

INTERNAL ASSESSMENT

Listening and Speaking Assessment Test

Assessment of Listening and Speaking

50 Periods

(5 Marks)

Assessment of Listening and Speaking Skills will be for 05 Marks. It is recommended that listening and speaking skill be regularly practiced in the class. Art-integrated activities like Role Play, Skit, Dramatization etc. can also be used.

- **Speaking**
- **Listening**

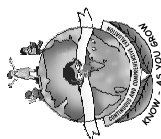
Speaking

1. Specification of Speaking
2. Speaking Plan
3. Speaking Prompts

Listening

- Specifications of Listening
- Audio Script
- Worksheet
- Answer Keys

Note : For detailed 'ASL Audio / Visual Scripts, please log onto www.cbse.nic.in



CBSE Assessment of Speaking and Listening (ASL) Specification of Speaking

TRINITY
COLLEGE LONDON

Speaking Class X 8–10 minutes Format: 1 x examiner; 2 x candidates

Topics: People , Adventure, Environment , Mystery, Children, Sports and games, Money, Culture; Music; Art and craft, House and home, Travel and tourism, Humour and wisdom, History and legend, Science and the future, Hobbies and interests, Fashion

Task	Time	Focus	CBSE Curriculum Objectives	CEFR B1	Task Specifications
Introduction Individual turns	30 secs each 1 minute total	Personal, Social Setting at ease NOT ASSESSED	Express and respond to personal feelings and opinions		Open-ended questions about family, home, social life, etc NB appropriate to level
Topic presentation (with personal slant): Individual turns NB pre-prepared	1 minute per candidate 2 minutes total	Fluency, ordering, Cohesion	Present oral reports or summaries; narrate incidents or events	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest presenting it as a linear sequence of points	Student chooses and prepares topic in class with teacher support. Topic must use language of the curriculum. Students must give personal slant or experience of topic.
Topic question: Partner candidate followed by Topic questions: examiner led	20/30 secs per candidate 30/40 secs per candidate 2 minutes total	Interaction	Presenter: adopt different strategies to convey ideas according to purpose, topic and audience Questioner: frame questions so as to elicit desired response	Can communicate with some confidence on matters related to his/her interests; can exchange check and confirm information	Generic to be accessible to all regions Generic follow-up questions to elicit language at Class IX level
Problem solving with task card Candidates work together then answer follow-up questions	3 minutes total	Task fulfilment, Interaction	Take part in group discussions, summarise ideas, elicit views of others; express and argue a point of view clearly Participate in spontaneous spoken discourse	Can enter unprepared into conversation of familiar topics, express personal opinions	Problem taskcard + follow-up questions appropriate to the level Relate to Class IX topic list with personal slant Questions to elicit Class IX level language



CBSE Assessment of Speaking and Listening (ASL) Descriptors for Assessment of Speaking



	5	4	3	2	1
Interactive Competence Task Management Initiation Turn-taking Appropriacy Relevance	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity. Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turns appropriately. Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level. Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately. Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently. Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turns. Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive. Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going. Has unclear sense of purpose and may be unable to adapt register. Contributions may be unconnected to the context/ situation.	There is almost no contribution and/or contributions may not be related to the task or when performing the task. Does not initiate discussions. Makes no effort to keep the interaction going. Has hardly any sense of purpose and cannot adapt to register.
FLUENCY Cohesion Coherence Speed of Delivery	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speak fluently with minimal hesitation. Intelligible speed of delivery.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.
PRONUNCIATION Stress Intonation	Has clear, natural pronunciation that can be easily understood by the listener. Correctly places stress and varies intonation in order to express finer shades of meaning appropriate to the context.	Has pronunciation that can be easily understood by the listener. Often varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to vary stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning.	Is not intelligible. Evidence of speech patterns related to recitation.
LANGUAGE Range Accuracy	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message. Uses vocabulary and grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses an appropriate range of grammar and words and phrases on topics appropriate to the level. These may be repetitive. Uses vocabulary and grammatical patterns with accuracy, including a few complex forms and makes hardly any noticeable errors.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker. There may be some vocabulary or grammatical mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There may be some effort in finding suitable words, which may hamper the message. Uses basic, simple words and phrases for the level. There are vocabulary and/or grammatical mistakes which affect meaning but there is hardly any attempt to correct these mistakes.	Uses simple, isolated words for the level. There is little effort to find words. Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
If a student is unable to respond in English in the two assessed phases, he or she should be marked NM (no marks)					

**CBSE Assessment of
Speaking and Listening (ASL)
Class–X
(Issued by Board)**

TRINITY
COLLEGE LONDON

SPEAKING PLAN

Time : 8 Minutes

Stage 1 : Introduction

(1 minute)

Section time	Procedure
10 secs	Examiner : Hello, please sit down. My name is X. What's your name? (to Candidate A) And what's your name? (to Candidate B) So, your names are (name and serial number A) and (name and serial number B).
25 secs	(Candidate A) ask question from Section A. Candidate A responds
25 secs	(Candidate B), ask question from Section B. Candidate B responds

Stage 2 : Topic presentation

(4 minutes)

Section time	Procedure
5 secs	Examiner: Now (Candidate A), you are going to tell us about your topic. When you have finished (Candidate B) will ask you a question and then I will ask you some more questions. Would you like to begin please?
1 minute	Candidate A speaks
15 secs	Examiner: Thank you. (Candidate B) can you ask (Candidate A) a question please? Candidate B asks question; Candidate A responds.
40 sec	Examiner asks 2 or 3 follow-up questions as appropriate from the topic prompt list Use follow-up stems given in Section B
5 secs	Examiner : Thank you. Now (Candidate B), you are going to tell us about your topic. When you have finished, (Candidate A) will ask you a question and then I will ask you some more questions. Would you like to begin please?
1 minute	Candidate B speaks
15 secs	Examiner: Thank you. (Candidate B) can you ask (Candidate A) a question please? Candidate A asks question; Candidate B responds.
40 secs	Examiner asks 2 or 3 follow-up questions as appropriate from the topic follow-up questions from Section B

Stage 3 : Problem Solving**(3 minutes)**

Section time	Procedure
25 secs	<p>Examiner : Thank you. Now let's go to the next task. I'm going to give you a card which has information about a problem. I will now read out the information for you once. I'd like you to read it too and then discuss together how you are going to solve the problem.</p> <p>You have 2 minutes to do this. OK? Here is your problem. Stage 3 sample problem solving card.</p> <p>Choose problem task. Hand to candidates. Refer to same problem task in Section C</p> <p>Candidates read card (25 secs) then ask them to start speaking.</p>
2 mins	Candidates discuss the problem and a solution.
35 secs	<p>Examiner: OK, can you stop now please.</p> <p>Option A (for candidates who have reached a solution): Thank you. (Move straight on to a question)</p> <p>Option B (for candidates who have not reached a solution): Can you agree on a solution? What is it? Candidates explain Ask Question from the problem task you used in Section C</p> <p>Please stop there. That's the end of the test. Thank you and goodbye.</p>

SECTION-A INTRODUCTORY QUESTIONS

Topic area	Questions
Place	Where do you live? Do you like it?
School	What do you like about your school?
Hobbies	Do you have a hobby? Tell me about it?
Study	What is your favourite time to study? Why?
Weekend	How do you spend your weekend?
Holiday	Do you go out of <city> during holidays? Where do you like to go?
TV	Do you like watching TV? Why? /Why not?

SECTION-B TOPIC FOLLOW-UP QUESTIONS EXAMINER COPY

Have you ever _____?

Have you ever been _____? Tell me about that.

If I want to learn _____, what do I need to do?

If/when you can _____ again, what will you do next time?

What will happen if/when I/you/we don't _____?

- What happens if/when _____?
- Where were you _____-ing?
- Tell me about what you must do when you _____?
- Do/Don't you have to/need to _____? Why?
- In your opinion, what's the best way to _____?
- What's your opinion of _____?
- What do you think about _____?
- Why (is that)?
- Why do you like _____-ing _____?
- Why do you want to (be a) _____?
- Why should young people/students _____?
- Why do you think _____ is important?
- Why is _____ your favourite _____?
- Why did you choose to _____ at that time/then/now?
- Could there be a difference in _____?
- Don't you have to/need to _____? Why?
- What must you _____?
- How would you compare _____ and _____?
- What kind of _____ would you prefer? Why?
- Would you prefer to _____ or _____? Why?
- How would you say _____ has affected/could affect you?



CBSE Assessment of Speaking and Listening (ASL) Class-X

TRINITY
COLLEGE LONDON

SPEAKING PROMPTS

Class : X

Code L-01

Task - 1

You see a lot of handbills and posters sticking on public property like over bridges, traffic light posts and walls as elections are round the corner. This spoils the beauty of your city and looks unpleasant. With your partner discuss:

- What problems do you think this could cause?
- What should your reaction be?
- How should people react to something like this?
- How would you solve the problem?
- How will you explain the matter to your friends?
- Would your effort make the others realize something?
- How can you create awareness regarding such things?
- How would your parents consider the matter?
- What could you tell your parents?
- Why do you think people in general are inconsiderate about such matters?

Task - 2

You come to know that one of your friends has become a victim of cyber crime but is too scared to tell anyone. She/he has lost confidence and is losing at studies also. Discuss with your partner:

- How would you help your friend?
- Why do you think your friend keeps quiet?
- What can you say to help your friend to change his/her attitude?
- What do you think could be the reaction of others?
- How will you change the response of the elders?
- What could some of the other problems be?
- What advice would you give the others?
- What could some other problems related to this be?
- How would you create general awareness about such matters?
- Who do you think could help you create and spread awareness about such matters?

Task - 3

You see a lot of people in your locality dumping garbage and litter in one of the empty plots in the area. This leads to a serious condition of flies, bacteria and other germs. Moreover stray animals like cows, dogs also worsen the situation and the place has turned into a mess. Discuss with your partner:

- What other problems do you think this could cause?
- What should your reaction be?
- How should other people react to something like this?
- How can you create awareness regarding such things?
- Why do you think people in general are inconsiderate about such matters?
- How do you think can the authorities manage this problem?
- How can the general people help the authorities to solve this problem?
- What role can students play to check such actions?
- What do you think will be the reaction of foreign tourists to this?
- What impression do you think the children will form of us due to this problem?

Task - 4

You come across cases of theft of money in your class and find it sad that some students pick money from their classmates' bags and boxes. Discuss with your partner:

- What other problems do you think this could cause?
- What should your reaction be?
- How should other students react to something like this?
- What could you tell your parents about this?
- How would you help your friend whose money has been stolen?
- Why do you think your friend kept quiet?
- What can you say to help your friend who engages in stealing to change his/her attitude?
- What do you think could be the reaction of others towards the one who steals money?
- How will you change the response of the others to such children?
- Who else do you think can help you solve this problem?

Task - 5

You observe that many of the students of your school leave lights and fans turned on in classrooms while they go out for some activity periods. You feel this is a very bad practice which wastes the country's resource as well. Discuss with your partner:

- What problems do you think this could cause?
- What should your reaction be?

- How should other students react to something like this?
- What should the teachers and school authority do to solve this problem?
- Would your effort make the others realize something?
- How can you create awareness regarding such things?
- How would your parents consider the matter?
- What role can students like you play to check such actions?
- Who else do you think can help you solve this problem?
- What do you think could be an incentive to motivate students to turn off lights and fans?

Task - 6

You observe that many of the students in your class and school throw/discard their books and notebooks without any consideration after the final examination. Some of these books and notebooks are in rather good condition and can be used by anyone. Discuss with your partner:

- What problems do you think this could cause?
- What should your reaction be?
- How should other students react to something like this?
- What should the teachers and school authority do to solve this problem?
- Would your effort make the others realize something?
- How can you create awareness regarding such things?
- How could your parents help in solving the matter?
- What role can students like you play to check such actions?
- Who else do you think can help you solve this problem?
- What do you think could be an incentive to motivate students to use their books and notebooks wisely?

Task - 7

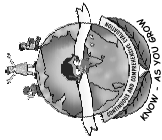
You visit a place of historical importance with your friends and come across people who scribble their names and messages on the walls of the monuments. You feel this act not only showed people's indifference for their culture but also reduced the beauty of these monuments. Discuss with your partner :

- What other problems do you think this could cause?
- What should your reaction be?
- How should other people react to something like this?
- How can you create awareness regarding such things?
- Why do you think people in general are inconsiderate about such matters?
- How do you think the authorities can manage this problem?
- How can the general people help the authorities to solve this problem?
- What role can students play to check such actions?
- What do you think will be the reaction of foreign tourists to this?
- What impression do you think foreigners will form of us due to this problem?

Task - 8

You come across cases of throwing food items and eatables in your class dustbins. You feel this is worrying situation. Discuss with your partner:

- What other problems do you think this could cause?
- What should your reaction be?
- How should other students react to something like this?
- What could you tell your parents about this?
- How would you help to solve this problem?
- Why do you think this happened?
- What can you say to help your friends change their attitude?
- What do you think could be the reaction of others towards the one who throws food items?
- How will you change the response of the others to such children?




CBSE Assessment of Speaking and Listening (ASL) Specifications of Listening

TRINITY
COLLEGE LONDON

CBSE ASL Examination Specification : Outline

Listening Class X	30–40 minutes	20 items/20 marks	1,200 words
CBSE Curriculum Objectives: Understanding a range of genres and contexts of spoken English across the familiar including academic, personal and social			
Topics: People , Adventure, Environment , Mystery, Children, Sports and games, Money, Culture, Music; Art and craft, House and home, Travel and tourism, Humour and wisdom, History and legend, Science and the future, Hobbies and interests, Fashion, etc.			
Grammar and language functions: grammar of class IX curriculum			
CBSE Skills Objectives:	CEFR B1	Text type	Test tasks
Task focus	Domain: work, school, leisure familiar	Instructions, messages, announcements Short text Unmarked register	Item specifications: topic, text length, item focus, domain
Understanding detailed information for a purpose	Can understand straightforward factual information about common topics; can understand simple technical information	e.g., gap-fill (with defined purpose); sentence completion 4 marks	4 items in single table, form or flowchart Text: 100–120 words Item semi-completed; include distraction Domain: directions, school/courses, travel, social (e.g., cinema), museums, weather
Understanding and interpreting a range of features of context	Can follow the main points of extended discussion	Conversation Informal dialogue Long text	8 items: statements – 5 true + distractors In order of text

	 <p>Can understand the main points of familiar matters; can understand the main points and information content of news bulletins and T.V. programmes</p>	<p>Commentaries/ news events Short extracts</p>		<p>Text: 400 words Testing line of argument; cohesion; main points Domain: friend, child to parent, peer, family, social event</p>
<p>Understanding the topic and the main points</p>			<p>multiple matching 5 marks</p>	<p>5 items out of 7 multiple matching Text: 5 x 60 words Domain: news, T.V. programmes, chat shows Focus: topic, purpose, role must be consistent Speakers labelled A – E Match labelled i – vii</p>
<p>Distinguishing main points from detail</p>	<p>Can identify general messages and specific detail Can follow a lecture or talk on familiar subject matter</p>	<p>Speech, presentation, narrative, etc Formal Long text</p>	<p>Multiple choice 6 marks</p>	<p>6 items, Multiple choice: 3 options 400 words; must include distraction Test opinion Domain: school functions, guest speaker, school project</p>



CBSE Assessment of Speaking and Listening (ASL) Class-X

TRINITY
COLLEGE LONDON

LISTENING TEST

Class : X

Set-1

Code L-01

Task - 1

You will hear 5 short extracts of people talking about different cities. Read the statements given below, then listen to the extracts and match each statement A–G to each speaker 1–5. Find two statements which are not required. You will hear the recording twice. Now listen to 5 short extracts of people talking about different cities.

Visit : <https://qrqo.page.link/atsmY>
Or Scan Q.R. Code for audio Script



Audio Script

Speaker 1

This was the place which I visited last year. The place is always on Television, in films, in magazines and so you get a mental picture of what it is like even if you haven't been there. You have this image of tall buildings everywhere, streets full of traffic and people. Everyone rushing around, talking fast and leading busy lives! And guess what! It was just like that. Everything I expected to find was there. In fact, it all seemed so familiar that it was as if I'd actually been there.

Speaker 2

I discovered after I'd been there that you need to be really careful about choosing such a place. There are busy times and quiet times. Without realising I chose one of the busy times. The place was packed and narrow streets made movement difficult. As a result, I couldn't manage to see much. The place of course looks wonderful but I could have seen much more if there had been greater room to move.

Speaker 3

Everyone talks highly of this place. And I was expecting something really special. Though I must say the picture I had in my mind didn't turn out to be totally accurate. In fact it not only lived up to my expectations, it exceeded them. People always associate it with its famous buildings but it was the well known places that attracted me. In every little street I found something fascinating to see. It's those little streets which were memorable for me.

Speaker 4

I'd been looking forward to going there for a long time and I finally managed it. People had told me that it wasn't the same as it used to be. Apparently, it has much more to offer tourists now but I found it rather confusing. Half the time I didn't know where I was and getting from one place to another was always a problem. I normally have a good sense of direction but somehow I was always getting lost.

Speaker 5

I'd heard it's a fantastic place, so I decided to go and see for myself. It has the reputation of being a place you never forget and lots of people say it's their favourite city. Generally, the places that you see pictures of all the time or those that you see in films are impressive enough. But I've seen better. It's a nice place and is certainly popular with tourists. But I don't think it deserves all the praise people give it.

Worksheet

You have heard 5 short extracts of people talking about different cities.

Read the statements below, then listen to the extracts and match each statement A–G to each speaker 1–5. Find two statements which are not required. You will hear the recording twice.

- A. It was exactly as I had imagined.
- B. It is not as good as it used to be.
- C. It is hard to find your way around it.
- D. It is overrated.
- E. It can get too crowded.
- F. It was even better than I expected.
- G. It was not very clean.

Speaker	Statement
1.	
2.	
3.	
4.	
5.	

Answer Key

Statements which are correct

Speaker 1 – A Speaker 2 – E Speaker 3 – F Speaker 4 – C Speaker 5 – D

Task - 2

6 marks

You will hear an interview with music therapist Dr. T.V. Sairam on the benefits of music. Read the sentences given below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

Audio Script

Interviewer: Dr.Sairam, Music Therapy is being encouraged recently all over the world. You have been seriously engaged in researching Raga Chikitsa for quite some time and reviving an ancient healing tradition called Nada Yoga (NY). I would like to know what is nada yoga? Is it a form of Music Therapy?

Dr. Sairam: You have got it right. Nada is intonation, which is believed to have therapeutic effects not only for the body and mind of the individuals, but also for the whole family or community. Music is a universal language that can bind nations, bridge gaps, unite religions as it reaches your soul. As a result, the power of music is therapeutic, that is, it is used in curing diseases. Medical research has found music–therapy to aid patients in pain management. It is not surprising as music affects the body and mind significantly.

Interviewer: How do you think alternative therapists and traditional healers can work alongside music therapists?

Dr. Sairam: Music therapy necessitates team work. To start with, there is the team work between client and therapist. Like two hands coming together to make a clap, the one to one rapport is essential for a successful intervention. We may combine music therapy with other forms of alternative therapies such as physiotherapy, aroma therapy etc. it is again essential that different therapists sit together and work out a procedure which complements each other. For this purpose, while music therapists are exposed to such systems, to increase their efficiency the alternative therapists should also be exposed to music therapy.

Interviewer: Is music therapy limited to India and Indian classical music alone?

Dr. Sairam: Not at all. Music therapy goes back to Biblical times, when David played the harp to rid King Saul of an evil spirit. As early as 400 B.C., Hippocrates, Greek father of medicine, played music for his mentally ill patients. Aristotle described music as a force that purified the emotions.

Interviewer: How does music therapy help in healing the body?

Dr. Sairam: Music gives serenity and peace. Listening to music creates positive vibrations in the mind which ward off negativity, thus shielding the mind from becoming depressed. Music, especially upbeat tunes, can take your mind off what stresses you, and help you feel more optimistic. Music can improve one's mood by reducing stress and lowering anxiety levels, which can help counteract or prevent depression. Listening to soft, serene music for only 30 minutes a day for two weeks helps in overcoming depression.

Interviewer: What are the diseases that respond to music therapy?

Dr. Sairam: Alzheimer's and Dementia are two of the diseases most commonly treated with Music therapy. Music therapy helps stroke victims recover faster and with more success by increasing the patient's positive emotions and motivation, allowing them to be more successful. Adolescents have identified many benefits of listening to music, including emotional, social, and daily life benefits, along with the formation of one's own identity. Music can provide a sense of independence and individuality, which in turn contributes to one's own self discovery and sense of identity. It can also serve as a creative outlet to release or control emotions and find ways of coping with difficult situations and depression.

Worksheet

You have heard an interview with music therapist Dr. T.V. Sairam on the benefits of music. Read the sentences below and choose A, B or C for each sentence.

1. Nada Yoga is the science of treating diseases through
 - A. raagchikitsa
 - B. a therapy
 - C. an intonation
2. Music is a universal language that reaches
 - A. nations
 - B. religions
 - C. souls
3. _____ helps in overcoming stress.
 - A. Soft, sedative music
 - B. Music through harp
 - C. Upbeat tunes
4. Music therapy dates back to
 - A. 400 B.C.
 - B. Biblical times
 - C. Aristotle
5. Hippocrates, Greek Father of Medicine played music
 - A. to purify the emotions
 - B. to treat the patients
 - C. to drive away bad spirits
6. Music therapy necessitates
 - A. Expensive gadgets
 - B. Team work
 - C. Foreign trips

Answer Key

Statements which are correct

1. B 2. C 3. A 4. B 5. B 6. B

Task - 3

You will hear a man talking about his memories of Indian Railways. Read the questions given below, then listen to the extract and choose four of the options A–G which are correct. You will hear the recording twice.

Audio Script

Most of our childhood memories still revolve around playing with our friends, holding each other's shoulders, forming a line and pretending to move like a train! Many of us travel by train to experience diverse cultures, taste its spicy and flavor some curried cuisine and see some of the many beautiful places it has to offer.

Gone are those days, but the memories still get us nostalgic in no time!

Trains take me to a different world. I've always thought travelling by train is special. I know people talk about bad food, unclean toilets, etc. But India is a huge country and to be able to connect from Kashmir to Kanyakumari is a big deal, indeed. I grew up with books at home stamped 'The Railway Bookshop'. Buying a novel or a book before hopping on to a train was such a nice experience in those days. In fact, I could get cheap paperback books. These books were inexpensive and easily manageable to carry in the pockets.

Well, coming back to what I was saying, Indian Railways have been a part of so many memories right from the Indian railways time tables to the tangy railway curries and of course the steam engine! I was so fond of the meal plates that they used at railway canteens that I made my Mom buy me one for my tenth birthday. We miss so many things of the old railway – the modern world rail line that went into the small villages in the suburbs of Kolkata, the sprawling BNR or Bingle Nagpur Railway Guest House in Puri and of course the first class coaches long before they were air conditioned.

I want the charm of travelling in the Indian trains of yore to come back!

Worksheet

You have heard a man talking about his memories of Indian Railways. Read the question below, then listen to the extract and choose four of the options in A–G which are correct.

Which FOUR of the following statements does the speaker believe to be true?

- A. The speaker regrets missing out on railway food and buying books from 'The Railway Bookshop'.
- B. Allen Lane ran Penguin Books at one point of time.
- C. The speaker thinks that Indian we do not miss old Railway.
- D. The speaker used to stay at the BNR guest house in Kolkata.
- E. The speaker likes to read everything from Hemingway to James Hedley Chaise.
- F. The speaker wishes to be on a bullet train someday.
- G. The speaker finds buying e tickets a bother.

Answer Key

Statements which are correct

True : A, B, E, G

Task - 4

You will listen to two students, a boy and girl, debate on the topic 'Anti Ragging Campaign'.

Read the sentences given below, then listen to the conversation and complete the sentences with one or two words only.

You will hear the recording twice.

Audio Script

Riya: Hi Sumit! So you've finally joined the anti-ragging cell!

Sumit: Yes Riya, I feel rather strongly about it. I mean I can't let my classmates get away doing improper things to children half their age.

Riya: I also feel strongly about it. But I think it is also being blown out of proportion by some people.

Sumit: It's not always as harmless as that, and again who are we to decide if a child needs to smarten up by reciting poems in public. I'm not sure all public speakers would manage to speak well when they were eight or ten.

Riya: I see that you have a point. But I'm worried that people will start hating me if I join the campaign against ragging. Some parents think that this campaign in our school makes it seem like a dangerous place than it actually is.

Sumit: There can be an unfortunate incident which could even be called heinous. It may be anywhere. But we are careful and aware. We want our school to be absolutely safe and it can happen when seniors like us take responsibility. This menace needs to be curbed by providing alternate and healthy ways of interaction, which are more effective. We can have an interactive session between seniors and juniors. These activities enable friendly socialization.

Riya: What about the things that happen outside schools? I mean I face a lot of harassment after dark on my way back from my coaching classes. And nobody seems to be bothered about it. There are no young men or women in the neighbourhood willing to volunteer for surveillance in the evenings.

Sumit: What about talking to the police for more security?

Riya: I mean if something serious happens, I really have to report it to the Police. But often we girls choose to ignore it and not even talk about it. We need more than laws to remove this evil from our society. But more importantly, we need to speak up.

Sumit: That's really terrible. I think I'm going to talk to the neighbourhood welfare secretary and insist on organising a volunteer committee. Such steps are required for making a better and safer place for all of us.

Riya: Great! We are thinking together about this. Somewhere down the line, we need to understand that the true meaning and the higher goal of ragging is bonding with no strings of selfishness. This needs to be realised and followed. Only then a better world for students can exist.

Worksheet

You have listened to two students, a boy and girl, debate on the topic 'Anti-Ragging Campaign'. Read the sentences below and complete the sentences with one or two words only.

- Sumit believes that it is _____ for older students to rag younger ones.
- Riya does not think ragging is right but is not willing to _____ against it.
- Riya feels that it is not safe for women on the road after _____.
- She will inform the _____ if she faces trouble in the road.
- According to Riya, the true meaning of ragging is bonding with _____.

Answer Key

Statements which are correct

1. improper 2. campaign 3. dark 4. police 5. selflessness

To learn from NCERT Prescribed Videos

Visit : <https://qr.go.page.link/K87BR>

Or Scan the Code



Class : X

Set-2

Code L-03

Task - 1

You will hear 5 short extracts of 5 speakers talking about effects of online video games. Read the statements given below, then listen to the extracts and match each statement A–G to each speaker 1–5. Find two statements which are not required. You will hear the recording twice.

Visit : <https://qr.go.page.link/dQYW2>

Or Scan Q.R. Code for audio Script



Audio Script

Speaker 1

Some children just can't live without it. We've got to accept the fact that these machines are having a terrible effect on children's standards of literacy. Children just aren't interested in reading these days. So they just stare at the screen, pushing those buttons. They don't have to use their brains or their memory. These gadgets are the cause of so much underachievement in today's society.

Speaker 2

One of the things game developers have to worry about is how to prevent people from copying the games illegally and distributing them on the internet. Some companies have gone to great lengths to make sure that everyone who plays the game is a legitimate user, for example, you might have to have a permanent internet connection to play. This is a problem for some people if their internet connection isn't reliable. So they prefer to buy pirated versions which don't have all these restrictions.

Speaker 3

I realise that a lot of these pay-for-free games are designed to become addictive. You play for free, but once you've invested time and effort into your game, you start paying real money to progress further into the game. With people spending huge sums of money on virtual items, some restrictions should be there. But some companies are small and also creative. Therefore, a balancing act is required because the last thing you want to do is stamp out the creativity of small companies.

Speaker 4

A lot of games are attractive because the virtual world is fairer than the real world. Your success isn't determined by your age, social status or education. Your peers are loyal, and when you do something good, you are instantly rewarded, so there's a real sense of achievement. The sense of community in the gaming world is actually really strong, and what we really need to do is bring some of this spirit of working together and accomplishing tasks into the real world.

Speaker 5

There have been a lot of studies into whether gaming encourages undesired behaviour, but as far as I know, they haven't been able to come up with any concrete evidence. A thorough research should be conducted. People should stop criticizing these games and start thinking about how we can incorporate the positive spirit of gaming into our real lives.

Task - 2

Refer Task 2 of Set - 1 (L-01)

Worksheet

You have heard 5 short extracts of 5 speakers talking about effects of online video games.

Read the statements given below, then listen to the extracts and match each statement A–G to each speaker 1–5. Find two statements which are not required.

- Some companies try that everyone who plays the game is a legitimate user.
- Online games are having a terrible effect on children's standards of literacy.
- This spirit of working together and accomplishing tasks into the real world needs to be brought out.
- There are evidences to prove that gaming increases undesired behavior.
- We should try to incorporate the positive things of these games.
- Age, education and social status determine success.
- Creativity of small companies should be encouraged.

Answer Key

Statements which are correct

Ans. D, F

Task - 3

You shall hear an extract on the importance of yoga. Read the sentences given below and listen to the extract and choose four options from A-G which are correct. You will hear the recording twice.

Audio Script

Today Yoga is not any art or science but considered as a technology full of moves to keep you happy and healthy. It is one of the oldest practices to keep the body and mind in good shape. Yoga brings intense calmness and stability to several minds of its followers. It comprises of various moves, breathing exercises and meditation which fetch immense power to mental and physical health. Various studies have shown that it is a complete solution for all types of diseases.

Yoga gives us relief from countless ailments at the physical level. The practice of the postures strengthens the body and creates a feeling of well-being. From the psychological view point, yoga sharpens the intellect and aids concentration; it steadies the emotions and encourages a caring for others.

Regular practice of breathing techniques calms the mind. Yoga helps in every aspect of a person's being. It teaches the evolution of the individual by the development of self-discipline and self-awareness. Anyone can practise yoga. Yoga helps to discipline our sense of power with the, power of self.

If we peep into the benefits of yoga, they are numerous. It improves physical fitness as well as stress, controls general well-being, mental clarity and greater self-understanding. People of all ages can do yoga and it can also be adapted for people with disabilities or special needs. The postures enhance muscle strength, coordination, flexibility and can help to keep our body fit, control cholesterol levels, reduce weight, normalize blood pressure and improve cardiovascular performance.

Apart from these when people actively seek to reduce the stress in their lives by controlling their minds, they can take the help of yoga. We can do yoga, as perfectly as possible with a modest amount of care and patience. As for athletes or sports persons, yoga can be a powerful enhancement in regular training exercises. It's never too late to start yoga.

Worksheet

You have heard an extract on the importance of yoga. Read the sentences given below and choose four options from A-G which are correct.

- A. Yoga keeps you happy and healthy.
- B. Yoga gives us relief from countless ailments at the physical level.
- C. Yoga does not release stress.
- D. Regular practice of breathing techniques calms the mind.
- E. We can start yoga anytime in life.
- F. Yoga has limited benefits.
- G. Yoga is a recent invention.

Answer Key

Statements which are correct

Ans : A, B, D, E

Task - 4

Refer Task 4 of Set-1 Set (L-01)