

SAMPLE QUESTION PAPER

**COMMUNICATIVE
ENGLISH**

Class - XII



**Government of Kerala
Department of Education**

**Prepared by
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Guidelines for the Preparation of Question Paper for

HIGHER SECONDARY EDUCATION 2015-16

Introduction

Term evaluation is an important aspect of Continuous and Comprehensive Evaluation (CCE). It covers the **assessment of learning** aspect of the CCE. The Kerala School Curriculum 2013 postulated that the examination system should be recast so as to ensure a method of assessment that is a valid, reliable and objective measure of student development and a powerful instrument for improving the learning process. The outcome focused written tests are being used as tools for terminal assessment. Practical assessment is also considered for some subjects. The syllabus, scheme of work, textual materials, teacher texts and learning experiences may be considered while developing tools for term evaluation.

In order to make the examination system effective and objective, quality of the question paper needs to be ensured. Questions of different types considering various learning outcomes, thinking skills and of varying difficulty levels are to be included in the question paper. This makes question paper setting a significant task that has to be undertaken with the support of proper guidelines.

The guidelines for the preparation of the question paper have been divided into four heads for its effective implementation and monitoring. The areas are **i) preparatory stage, ii) nature of questions, iii) question paper setting and iv) structure of the question paper.**

I. Preparatory stage

Before starting the process of question paper setting, the question paper setter should ensure that she/he has:

- Familiarised the current syllabus and textbook of the concerned subject.
- secured the list of Los (Learning Outcomes) relating to the subject.
- acquired the list of thinking skills applicable to the subject.
- prepared a pool of questions from each unit of the subject.
- verified the scheme of work and weight of score for each unit/lesson.
- gone through guidelines for the preparation of question paper for higher secondary education 2015-16.

II Nature of questions

Questions selected from the pool to be included in the question paper should reflect the following features:

- stem of the question text should be relevant to the question posed.
- multiple choice questions should be provided with four competitive distracters.
- the possibilities of higher order thinking skills should be considered while setting MCQs
- time allotted for each question should be justified according to the thinking skills involved.
- the scope and length of the answer should be clearly indicated.

- questions should be prepared by considering the learning level of the learner.
- the question should focus on the learning outcomes.
- a wide range of thinking skills and learning outcomes from each unit/lesson should be considered.
- varied forms of questions should be covered.
- there should be a balance between the time allotted and the level of question.
- question should be very specific and free from ambiguity.
- question text should not be too lengthy and complicated.
- questions can be prepared based on a single or a cluster of learning outcomes which is scattered over one particular unit or units.
- cluster of learning outcomes from different units can be considered only for graded questions (questions with sub-divisions).
- the possibilities of graded questions reflecting different thinking skills can be explored.
- while preparing questions for language papers importance should be given to the language elements, language skills, discourses, textual content and elements of creativity.
- while preparing questions for subjects other than languages, importance should be given to content, concepts and skills.
- questions should cater the needs of differently abled learners and CWSEN (Children With Special Education Needs)
- the questions should contain varied forms such as objective type with specific focus to multiple choice test items and descriptive types (short answer and essay types).
- directions regarding the minimum word limit for essay type questions should be given.
- sufficient hints can be provided for essay type questions, if necessary.
- maximum usage of supporting items like pictures, graphs, tables and collage may be used while preparing questions.
- questions which hurt the feelings of caste, religion, gender, etc. must be completely avoided.

III. Question paper setting

During the process of question paper setting the question setter should:

- prepare a design of the question paper with due weight to content, learning outcomes, different forms of questions and thinking skills.
- prepare a blue print based on the design.
- prepare scoring key indicating value points and question based analysis along with the question paper.
- while preparing scoring key, thinking skills should also be integrated.
- 60% weight should be given to thinking skills for conceptual attainment and 40% to thinking skills for conceptual generation.
- 15 to 20% weight of total scores must be given to objective type questions and up to 20% weight of total score must be given to essay type questions.

- the highest score that can be given to a question in the question paper is limited to 10% of the total score.
- while fixing the time for answering a question, time for reading, comprehending and writing the answer must be considered.
- The total time limit of the question paper - two hours for 60 scores and 2.30 hours for 80 scores question papers with an extra cool-off time of 15 minutes.

IV. Structure of the question paper

The question paper should reflect the following features in general:

- general instructions for the question paper should be given on the top.
- instructions for specific questions can be given before the question text.
- monotony of set patterns (objective or descriptive) should be avoided.
- questions should be prepared in bilingual form.
- there should not be any mismatch between the bilingual versions of the questions.
- choice can be given for questions up to 20% of the total score.
- while giving choice, alternative questions should be from the same unit with the same level of thinking skills.
- in the case of languages, language of the questions and answers should be in the particular language concerned. Necessary directions in this regard must be given in the question paper.

THINKING SKILLS

Category/ processes	Alternative terms
1. Remember	Retrieve relevant knowledge from long-term memory
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
2. Understand	Construct meaning from instructional messages, including oral, written and graphic information
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement 'There are twice as many boys as girls in this class')
2.2. <i>Exemplifying</i>	illustrating, instantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle and ask to state the underlying principle or concept the student is using to arrive at the correct answer.)

2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
3. Apply	Carry out or use a procedure in a given situation
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given and find out the net profit.)
3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
4. Analyse	Break material into its constituent parts and determines how the parts relate to one another and to an overall structure or purpose
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
5. Evaluate	Make judgements based on criteria and standards
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
6. Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

Considering the intellectual level of learners, while setting the question paper;

- 1. 60% weight may be given to thinking skills used for factual and conceptual attainment and**
- 2. 40% weight may be given to thinking skills for conceptual generation** (higher thinking skills has to be ensured in this category). Thinking skills for conceptual generation means thinking skills needed for elaborating the concepts.

Refer the range of thinking skills given above. We can include the thinking skills no.1.1 to 3.2 (11 processes) under first category and 4.1 to 6.3 (8 processes) under second category.

Instructions to Question paper setters

- 60 % weight should be given to thinking skills for conceptual attainment and 40 % for conceptual generation.
- 15 to 20 % weigh of the total score must be given to objective type questions and 20 – 30 % weight to essay type questions.
- The highest score that can be given to a question is limited to 10 % of the total score (ie 6 marks)
- Time for reading, thinking and writing should be considered for each question in the question paper.
- All the questions should be based on the concept / theme suggested in the coursebook.
- Choice should be given for higher level questions (maximum 15 to 20 % of total score)

LEARNING OUTCOMES

Unit 1

Learning with Technology

- 1.1 Identify and analyze different types of e-mails
(Formal/semi formal/informal emails)
- 1.2 Identify parts of emails
 - The subject line
 - Greeting
 - Opening
 - Body
 - Closing
 - Signature
- 1.3 List features of formal/informal language
- 1.4 Identify the type of language used in different contexts
- 1.5 Use formal /informal language in emails
- 1.6 Format/edit emails
- 1.7 List Cyber etiquette tips-netiquette
- 1.8 Make notes
- 1.9 Prepare presentations, create mind maps/graphic organizers
- 1.10 Use social network platforms for sharing resources
- 1.11 Analyze the language and vocabulary related to social media
- 1.12 Post comments and updates on social network
- 1.13 Use blogs for collaboration and team work
- 1.14 Use Twitter as a platform for sharing and networking
- 1.15 Identify the features of tweets
- 1.16 Identify discourse markers
- 1.17 Identify common expressions and their functions

Unit 2

Make a Difference

By the end of this unit the student will demonstrate the ability to:

- 2.1 Read images
- 2.2 Write paragraph.
- 2.3 Identify sound patterns
- 2.4 Write news paper report
- 2.5 Prepare leaflet
- 2.6 Write Invitation letter.
- 2.7 Comprehend while listening, with the help of comprehension questions.
- 2.8 Analyses the features of a persuasive speech
- 2.9 Performs a speech with proper stress
- 2.10 Prepare Questions

- 2.11 Make mini-presentations
- 2.12 Write headlines using appropriate language
- 2.13 Role play
- 2.14 Writing questionnaire
- 2.15 Conduct summit
- 2.16 Write blog with appropriate elements
- 2.17 Writing arguments using appropriate structures
- 2.18 Conduct a debate
- 2.19 Use language with proper stress.
- 2.20 Story telling with appropriate stress
- 2.21 Marking the stress in conversation
- 2.22 Prepare posters
- 2.23 Prepares blog entries
- 2.24 Feature article on food festival.
- 2.25 Complete the sentence using phrasal verbs
- 2.26 Presentation of report

Unit 3

Say What You Mean

By the end of the unit the student will be able to:

- 3.1 Respond appropriately in different contexts.
- 3.2 Differentiate formal and informal language.
- 3.3 Use word stress appropriately.
- 3.4 Speak with correct intonation.
- 3.5 Analyze phonetic symbols.
- 3.6 Analyze syllables in words
- 3.7 Identify sounds and spelling
- 3.8 List homophones and homonyms
- 3.9 Read with rhythm
- 3.10 Mark stress in words

Unit 4

Talking About People

- 4.1 Reads texts across a variety of text types for
Specific information
Main ideas
Gist
Guessing meaning from context
- 4.2 Respond to complex listening texts
Dialogues, speeches
- 4.3 Identify features of different types of discourses like
Narratives, descriptions, conversations

- 4.4 Identify features of feature article
- 4.5 Identify features memoirs
- 4.6 Initiates and takes part in different spoken discourses like
 - Conversation*
 - Discussions*
 - Presentations*
- 4.7 Recognize and produce common idiomatic expressions
- 4.8 Use functional language to carry out practical transaction in everyday life
 - Asking for and giving information*
 - Agreeing/Disagreeing*
 - Clarifying information*
 - Predicting*
 - Giving opinion*
 - Introducing people*
 - Describing people*
- 4.9 Make effective use of reading reference sources like
 - Dictionaries*
 - Websites*
- 4.10 Employ strategies appropriate at the different stages of the writing process
 - Planning*
 - Drafting*
 - Revising*
 - Editing*
- 4.11 Use high order organizational skills in writing
 - Writing Paragraphs*
 - Controlling theme*
 - Topic sentence*
- 4.12 Identify patterns of organization
 - Process*
 - Definition*
 - Classification*
 - Description*
 - Expansion*
 - Cause and effect*
 - Comparison and contrast*
 - Exemplification*
 - Cohesion*
- 4.13 Cohesive devices
- 4.14 Deliver extempore speeches
 - Using body language /gestures*
- 4.15 Identify the features of biography /autobiography/diary

Unit 5

Take it Light

The students will demonstrate the ability to

- 5.1 Tell or write jokes .
- 5.2 Write paragraphs about favourite cartoon character.
- 5.3 Write funny captions for pictures.
- 5.4 Write dialogues for cartoons, in a logical sequence.
- 5.5 Use funny expressions and words for creative writing like limericks and parodies.
- 5.6 List rhyming words and similes for creative writing.
- 5.7 Identify and list stressed words in a sentence.
- 5.8 Speak given sentences with appropriate intonation.
- 5.9 Read/Narrate stories with appropriate sentence stress and intonation.
- 5.10 Rewrite familiar stories into a new context.
- 5.11 Use language of persuasion in role-play and ads.
- 5.12 Write humourous headlines for reports.
- 5.13 Write short funny news reports.
- 5.14 Write tall tales using exaggerated expressions.
- 5.15 Write/narrate humourous incidents or funny scenes.
- 5.16 Create vocabulary chart for words related to laughter/smile.
- 5.17 Read stories and essays and answer comprehension questions.
- 5.18 Create comic books, story book or funny videos.

SCHEME OF WORK

TERM	UNITS	PRACTICAL	PORTFOLIO
1 June/July /Aug	1 Learning with Technology 2 Make a Difference	1 Reading : emails Blogs Writing and editing emails 2 Listening to conversations/dialogues Speeches News stories Anecdotes (audio/video)	Work sheets of listening tasks Speech Stories
2	3 Say What You Mean 4 Talking About People	3 Pronunciation Sounds	Consonants and vowels
3	5 Take it Light	Narrating stories	Stories Anecdotes

COMMUNICATIVE ENGLISH

Sample Question Paper - 1

(1) WEIGHT TO CONTENT & LEARNING OUTCOME

Sl. No	UNIT	L.O.No.	SCORE	PERCENTAGE
1	Learning with Technology	1.4,1.17.1.5	16	27
2	Make A Difference	2.6,2.0,2.14,2.2,2.9,2.5	15	25
3	Say What You Mean	3.0	16	27
4	Talking About People	4.6,4.15,4.0,4.8	8	13
5	Take It Light	5.5,5.11	5	8

(I) WEIGHT TO THINKING SKILLS

No.	Thinking Skills	Score	Percentage
1	Concept Attainment	36	60
2	Concept Generation	24	40
	Total	60	100

(II) WEIGHT TO FORM OF QUESTIONS

No.	Type	No. of Questions	Score	Percentage
1	Objective	10	12	20
2	Short Answer	8	30	50
3	Essay	3	18	30
	Total	21	60	100

BLUE PRINT

Units \ Thinking skills	Conceptual attainment			Conceptual generation			Total
	Ob	SA	Essay	Ob	SA	Essay	
1	1x2=2	4x2=8				1x6=6	16
2	1x2=2	2x1=2	1x6=6		5x1=5		15
3		4x1=4 2x1=2		4x1=4		1x6=6	16
4	3x1=3	5x1=5					8
5	1x1=1			4x1=4			5
Total	8	21	6	8	5	12	60

Reg No:

Name

Part - III
COMMUNICATIVE ENGLISH

Maximum : 60 Scores

Time: 2½ hrs

Sample Question Paper - 1

Cool off time : 15 Minutes

General Instructions to candidates:

- There is 'Cool off time' of 15 minutes in addition to the writing time of 2 hrs.
- You are neither allowed to write your answers nor to discuss anything with others during the 'cool off time'.
- Use the 'cool off time' to get familiar with questions and to plan your answers.
- Read the questions carefully before answering
- All questions are compulsory and only internal choice is allowed.
- When you select a question, all the sub-questions must be answered from the same question itself.
- Calculations, figures and graphs should be shown in the answer sheet itself.
- Malayalam version of the questions is also provided.
- Give equations wherever necessary
- Electronics devices except nonprogrammable calculators are not allowed in the Examination Hall.

പൊതുനിർദ്ദേശങ്ങൾ

- നിർദ്ദിഷ്ട സമയത്തിന് പുറമെ 15 മിനിട്ട് 'കൂൾ ഓഫ് ടൈം' ഉണ്ടായിരിക്കും. ഈ സമയത്ത് ചോദ്യങ്ങൾക്ക് ഉത്തരം എഴുതാനോ, മറ്റുള്ളരുമായി ആശയവിനിമയം നടത്താനോ പാടില്ല.
- ഉത്തരങ്ങൾ എഴുതുന്നതിന് മുമ്പ് ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിക്കണം.
- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.
- ഒരു ചോദ്യനമ്പർ ഉത്തരമെഴുതാൻ തെരഞ്ഞെടുത്ത് കഴിഞ്ഞാൽ ഉപചോദ്യങ്ങളും അതേ ചോദ്യനമ്പറിൽ നിന്ന് തന്നെ തെരഞ്ഞെടുക്കേണ്ടതാണ്.
- കണക്കു കൂട്ടലുകൾ, ചിത്രങ്ങൾ, ഗ്രാഫുകൾ, എന്നിവ ഉത്തരപേപ്പറിൽത്തന്നെ ഉണ്ടായിരിക്കണം.
- ആവശ്യമുള്ള സ്ഥലത്ത് സമവാക്യങ്ങൾ കൊടുക്കണം.
- ചോദ്യങ്ങൾ മലയാളത്തിലും നൽകിയിട്ടുണ്ട്.
- പ്രോഗ്രാമുകൾ ചെയ്യാനാകാത്ത കാൽക്കുലേറ്ററുകൾ ഒഴുകെയുള്ള ഒരു ഇലക്ട്രോണിക് ഉപകരണവും പരീക്ഷാഹാളിൽ ഉപയോഗിക്കാൻ പാടില്ല.

1. Choose the best option.

.....giving me those e-mail attachments again?

1

- a. Would you mind
- b. Could you
- c. May
- d. Can you

2. The type of humour used in the following lines is..... 1
 "What letter is never in the alphabet?"
 "The one that you mail"
 (a) malapropism
 (b) Spoonerism
 (c) Irony
 (d) pun
3. Reorder the following jumbled words into a sentence giving an opinion. 1
 to/way/best /travel/trains/are/the
4. Which of the the following is a good e-mail subject line? 1
 (a) GRAND PROGRAMME!! (b) Hi
 (c) Open me.....! (d) Invitation.
5. You are meeting your best friend .You haven't seen each other for a while. What is the best way to greet him? 1
 (a) Long time no see. What's up?
 (b) I haven't seen you for a long time.It's a pleasure to see you again.
 (c) Hi
6. Find the odd one out. 1
 thrifty /generous/ extravagant/ tidy
7. Fill in the blanks with the best option. 2
 (i)I usually get ___ around nine o'clock every morning.
 (a) on (b) up (c) at
 (ii) My brother won an award for being.....best speller in our school.
 (a) a (b) an (c)the
8. Arrange the words in the right order to get a meaningful sentence. 1
 A ----- clock.
 (a) wonderful old Italian
 (b) Old Italian wonderful
 (c) Italian wonderful old
 (d) wonderful Italianold
9. How many syllables can you find in the following word? 1
 Technical
 (a) 1 (b) 2 (c) 3 (d) 4

10. Pick out the correct transcription of the following words

2

Key

/ki/

/ke/

/ki:/

/kui/

No

/nəʊ/

/naʊ/

/nu:/

/nn/

11. Edit the following email by replacing informal expressions.

5

Hello Professor Smith,
I'm sorry to tell you but im sick and will not be able to come to class.
See ya Wednesday.
athul

12. Suppose you are conducting a survey to know about your classmates' free-time activities. Prepare a questionnaire with four relevant questions.

4

13. Complete the sentences about Pravin. Make use of the facts from the box. Use proper time expressions.

5

born in Kannur, Kerala	1950
works in a shop with his father	1962
studies computers at an evening class, moves to Kazargode	1972
starts a business	2001
runs his business, lives in Kazargode	now

Pravin.....
.....
.....
.....
.....

14. Identify the topic sentence.

2

Some people walk on a treadmill at home or ride a bicycle. Others like to go out dancing, do aerobics, or work out in a gym. Some people prefer to swim. Most people have a favourite way to exercise.

15. Match the informal expressions in the first column with the formal expressions in the second column. 4

Can you please.....	Do not hesitate to.....
Let's know if you are coming	I will be unable to attend
I won't be able to attend	Could you please confirm your attendance
Feel free to.....	We would be grateful if you could.....

16. What type of intonation do the following sentences get? 2

- (a) Shut the door.
(b) Is he coming?

17. Condense the information below using bullet points. 4

The Greek island of Rhodes is the most visited of the Dodecanese islands. It became part of Greece in 1948. The capital is Rhodes City, a port on the northern tip of the island which caters for the vast tourism the island experiences in the summer months. There is lots to see here, including an archaeological museum and Mussolini's old holiday home, The Palace of the Grand Masters.

18. Imagine you are the manager of a popular shoe company. You have introduced trendy models particularly aiming at the young generation and you want to advertise your products. Create an advertisement for your company. 4

19.

- (a) Imagine that you have an appointment tomorrow with your dentist, Dr. Reena, at 8 am. Call her office and try to reschedule your appointment to next week. You are free next week on Thursday and Friday in the early morning. Write the possible script of your dialogue.

OR

- (b) You are planning a visit to Wayanad. You would like to know details like places to visit, timing, and accommodation. Prepare an email to be sent to The District Tourism Promotion Council office asking for details.

20.

- (a) Suppose your school is hosting a sporting event and you are asked to welcome the guests. Write down your welcome speech.

OR

- (b) You are asked to deliver a speech on the topic of telephone etiquettes. Prepare the script of your speech. 6

21.

- (a) Imagine you are presenting a cooking show on a local TV channel with the following dish as your main item for the day. Prepare the script of your programme. (Give it a name, introduce the guest chef and describe the dish)

Ingredients

- 1 kg chicken
- 4 red peppers
- 2 cloves garlic
- 6 green tomatoes
- A pinch of cumin,
sesame, and salt
- 4 Tbs. flour
- 3 Tbs. vegetable oil

Directions

Cook the chicken in salted water. Shred the cooked chicken. Blend the peppers, tomatoes, and spices in blender until they become juice. Put the oil in a pan and heat. Fry the flour for 3 minutes and add the pepper and tomato mixture and boil for about 4 minutes. Then add the chicken. Boil for 7 more minutes.

OR

- (b) A voluntary organisation in your area is spearheading a major campaign to make your locality plastic free. As part of your action plan you are preparing a leaflet to make the people aware of the significance of the programme.

Prepare a leaflet. Invent a slogan for the campaign.

6

ANSWER KEY – Set - 1

	Value points	L Os	Score
1	(a)Would you mind...	1.4	1
2	(a)malapropism	5.5	1
3	Trains are the best way to travel	4.6	1
4	(d)Invitation.	2.6	1
5	(a)Long time no see. What's up?	1.4	1
6	Tidy	4.8	1
7	(i)up (ii)the	2.0 4.0	1*2=2
8	<i>wonderful old Italian</i>	4.0	1
9	3	3.0	1
10	Key /ki:/ No /n□□/	3.0 3.0	1*2=2
11	<i>Dear Professor Smith,</i> <i>I am sorry to inform you, but I will not be able to attend class today</i> <i>because I am ill. Would it be</i> <i>possible for you to let me know what I have missed? Thank you for your</i> <i>help and I will see you</i> <i>in class on Wednesday.</i> <i>Sincerely,</i> <i>Athul</i> This is just one of the many ways to write about this particular topic. However, make sure to use formal language, no “see ya.” Also, eliminate all contractions. If possible, try to ask a question. For this particular topic it is good to show your professor that you are truly sorry for missing class and want to know what you are missing.	3.0	5
12	Questionnaire with fourrelevant questions.	2.14	4
13	Meaningful sentences with proper time expressions	4.15	5
14	Most people have a favorite way to exercise.	2.2	2
15	Can you please...../ We would be grateful if you could Let's know if you are coming /Could you please confirm your attendance I won't be able to attend / I will be unable to attend Feel free to...../Do not hesitate to.....	1.17	4
16	16(a)falling (b)rising	3.0	2
17	sum up with bullet points. Note making	1.8	4
18	Advertisement(with catchy expressions, persuasive language, slogan etc)	5.11	4
19	Telephone conversation(phone etiquette, questions and answers, intro and closing words etc)	3.0	6

