a. for one year  

b. for eighteen months  

c. for two years

11. Where did James Osmond work before he starts the magazine?

a. on a newspaper  

b. in the travel business  

c. at a bank

12. Who helped James Osmond to plan the magazine?

a. A magazine editor  

b. A publishing company  

c. A company director

13. What is the main topic of James Osmond’s magazine?

a. careers  

b. health  

c. leisure

14. Which kind of people does James Osmond prefer to work with?

a. friends and family  

b. famous people  

c. professionals

15. The quotation reference is …………………………………………………………….

16. It is addressed to ……………………………………………Limited.

17. The item is ………………………………. rolls white patterned cotton.

18. Name of the product is ………………………………………………………………….

19. Payment terms are in ……………………………………. days.

20. Discount offered is ……………………………………………… %.

21. Total amount is …………………………………………………… pounds.
Sample Listening Test-4

ANSWER SHEET FOR LISTENING TEST

Name of the Student : 
College Roll Number : 
Class : 

Note: The test consists of 20 questions.

The listening transcript will be played twice.

1. The announcement for merger will be announced in the media………………
2. They nearly reached an agreement for merger with ............... international.
3. Company will merge with ........................................ international.
4. Americans want to keep head office & .................................... side.
5. Site to be sold is .................................................................
6. Move to new head office in ..............................................next year.
7. Actual merger will take place in .................................next year.
8. New company name ........................................................
9. Initially the logo of the company was .................................
10. Now the Company logo will be ........................................
11. Opportunities for staff to work in branch located in.........................
12. Staff development programme first course.............................training.
13. Who appeared in the advertisements for the new products?
    a. agency actors
    b. company employees
    c. famous people
14. Consumers have described the advertisements as
a. fashionable
b. amusing
c. unusual

15. Since the Champaign started, sales have been
   a. higher than predicted
   b. exactly as predicted
   c. lower than predicted

16. Susanna says the largest consumer group for these products is
   a. teenagers
   b. women
   c. men

17. According to the survey, most consumers have seen the ads in
   a. food ideas
   b. healthy eating
   c. easy meals

18. What does James say about the advertising agency’s charges?
   a. They are not good value for money.
   b. They plan to charge more for their services.
   c. It is worth paying their high charges.

19. The agency recommends continuing the current advertising campaign for
   a. one month more
   b. two months more
   c. three months more

20. The company should also advertise in
   a. national newspapers
   b. sports magazines
c. cinema guides

21. James says that they could consider some
   a. popular sports magazines
   b. convenience foods
   c. health magazines

**KEY TO THE LISTENING TESTS SET - I**

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<thead>
<tr>
<th>Question Number</th>
<th></th>
<th>Answer</th>
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**SET-1, SAMPLE – 2**

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**SET-1, SAMPLE – 3**

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<td>ACCOUNTANT</td>
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SPEAKING TEST FORMAT (SAMPLE-1)
PART – I: INTRODUCTION
(TWO MINUTES)

Examiner: Good Morning/Good Afternoon/Good Evening, I am….. and what are your names.

Candidate A: I am………..

Candidate B: I am………..

Examiner: A, where are you from? B, where are you from?

Candidate A: I am from…………

Candidate B: I am from…………

Examiner: A, What do you study? B, what do you study?

Candidate A: I study/am a student of…………

Candidate B: I study/ am student of…………

Examiner: A, what do you like most about your studies?

Candidate A: I like……………………

Examiner: B, what do you like most about your studies?

Candidate B: I like……………………

Examiner: Now I am going to ask you both some questions on………

Examiner asks at least one question on the selected theme to each candidate.

Once the candidates reply to the asked questions, the Examiner says, Thank you.
PART – II: MINI-PRESENTATION (SAMPLE-2)  
(FOUR MINUTES)

Examiner: Now in this part of the test I am going to give you each a choice of two different topics. You need to choose one topic and give a short presentation on it for about a minute. You will one minute to think and organize your speech.

Then the Examiner will hand over the topic cards to both the candidates.

After about one minute…..

Examiner: Now, A which topic have you chosen?

Candidate A: I have chosen topic A/B.

Examiner: Please speak for a minute on it.

Candidate speaks……

Examiner: Thank you, now B which topic have you chosen?

Candidate B: I have chosen A/B.

Examiner: Please speak on it for a minute.

Candidate speaks………..

In case any of the candidates is unable to give the short presentation,

In such a case the Examiner will ask related back up questions.
Part – III: INTERACTIVE COMMUNICATION (sample-3)  
(FOUR MINUTES)

Examiner: In this part of the test I am going to describe a situation. Listen carefully and then talk together for about two minutes about the given situation.

Then the Examiner reads out the situation and passes the hints cards to the candidates.

Once the candidates’ discussion is over, the Examiner may ask certain questions to the candidate who did not participate adequately in the discussion.

Lastly, the Examiner will say,

Thank You, That is the end of the test.

THEMES FOR THE PART – I

A. ROLE OF INTERNET/COMPUTERS
   -What role does internet play in your studies?
   -Can internet be misused?
   -How important is internet for you?

B. WORKING IN A TEAM
   -How important is working in a team?
   -Do you like working in a team.
   -How important is leader in a team?

C. INTERVIEWING PEOPLE
   -How do you think you can be less nervous during an interview?
   -Do you think interviewees are the best way to select people?
   -How important is the number of people in an interview panel?
D. HAVING OFFICE NEAR YOUR HOME

- Do you prefer having your office near the home? Why/Why not.
- Do you think people have started working from home due to technology?
- How does it help to have office near home?

E. HAVING A DRESS CODE IN A COLLEGE/UNIVERSITY

- Do you support dress code in a college/university? Why/Why not?
- What should be done to make dress comfortable?
- Should there be dress code for the staff as well? Why/Why not?

TOPIC CARD – I

A. What is important when appearing for an interview…….? 
   a. Knowledge of the company/institute.
   b. Appearance
   c. Arriving on time

B. What is important for increasing the sales of your product?
   a. advertisement
   b. better customer service
   c. discourse

TOPIC CARD – 1(A)

A. What is the importance of English?
   a. international language
   b. provides job
   c. social status
B. What is important for examination’s preparation?
   a. time management
   b. making notes
   c. preparing selected questions

TOPIC CARD – 2

A. What is important when organizing a tour?
   a. travel arrangement
   b. group leader
   c. knowledge of places to visit

B. What is important for making good presentations?
   a. dress
   b. body language
   c. organization of subject/speech

TOPIC CARD – 2(A)

A. What is important when talking on a telephone?
   a. audible voice
   b. polite manners
   c. to the point with clarity

B. What is important when taking admissions for a course?
   a. reputation of the institute
   b. cost of the course
   c. market utility of the course
TOPIC CARD – 3

A. What is important when buying a mobile phone?
   a. color
   b. cost
   c. features

B. What is important when taking part in a debate?
   a. language
   b. logical points
   c. listening to others

TOPIC CARD – 3(A)

A. What is important when deciding an aim?
   a. interest
   b. practicality
   c. future prospects

B. What is important when traveling in a train?
   a. safety
   b. less luggage
   c. friendly to co-passengers

TOPIC CARD – 4

A. What is important to be a successful person?
   a. aim
   b. hard work
   c. self discipline
B. What is important when going for a marriage party?
   a. dress
   b. arriving on time
   c. gifts

TOPIC CARD – 4A

A. What is important to be a good speaker of English?
   a. pronunciation/grammar
   b. practice
   c. not to be hesitant

B. What is important on the 1st day in a college?
   a. knowing classrooms
   b. time-table
   c. interaction with student

TOPIC CARD – 5

A. What is important to be a good hostler?
   a. Co-operative
   b. friendly to others
   c. obeying the rules

B. What is important for building good image of our college?
   a. Qualified teachers
   b. healthy work culture
   c. student/staff exchange program
TOPIC CARD – 5A

A. What is important when taking admission in a foreign university?
   a. recognition of the courses/institute
   b. fee
   c. demand at home

B. What is important to be a good human being?
   a. disciplined
   b. social
   c. humble

1. SITUATION FOR PART – III

YOUR COLLEGE IS ORGANISING AN INTERNATIONAL CONFERENCE FOR TWO DAYS. YOU BOTH HAVE BEEN MADE THE COORDINATORS OF THIS CONFERENCE. TALK TOGETHER FOR ABOUT TWO MINUTES AND DISCUSS THE PREPERATIONS YOU WILL BE UNDERTAKING.

HERE ARE A FEW HINTS FOR YOU:

- VENUE
- NO. OF PARTICIPANTS
- TRAVEL ARRANGEMENTS
- ACCOMMODATION
- FOOD
- ENTERTAINMENT
- SOUND SYSTEM
- SEATING ARRANGMENT
2. SITUATION FOR PART – III

YOUR COLLEGE IS ORGANISING A TRIP TO AGRA. YOU BOTH HAVE BEEN MADE THE COORDINATORS FOR THIS TRIP. TALK TOGETHER FOR ABOUT TWO MINUTES AND DISCUSS THE PREPARATIONS YOU WILL BE UNDERTAKING.

HERE ARE A FEW HINTS FOR YOU:

- SUITABLE DATE AND TIME
- NO OF PARTICIPANTS
- TRAVEL ARRANGEMENTS
- ACCOMMODATION AT AGRA
- FOOD
- CLOTHES
- SIGHT SEEING

3. SITUATION FOR PART – III

YOUR COMPANY WANTS TO INCREASE THE SALES OF ITS PRODUCTS. YOU BOTH HAVE BEEN MADE THE SALES MANAGERS. TALK TOGETHER FOR ABOUT TWO MINUTES AND DISCUSS THE STRATEGY YOU WILL BE UNDERTAKING.

HERE ARE A FEW HINTS FOR YOU:

- ADVERTISEMENT
- DISCOUNT COUPANS
- TRIPS FOR THE RETAILERS
- FREE HOME DELIVERY
- GIFTS WITH COMPANY LOGO
- CUSTOMER OUTREACH PROGRAM
4. SITUATION FOR PART – III

THE PRESENT EDUCATION SYSTEM HAS BECOME FAULTY. ANNUAL SYSTEM HAS BEEN REPLACED WITH SEMESTER SYSTEM, THOUGH WITH PROTEST FROM MANY CORNERS. TALK TOGETHER FOR ABOUT TWO MINUTES AND DISCUSS THE MERITS AND DEMERITS OF SEMESTER SYSTEM.

HERE ARE A FEW HINTS FOR YOU:

- LEARNER CENTERED TEACHING
- EXAMINATIONS
- ROTE-LEARNING
- REAL LEARNING
- REGULAR LEARNING/TEACHING
- LESS BURDEN

5. SITUATION FOR PART – III

YOUR SEMESTER END EXAMINATION IS APPROACHING NEAR. YOU ARE A HOSTLER SHARING A ROOM WITH YOUR SPEAKING TEST PARTNER. TALK TOGETHER FOR ABOUT TWO MINUTES AND DISCUSS THE PREPERATIONS YOU WILL BE UNDERTAKING.

HERE ARE A FEW HINTS FOR YOU:

- TIME MANAGEMENT
- TUITIONS
- MAKING NOTES
- TAKING MOCK TESTS
- STUDYING LATE NIGHTS
- CONSULTING SENIORS
- DISCUSSION WITH THE TEACHERS
Reading Test-1

Read the passage carefully and write the opinion you consider the most appropriate in your notebook.

What qualities do freedom fighters need? To begin with, a discerning mind that hankers after the truth. The respect, trust and loyalty of fellowmen and women depend not just on sweet inspiring words but on the transparency and sincerity that comes from inside. Then one needs a strong belief in unity and solidarity and the ability to bring different kinds of people together, for the same cause. A belief in the concept of brotherhood is essential too. They also have to be able to sacrifice dear to their heart.

In our country today, we too desperately need freedom fighters as we are oppressed by corruption, dishonesty, poverty, disease, injustice, inequality and communal violence.

1. Freedom fighters need to have an understanding and desire to know the
   • truth
   • Cause
   • The situation
   • None of these

2. People’s respect for a freedom fighter depends on their
   • Truthfulness & commitment
   • Transparency & sincerity
   • Sincerity & commitment
   • None of these

3. One has to believe in
   • Truth and sincerity
   • Justice and equality
   • Sacrifice and truth
   • Unity and solidarity

4. It is also essential to have a belief in the concept of
   • Solidarity
   • Brotherhood
   • Unity
• Justice

5. The meaning of oppressed is

• Sad
• Unhappy
• Suppressed
• Subjected to hardship

The following passage has not been edited. There is an error in each of the lines. Read the passage carefully and write the correct word and do corrections in your answer sheet against the correct blank numbers as given below. The first one has been done for you.

More of us know that    more-Most
With an onset of summer season  ...............  
a fear of deadly disease like dengue  ...............  
Hepatitis B etc. grips much of us.  ...............  
the root cause of some of these diseases  ...............  
is the mosquito. if mosquito breeding is  ...............  
arrested, this disease can be controlled  ...............  

Read the passage and answer the questions that follow:

“Of course, everything is so difficult now, food so scarce and dear, we could not keep going unless we change a fee. But every week, Lucia’s brothers have made their payment.” she added simply. I don’t know what they do, I do not ask. Work is scarce in Verona. But whatever it is, I know they do it well”.

• Who is talking to whom?
• Name Lucia’s brothers?
• Why were they both making payment for Lucia every week?

Read the extract from a poem and answer the question that follows:

For her ears were now addicted
To applause quite unrestrained
And to sing into the night
All alone gave no delight

- Why did the night gale no longer get ‘unrestricted applause’?
- How was she all alone?
- Who was responsible for this plight of the Nightingale?

Which are the different ways in which the frog assets his importance?

Reading Test- 2

Read the passage carefully and answer the questions that follow

HIS CAR’S RUNNING ON COOKING OIL

- Daniel Blackburn has been trying to popularize vegetable oil as a fuel for cars in Britain. He pointed out that vegetable oil is a clear fuel whereas diesel emits pollutants that are detrimental to health and contribute to global warming.
- The diesel engine requires modification if it is to run on cooking oil. Black Burn spent $550 to make his car’s engine compatible with vegetable oil, but he feels it is money well spent.
- Black Burn, a Welshman drove across Britain in 2003 and tried to persuade people to fill their petrol tanks with vegetable oil instead of oil, and many people in Britain, especially in Wales have taken his advice.
- Some have switched to bio diesel, as use of bio diesel does not require the modification of the engine. Bio diesel can be used by itself or mixed with petro diesel, in any proportion. It can be made from vegetable oils, animal fats, or even use oil from restaurant kitchens. With global warming becoming cause for concern, and with petroleum reserves dwindling, governments all over the world are stepping up research in bio- diesel.

The Hindu (modified)

Write the opinions you consider the most appropriate.

Denial Black Burn has been trying to popularized vegetable oil as a fuel for car because...
• It is cheaper than diesel
• It contributes to global warming
• It does not cause pollution
• It can be prepared at home

“Many people in Britain, especially in Wales have taken his advice.”

Which advice of Black Burn have many people in Britain taken?

• To use vegetable oil in kitchen
• To use vegetable oil as fuel
• To spend $550 to modify their car engines
• To use oil from restaurant kitchens

What advantage does bio diesel have over cooking oil as a fuel?

• Bio diesel does not require modification of the engine
• There are many petrol pumps providing bio diesel
• Bio diesel is less expensive
• Cars can run faster on biodiesel

Which two reasons does the author give for the increased research in bio diesel throughout the world?

• It can be made from vegetables oil and animals fats
• It is easily available and less expensive
• Decreasing global warming and petroleum reserves
• Decreasing oil reserves and increasing global warming

The word ‘detrimental’ (paragraph one) means

• Careless
• Careful
• Harmful
• useful
My next pet was a pigeon. He was still very young. He was the most revolting bird to look at, with his feathers pushing through the wrinkled scarlet skin, mixed with the horrible yellow down that covers baby pigeons and makes then look as though they have been providing their hair. Because of his repulsive and appearance, Larry suggested we call him Quasimodo and, liking the name without realizing the implications, I agreed.

Owing to his unorthodox upbringing, and the fact that had no parents to teach him the facts of life, Quasimodo become convinced that he was not a bird at all and refused to fly. Instead, he walked everywhere. If he wanted to get on to a table or a chair he stood below it, ducking his head and cooing in a rich control to until someone lifted him up. He was always eager to join us in any thing we did, and would even try to come for walks with us. This however, we had to stop, for either you carried him on your shoulder, which was risking an accident to your clothes, or else you let him walk behind. If you let him walk, then you had to slow down your own pace to suit his, for should you get too far ahead you would hear the most frantic and exploring coos and turn around to find Quasimodo running desperately after you, his chest pouted out with indignation at your cruelty.

Choose the correct alternatives from the opinions given below

The narrator describes the pigeon as a ‘revolting bird’ because

- It could not fly
- It had to be carried everywhere
- It had wrinkled skin covered with yellow feathers
- It was fat

If Quasimodo had parents, he would have

- Known he was a bird
- Behaved like a bird
Learned to fly
Not walked so much

We know that Quasimodo was always eager to go on walks because

We walked everywhere
He did not know how to fly
He protested loudly if he was not taken along
He always copied whatever humans did

Quasimodo considered the human’s cruel when

They tried to live him at home
They lifted him on their shoulder
They took him for a walk
They walked too fast

The word ‘unorthodox’ means

Following generally accepted beliefs
Strike and disciplined

Different from what is usual or accepted

The following paragraph has not been edited. There is one error in each line. Write in correct words and the correct word in your answer sheet against the correct blank nut as given below.

Helen was simply making her fingers going……………………………
In exact imitation of the signs make by………………………………………………
Miss Sullivan with her fingers, after having succeed………………………………
In making the letters correctly she learnt to spelt……………………………………
A great many words, she also learnt to reading……………………………………
Words and sentences and speaking in complete sentences…………………………

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Mrs. Slater, I am not satisfied but it is the best we can do till our new blacks are ready, and Ben and Elizabeth will never have thought about the mourning yet, so we will outshine them there.

- What is Mrs. Slater not satisfied with?
- Why is Elizabeth coming to Slater’s house?
- What can you say about Ms. Slater’s character?