

## **INTRODUCTION: ASSESSMENT OF SPEAKING AND LISTENING SKILLS IN ENGLISH (ASL)**

CCE (Continuous and Comprehensive Evaluation) the flagship project of CBSE has clearly outlined the significance of speaking and listening skills as part of co-scholastic areas of achievement by every learner and also stresses the clear integration of assessment of speaking and listening skills as a part of the curriculum transaction.

The formative assessment of these two skills along with other skills have been formally provisioned under CCE .But in the absence of Summative Assessment, we have not positioned the learner's proficiency in speaking and listening thereby leading to a wash back effect of very little or no importance given to these skills in our classrooms . As a result, a large population of students passes out of schools with inadequate competence in expressive communication skills.

As good communication skills raise the self esteem of a student, CBSE essentially desires that the students acquire proficiency in them by the time they leave school. In the present day global markets, speaking and listening are considered to be the essential skills of real life. Since CBSE has the onerous responsibility of assessing scholastic and co-scholastic achievement levels of students in over 13, 500 schools affiliated to it , it has been felt for a long time that CBSE must focus on assessing speaking and listening skills for qualification as Summative Assessment as much as for Formative Assessment .

Considering this, CBSE proposes to give 20% weightage in Formative and Summative Assessments in the Assessment of Speaking and Listening Skills. Therefore **the Assessment of Speaking and Listening Skills will be done formally at the term-end examination in Summative Assessment – II. Schools may conduct ASL themselves as per the guidelines provided by the CBSE. However, assessment of these skills may also be done under the formative activities spread over two terms.**

**Guidelines for teachers to assess speaking and listening skills in the term-end examination:**

### **LISTENING**

The **Listening Comprehension** section tests the student's ability to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed in the formative and summative assessments:

- i. Listening for specific information
- ii. Listening for general understanding
- iii. Predictive listening
- iv. Inferential listening
- v. Listening for pleasure
- vi. Intensive listening
- vii. Evaluative listening

## **Role of Examiner:**

An examiner is a person who is assigned the job of assessing a candidate's performance in any of the skills that is to be assessed.

For the purpose of the Summative Assessment, an examiner will be a teacher who will conduct the examination and do the assessment of skills.

It is extremely important to keep in mind the factors listed below as they can significantly influence the expected outcome of the Listening Test.

- Size of the room
- Seating arrangements
- Acoustics of the room
- Equipment used
- Quality of the recording of the listening input
- Quality of the oral rendering of the listening input (in case it is to be read aloud by the Examiner), in terms of volume, clarity, enunciation, intonation, pace etc

## **Test Administration: For the Examiner (Teacher)**

- 1 Select the time and date of the assessment.
- 2 Plan the seating arrangements in advance.
- 3 Decide exactly as to how much time is to be reserved for instructions or any possible interaction regarding clarifications etc and for the actual test.
- 4 Make the announcement giving general instructions directed to the candidate before the recording is played or before the reading of the text.
- 5 Adhere strictly to the time specified for each of the three phases of the Test (Pre-listening, While Listening and Post-Listening)
6. The general instruction given below should be followed while conducting the test.

## **The Listening Assessment**

The Listening Assessment comprises of a variety of task. These tasks are graded according to the length of the task and the difficulty level. Schools may download the sample tasks and reorganize them in two parts-transcripts and the marking scheme for the examiner and the worksheets for the students on which students will write answers.

## **General Instructions for Students**

**You are not allowed to ask questions or interrupt the Examiner at any point.**

- 1 You are being tested on your Listening Skills.
- 2 You will hear a set of recordings of the Listening Input or listen to a reading of the Listening Input.
- 3 Each of the recording will be played twice. In case there is an oral rendering of the Listening Input, it shall take place twice.
- 4 You are required to answer a set of questions based on each of the Listening Inputs.

- 5 The assessment consists of **4 sections**.
- 6 You are required to attempt **all 4** sections of the assessment.
- 7 Familiarize yourself with the questions on the worksheet. It will help you to answer them later on.
- 8 After you have listened to the input, you will be given specified minutes to answer the questions on your worksheet
- 9 You may answer the questions on your worksheet while listening.
- 10 Do not interact/comment until you have moved out of the Examination Room

### **Assessment of Listening**

The marking key is prepared before the test is administered. It will take about a period of 30-35 minutes to conduct a listening assessment. At the end of the assessment, the answer scripts should be collected and marked. It is objective type of marking. Therefore, each question or Gap Filling question will be of one mark each. Awarding of half mark should be avoided. Since it is an assessment of listening skills, one or two spelling mistakes may be ignored. If there are more than four or five spelling mistakes then upto two marks may be deducted out of the total marks. But in no case a half mark be awarded. It is suggested that scripts may be marked on the same day.

## **SPEAKING**

The Speaking skill had acquired a very important place as a communication skill. Like listening skill – a number of sub-skills of speaking need to be consciously developed among students. Some of the sub-skills which can be assessed are as follows:

1. Speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. Narrating incidents and events, real or imaginary in a logical sequence.
3. Presenting oral reports or summaries; making announcements clearly and confidently.
4. Expressing and arguing a point of view clearly and effectively.
5. Taking active part in group discussions, showing ability to express agreement or disagreement, summarising ideas, eliciting the views of others, and presenting own ideas.
6. Expressing and responding to personal feelings, opinions and attitudes.
7. Participating in spontaneous spoken discourse in familiar social situations.

### **General Instructions**

- 1 The total administration time for the speaking assessment is approximately **10-12 minutes**
- 2 The speaking assessment will be conducted for **two students at a time**.
- 3 There will be a **single teacher to function as the Examiner**.
- 4 The **Examiner** should be a **qualified English Teacher**

## **The Speaking Assessment:**

### **Role of Examiner:**

1. The (Examiner) should ensure that the room is quiet and has good acoustics.
2. The tone, manner and body language of the Examiner should be relaxed, encouraging and pleasant. Care should be taken to make the candidates feel at ease.
3. Students must not be discouraged from making a fresh start in case they are unable to do so at the first attempt.
4. The Examiner needs to be flexible, sympathetic and reassuring in her/his demeanour.
5. The Examiner should also be a proficient user of the language in order to conduct the speaking assessment successfully. For e.g .the examiner should be skilled in elicitation techniques, alternatively questions such as... “Explain how”/Why...Tell me what you think of.... may be asked. Yes/ No question should generally be avoided.
6. Ideally, the Examiner should award marks after the candidates have left the Examination Room. If necessary, notes can be made discreetly to be used later in the scoring, so that it does not make the candidates unduly tense and self-conscious.

The Speaking Assessment is divided into **three sections**:

### **I General Introduction**

The Examiner converses with the two candidates. Simple warm up questions based on the candidates' names, place of residence, leisure preferences etc are asked.

### **II Mini Presentation**

In this section, the Examiner gives each candidate the choice to pick up a **Role Card or a Cue Card** with a topic written on it.

The candidates are given **1 minute to prepare. The examiner should be ready with sheets of paper and a pencil. Candidates may organize** their thoughts and ideas.

Prior to the day of the speaking assessment, as an assistance to students to prepare for the presentations, the teacher can give a choice of 20 to 30 topics in class to students so that they can prepare based on the topics and organize their ideas. Similar topics can be given in the formal assessment.

Please note that students are not allowed to write full length answers. They may jot down points only in the sheets given by the Examiner. **Therefore, a pencil and sheet of paper should be provided on the table.** Students are not allowed to carry pen, paper or mobile phone to the examination room. After a minute, each student will be given **2 minutes each** to present his/her ideas.

In case, a student is unable to speak during /for the allotted time, the (Examiner) may ask some rounding off questions.

### **III Pair Interaction**

The third section of the test is for **3 minutes**. Both students are given a verbal or visual stimulus and asked to respond to it

Both the students are given a total of 3 minutes to interact. Both of them will talk together. After 2 minutes the examiner can ask questions based on their discussion.

### **Closing**

The closing is for 1 minute duration only. In case a student has not been able to speak or has been unable to speak owing to nervousness, the dominance of the second candidate or any other factor, then, the Examiner may use the 1 minute to give a fresh opportunity to that student.

**Note:** In both Summative I and II Assessments it has been proposed to record the students' performance in the MP 3 players/ recorders, so as to validate and make the test reliable and fair. Also, all schools are required to send the evidence of assessment. Hence, the audio files can be maintained at schools level to be sent later to the CBSE.

### **Assessment of Speaking**

The Examiners should familiarize themselves with the assessment scale of speaking. While the students are giving their presentation, examiners may refer to the performance descriptors. They may share these descriptors with the students while formative assessment tasks are given. As the assessment will be conducted for two students at a time, it is advised that two to three teachers sit in separate rooms to conduct the assessment of students of one section at a time. Hence 48 students can be assessed simultaneously within one and half hours, in three batches of 16 students each.

The Examiners are advised to pay due attention to and familiarize themselves with the design of the test items. The sample test items are given as Annexures here. **Similar test items can be framed according to the need and level of students.**

The descriptors are given for reference:

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	Contributions are highly effective and fulfill the task. Can fulfill the communicative functions of the level with spontaneity.	Contributions are effective and fulfill the task. Can fulfill the communicative functions of the level.	Contributions are adequate and fulfill the task. Can fulfill functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation and Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes	Is easily able to initiate discussions on the themes/ functions at the given level appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort	Does not initiate discussions.  Makes no effort to keep the

	spontaneously to keep the interaction going; takes turns appropriately.	Contributes effectively to keep the interaction going and takes turn appropriately.	going; takes turns.	to keep the interaction going;	interaction going.
Appropriacy and Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations.  Contributions are always appropriate to the context/situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations.  May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively.  Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register.  Contributions may be unconnected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.
<b>FLUENCY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Cohesion and 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 organizational features.  May use only isolated words and phrases.
<b>PRONUNCIATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Pronunciation, stress and intonation	Has clear, natural pronunciation that can be easily understood by the listener.  Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener.  Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation.  Tries to speak, varying 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...

LANGUAGE	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

## **ASSESSMENT SCORE FOR SPEAKING**

**Assessment of Listening Skills**  
**Sample Tasks**  
**Class - IX**

**LISTENING**

**20 Marks**

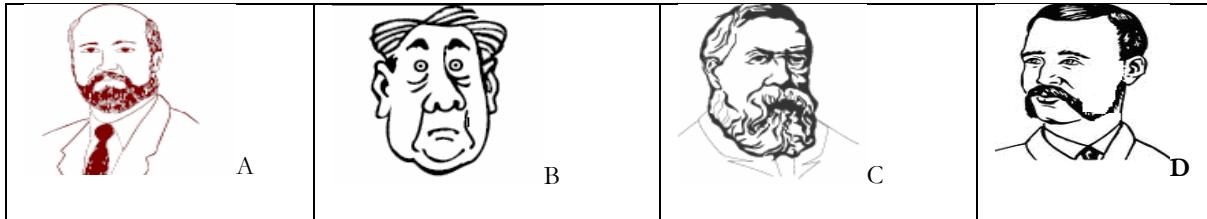
**Instructions:**

- a) There are 10 questions in this set. Answer all the questions
- b) In the first part you will listen to five short extracts. As you listen to each one, answer the questions in your answer sheet.
- c) Before you begin to listen, read the questions quickly and get familiar with the questions.

**Part - I**

**1. Transcript of the police announcement:**

*Here is an announcement by a police officer on a local city channel. This is regarding an alleged criminal who is evading the arrest. Anyone who has a clue can come forward and inform the police at 100. So, here is the description- The criminal has a broad face with a thick moustache and a beard. Which one of the following faces are they describing?*



**Tick the correct answer:**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

Ans: C

**2. Here is another situation, listen to it carefully. This is about the garden of Suresh.**

**Transcript**

*Suresh does not want people walking around in his vegetable garden that he has nurtured with great care. What sign board should he put up?*



Tick the correct answer

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

Ans: C

3. Monu wants a penpal. Listen to his description of himself and fill in the columns given below:

**Transcript:**

*Hii! My name is Monu and I'm from India. I live in Raipur near a lake. Since I have always lived here, I love water sports. I am twelve years old and love reading about plants and animals that live in the water. My box number is P.O. Box 002200.*

**Fill in the blanks:**

Age	
Nationality	

4. Here is the dialogue between Amit and Anand who have just completed their schooling. They are talking about some of the organizations which offer scholarships to students for different purposes. As Amit is research minded and keen to take up a career in agriculture, which organization of the world would he apply to?

**Transcript:**

**Listen to the dialogue and write your answer:**

**Amit:** I heard about the Tall Clubs International that gives a scholarship of 1000/- per month to men above 6 feet and women above 5 feet 10`` tall. Interesting.....

**Anand:** Oh! really? My height is only 5``, so I am not eligible. Jokes apart, I have found a society "CV Raman Society" that awards scholarships to students who are interested in Science and Technology.

**Amit:** No, I am not interested in Science and Technology. I want to pursue a career in the agro industry.

**Anand:** So, in that case, the National Potato Council has a number of scholarships for students who want to work for the agro industry.

**Amit:** But does it award scholarships to undergraduates?

**Anand:** Yes, it does. There is another one that gives 500/- per month to graduates or undergraduates, I shall find out the field for which it gives.

**Amit:** Thank you. Please let me know which organizations award the scholarships.

Ans: Amit will opt for \_\_\_\_\_

**Transcript:**

5. Joy wants to live in a village near the city. It should be a small house with low doors and ceilings. He would prefer it to be located near the sea. Which house would you recommend for him?



**Tick the correct answer**

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

Ans: B

## **Part - II**

### **Instructions:**

- a) You will now listen to the talk by Dr. Praveen Chawla on healthy foods.
- b) There are five questions to be answered. Read the questions quickly before you listen to the talk
- c) Now listen to the talk and write your answers

Nature has given us everything that our body needs. If we take care, we can avoid pills.

Did you know that mushrooms not only make tasty dishes but are a rich source of Vitamin D so essential for healthy bones? Regular consumption of mushrooms aids in better hearing power too.

You must have heard of the Banana smile. Believe it or not this fruit can actually put a smile on your face. It contains tryptophan, a protein which once digested, converts into a chemical neurotransmitter called serotonin which is a very important mood regulating chemical and works like an antidepressant.

Broccoli has also come to be called a disease busting vegetable. It can prevent cancer.

About 2000 years ago, the curative powers of ginger for all stomach related problems were discovered. It helps digestion, cures nausea and prevents bowel tumours

Cheddar cheese is a very rich source of calcium and phosphate. These strengthen bones and muscles and reduce risk of osteoporosis.

Grapes, which look so much like the lobules in the lungs, are rich in proanthocyanidin a chemical which helps circulate fresh oxygen to the blood stream, thereby reducing the risk of cancer and the severity of asthma.

If you cut a tomato into half, you notice that it has four chambers, just like our heart. Tomatoes are a great source of lycopene, a plant chemical that reduces the risk of heart disease and several cancers. This also helps lower the unhealthy effects of LDL cholesterol.

The gnarled look of a walnut, mimicking the appearance of a human brain, is perhaps the only fruit rich in Omega -3 and fatty acids which tend to ward off dementia and to some extent Alzheimer's disease. (286 words)

### **I. Fill in the blanks with a word or phrase**

1. .... are rich in Vitamin D and help in good hearing.
2. ....mood regulating chemical can make you feel happy.
3. Broccoli keeps away .....

Ans: 1. Mushrooms      2. Banana      3. Cancer

### **II. Tick the most appropriate answer from the choices given below:**

4. The food containing lycopene which reduces heart attack risk is
  - A. grape
  - B. tomato
  - C. cheese

D. walnut

Ans: B. tomato

5. In the talk, Dr is advising people to

- A. eat a balanced diet
- B. be happy; live healthy
- C. live close to nature
- D. eat healthy food

Ans: D. eat healthy food

### **Part - III**

A nuclear family consists of the husband, wife and their children. The concept of joint family where all the family members like aunt, uncle, cousins and grandparents live together contrasts with the idea of a nuclear family. There are many countries where you would traditionally find many joint families, but at the same time, the concept of nuclear families is catching on. We often forget that there are many advantages of a joint family.

The most important advantage that attracts people to nuclear families is that the couple can have their privacy in their own home. People can live their own way and can do whatever they want to. There are no boundaries set by the elders to follow. In a joint family, the elders restrict youngsters not to do certain things because they think it is not good for them. But today's generation is very smart. They know what is good and bad for them and have enough analytical power so they don't like to restrict themselves. Instead, they want their freedom so that they can do and achieve whatever they want in their life.

The advantages of joint families are many. You get the complete support of family members whenever needed. You don't have to ask for help from others if all family members are living together. Your children will not be left alone at home when you go to a job. Many burglaries take place during the daytime because nobody is present in the home, so if there is a joint family, burglary cases also decrease. You can share your joys and sorrows with them. Each and every member of the family shares their opinions and the family take a decision together. One member is not burdened with the responsibility of decision and it becomes a joint responsibility. The basic pillar of a joint family is to have healthy and selfless moral values for all members.

In a joint family, one always gets guidance from older people. They are more experienced. They can take care of grandchildren rather than depending on outside help.. In a joint family, the elders are always there to guide and encourage us in every decision we take and their experiences makes us grow wiser and become a better person. But again, it revolves around how considerate we are...how we listen to others' points of view before considering our own. Keeping an open mind, accepting our faults and moving ahead is the best way to make a joint family an ideal family.

**You will hear a speech about joint families. Read the questions below and then listen to the extracts.  
Choose A or B or C for each question. You will hear the recording twice.**

1. A joint family consists of
  - a. husband, wife and children.
  - b. immediate family and extended family.
  - c. immediate family with grandparents.
  
2. People prefer nuclear families because
  - a. there is more freedom.
  - b. there are fewer members.
  - c. it is the latest trend in many countries.
  
3. According to the speaker, young people don't listen to elders because they
  - a. don't want to be restricted.
  - b. think they know better.
  - c. learn from their mistakes.
  
4. In a joint family, you don't have to ask for help from outsiders as
  - a. you are smart enough to make decisions.
  - b. your children are able to take care of themselves
  - c. your family are there to support you.
  
5. Burglary cases decrease when
  - a. everyone has enough money for their needs.
  - b. stronger family values are encouraged.
  - c. there is always someone at home.
  
6. Joint families follow the concept of sharing as
  - a. the clothes are shared among family members.
  - b. all family members are collectively responsible.
  - c. the finances are distributed equally.
  
7. Joint families do not depend on outside help for children because
  - a. grandparents take care of them.
  - b. mothers stay at home.
  - c. children care for each other.
  
8. The best way to create a good joint family is to
  - a. be open to differences in opinion.
  - b. listen to elders all the time.
  - c. not voicing your views on anything.

9. The foundation of a Joint Family gets strengthens when
  - a. the members are like minded
  - b. the members have selfless moral values
  - c. the members work for each other
10. In a joint family we become wiser and better persons because we get
  - a. guidance from elder
  - b. benefitted from the presence of elders
  - c. money from elders

**Keys:**

1. b
2. a
3. a
4. C
5. C
6. b
7. a
8. a

**Closing**

This is the end of your listening skill assessment.

Check your answers. (2 minutes)

Hand over your answer sheet to the examiner.

**Assessment of Listening Skills**  
**Sample Tasks**  
**Class - X**

**LISTENING**

**20 Marks**

**Instructions:**

- a) There are ten questions in this test.
- b) Answer the questions as you listen to the scripts.
- c) you will listen to four shorts extracts. As you listen to each one, answer the questions.

**I. Now listen to the news report and write the correct answer**

**Transcript**

1. Kathmandu, May 14: Thirteen Indians were among the 15 people killed when their 20-seater aircraft slammed into a cliff in western Nepal, less than seven months after 10 Indian tourists were killed in an air accident. Six people miraculously survived the crash.

- A. There was an explosion before the crash
- B. The crash was a consequence of collision with a cliff
- C. There have been several air crashes in the recent past
- D. Indians always die in the air crashes in and around Nepal

Ans. B

**Transcript**

2. E mailing has enabled us to communicate messages to one another at a very fast pace. However, there are times when we have to post important letters and documents by surface or air mail. The postal department is very slow. Listen to the comment by an officer to his colleague. What option do you think the speaker would NOT opt for?

- A. e-mail
- B. air mail
- C. postal department
- D. surface mail

Ans. C

**Transcript**

3. City dwellers often depend on cars, buses or metros to travel from one place to another. Bicycles used to be a popular mode of travel once. I think we need to popularise them once again if we need to tackle the pollution problem.

The speaker advocates the use of ... Now; listen to an environment activist who is talking to one of his friends.

- A. cars
- B. buses
- C. bicycles
- D. metros

Ans. C

### **Transcript**

*4. 'The Mars Rover, Curiosity, landed on the Martian surface to begin a two-year mission, seeking evidence that the Red Planet once hosted ingredients for life,' Nasa said.*

*Mission controllers at the Jet Propulsion Laboratory near Los Angeles burst into applause and cheered as they received signals relayed by a Mars orbiter confirming that the rover had survived a make-or-break descent and touched down within its landing zone.*

What is the news report about?

- A. invention of Curiosity
- B. landing of Curiosity
- C. happiness at the Jet Propulsion Laboratory
- D. possibility of living on Mars

Ans. B

### **Transcript**

*5. A V-chip has been developed. In addition to spelling out the age-based ratings, letters will be displayed to warn parents if a show contains violence or other objectionable content. A group of major networks and producers have agreed to go along with the system, but NBC will not.*

What does the V-chip do?

- A. It allows the cable company to monitor what TV programs you watch
- B. It turns your TV into a "virtual reality" computer.
- C. It allows parents to block out certain programs, so their children cannot watch them.
- D. It reduces the use of the remote control device

Ans. C

## **II Now you will listen to a long text**

- a) Before you listen to the talk, read the questions for 1 minute.
- b) You will listen to a talk about Tigers.

### **Transcript:**

**6.** Tigers are being loved to death. Tourists desperate for a glimpse of a tiger are damaging the habitat and harassing tigers. This by no means decides that tiger tourism or wildlife tourism is a bad thing. Wildlife tourism has a lot of advantages.

Wildlife tourism helps people of the area who get employ in tourism. In this way, wildlife is valued, rather than poached, or encroached upon.

Wildlife also inspires the people who see it. For many, a dramatic view of one of the world's great beasts — a tiger, a leopard, a whale — is a life-changing experience. Such a sighting makes people aware of the fragility of the planet and the folly of our short-term thinking. Above all, it prompts people to step back from our traditional species chauvinism.

Wildlife tourism is similarly equivocal. When carried out with wisdom and responsibility, it is the best possible news for the creatures and the people of the area, and for the people doing the touring. Wildlife tourism can sometimes, with the best of intentions, be stupid, greedy and destructive.

An adjustment of practice in India's wildlife tourism is a good thing. It is not tourists that are killing off tigers: it is, above all, the world's ever-increasing human population, and its incontinent need for room to live in. (231 words)

**A. State whether the following statements are true (T) or false (F)**

- a. People's fascination with the tigers is causing them harm.
- b. Wildlife tourism should be banned.
- c. Tigers tourists are destroying their living places.

Ans: TRUE

Ans: FALSE

Ans: TRUE

**B. Fill in the blanks with a word or phrase.**

- a. Wild life tourism helps in .....

Ans: employing people/ generating employment

- b. Wise and responsible behavior is expected from tourists who go for wild life sightings

Ans: human population.

**7. Genre- lecture**

**Topic -libraries**

It has been a great pleasure to be here this evening and to hear all the things that have been said about libraries in general, and the librarians, without whom the libraries would be of little use.

What libraries mean is fairly obvious to all of us, especially to those who are here this evening. We know that without libraries, we cannot have an educated people who will carry out their hobs successfully.

But as I sat here I was worried about the face that there are so many places in the world that have no libraries and that have no way of getting books. A lack of money for the books and the librarians is a problem in some places, but I wonder if the biggest problem is really the no one is interested in reading anymore?

Young students often go straight to the internet for ready-made notes on a subject. They no longer want to go to libraries to do their own research. Although many students will use the library when they have an examination to study for once the exams are over, they never return.

Even reading books for fun and relaxation is no longer popular amongst the young. A young man I interviewed recently admitted that he could not name a single book by an Indian author that he had read recently. Demand for non-fiction increases every year particularly career-oriented books. Students want just to pass an examination and get a job, they no longer have time to read stories.

The more I have thought about the problem, the more I have felt that we do not use all our opportunities to develop an interest in books. Today everything in which people are interested, the radio, the movies-all of these- should, if properly used stimulate reading. For instance, if there is a remarkably good film The Life of Pasteur, I think it should be used by teachers to create an interest in the life of that person. So in studying Pasteur's achievement and the people around him, students can then use their libraries to read more about the lives of great and famous people.

I am sure that if we put our minds to it, there are a great many ways in which we can use the electronic media, films and the internet to stimulate an interest in books and reading. Maybe then our young people will visit libraries more often.

**You will hear a lecture about libraries. Read the questions below then listen to the extracts and choose A or B or C each question. You will hear the recordings twice.**

- 1. The speaker thinks that librarians**
  - a. are very important for libraries.
  - b. fulfil many functions in a library.
  - c. are more useful today than previously.
  
- 2. The speaker says that libraries have an obvious effect on**
  - a. schools.
  - b. cities.
  - c. business.
  
- 3. According to the speaker, there are not enough libraries in the world because**
  - a. it is hard to build libraries in some areas.
  - b. libraries are very expensive.
  - c. there is a lack of interest in books.
  
- 4. According to the speaker, students are using libraries less because the internet**
  - a. makes research easier for them.
  - b. has more up-to-date information.
  - c. given them answers to exam questions.
  
- 5. Today, students do not read books because they have no**
  - a. interest.
  - b. money to buy books.

- c. motivation.
- 6. The speaker says that the demand for fiction books is
  - a. decreasing with young audiences.
  - b. being replaced by exam books.
  - c. focused on non-Indian authors.
- 7. The speaker believes that film and radio can
  - a. be a good alternative to reading.
  - b. encourage people to read more.
  - c. teach us about famous people.
- 8. What example does the speaker give of a way to increase interest in reading?
  - a. good books.
  - b. famous people.
  - c. historical films.
- 9. The speaker feels that it is possible to encourage interest in reading if
  - a. we spend more time on the internet.
  - b. we think about how to use electronic media.
  - c. we visit the library more often.
- 10. Young people can use the library more if they
  - a. stop buying books.
  - b. take interest in electronic media, films and internet.
  - c. have an access to it.

**Key:**

- 1. a
- 2. c
- 3. c
- 4. a
- 5. a
- 6. a
- 7. b
- 8. c
- 9. b
- 10. b

CLOSING

**Assessment of Speaking Skills  
Sample Tasks  
Class - IX**

**SPEAKING**

**20 Marks**

**Instructions:**

- a) The speaking assessment will be conducted for two students at a time.
- b) Students should not have pen, paper, mobile phone etc.
- c) The teacher will be both an examiner and an assessor.

**I. GENERAL INTRODUCTION - (1 min)**

**(The Examiner makes the students feel comfortable)**

Examiner: Good morning, I am ----- . Hope you are looking forward to this brief interaction.

Student A: Yes ----- / I am -----

Examiner: And what about your? (Looking at student B)

Student B: -----

Examiner: What do you do in your spare time? (To Student B)

Student B: -----

Examiner: And how about you? (To student A)

Student A: -----

Examiner: What makes you special? (To student A)

Student A: -----

Examiner: What about you? (To Student B)

Student B: -----

Examiner: What do admire in other people? (To student A)

Student A: -----

Examiner: How about you? (To Student B)

Student B: -----

Examiner: Thank you, this is the end of the first part of the test.

## **II MINI PRESENTATION (1 min Preparation+ 2 each min each for the students= 5 min)**

Now, in this part of the test, candidates are given a topic with some points. They have a minute to prepare on the given topic and two minutes for the presentation.

Students are given the following sets of inputs on cards or sheets of paper. Three options are given. Only one option has to be used at a time.

**Examiner: (To both A and B) Here is your topic. Both of you prepare your presentation on it. You are given one minute for preparation. Please use the pencil and paper for writing points. After one minute, I ask you to present your views on the topic. I can ask either one of you first. So be prepared and get ready. (Examiner hands over one card with cues to both A & B)**

### **I. Mobile phones in school**

1. Security
2. Multiple uses
3. Distraction

If the student is not able to speak at length the teacher could ask rounding off questions

- Do you think mobile phones should be allowed in school?
- Give two advantages of carrying a mobile phone to school.
- Do you think advantages outweigh the disadvantages?

### **II. Changing concepts and methodologies of teaching-learning in India**

1. Examination pattern
2. Variety of subjects
3. Assessment parameters

If the student is not able to speak at length, the teacher could ask rounding off questions

- Do you like this present system of evaluation?
- Do you learn better when you are stress free?
- Do you think some students take this system very casually?

### **III. An incident/person/book that changed my life.**

1. What it is
2. What it is about
3. How it affected me

If the student is not able to speak at length the teacher could ask rounding off questions

- What was that specific quality that remained with you?
- What did you learn?
- How would you like to be now?

### III PAIR INTERACTION

(3 mins)

**Examiner:** In this part of the test the candidates A and B will discuss the given topic together. The examiner can refer to the assessment scale while the candidates are discussing together.

Students respond to visual/ verbal stimulus.

1. Changing roles of women- a multi-tasker, works in office, answers phone calls and is always under pressure of work. Working at home is additional.



2. Growing Pollution - all kinds of pollution water, air and tourism pollution.



3. Discipline issues in schools are now becoming a serious concern. As responsible citizens discuss

- i. Kinds of indiscipline issues
- ii. Reasons for growing indiscipline
- iii. Advice / solutions for your fellow students.

**Closing (1 min)** Thank you very much. That was the end of your test.  
The examiner retrieves the pencil and paper .

**Assessment of Speaking Skills  
Sample Tasks  
Class X**

**SPEAKING**

**20 Marks**

**Instructions:**

- a) The speaking test will be conducted for two students at a time.
- b) Students should not have pen, paper, mobile etc.
- c) The teacher will act as an examiner (who is involved in a conversation) as well as an assessor who will also give marks to the candidates.

**I GENERAL INTRODUCTION (1 min)**

(The Examiner makes the students feel comfortable)

Examiner: Hello! Good morning, I am ----- May I know your name please?

Student A: My name is ----- / I am -----

Examiner: And yours? (Looking at student B)

Student B: -----

Examiner: Where do you live? (To student B)

Student B: -----

Examiner: How about you? (To student A)

Student A: -----

Examiner: What do you do in your leisure? (To student A)

Student A: -----

Examiner: And what do you do in your free time? (To student B)

Student B: -----

Examiner: What hobby would you like to cultivate? (To student A)

Student A: -----

Examiner: How about you? (To student B)

Student B: -----

## **II MINI PRESENTATION: In this part of the test teacher will give 1 minute to prepare and 2 minutes each to both students to present (5 min)**

The oral examiner can frame any input; the following two frames are suggested:

- (1) To student B, describe something that you own and you value tremendously. You have 1 minute to prepare and 2 minutes to present.

- Where did you get it from?
- How long have you had it?
- What do you use it for?
- Why is it so important for you?

If the student is not able to speak at length, the teacher could ask rounding off questions

- Did you buy it/ was it a gift?
- Would it be easy to replace it?
- Is it valuable in term of money?

- (2) To student A: You will be given one minute to prepare based on your most memorable journey and you will have 2 minutes to describe your journey. (Each student is given 2 minutes to present)

### For student A

- Where did you travel to?
- What was the highlight of your visit?(monument/temple/park/relatives)
- Which place would you like to visit next?
- Why are such journeys relaxing?

If the student is not able to speak at length the teacher could ask rounding off questions

- Was it a trip organized by the school?
- Did you go with the family?
- Was it a place you had never seen before?
- What fascinated you?

Ask student B to ask a question.

To student A: (Repeat)

- (2) Qualities that I value in a friend

### For student B

- Qualities I like in a friend
- Why do I consider these qualities important
- How many of these qualities do I have
- What is that one quality that I would like to inculcate

If the student is not able to speak at length, the teacher could ask rounding off questions

- Do you have a lot of friends?
- Why did you pick on them?
- Why do your friends care for you?

Ask student A to ask a question

(3) Changing role of women

- Varied jobs
- Working mothers
- Financial security
- Economic\social independence

If the student is not able to speak at length, the teacher could ask rounding off questions

- Do women in your family work outside the house?
- Do you appreciate women working? Why?
- Do you think the advantages outweigh the disadvantages?

### III PAIR INTERACTION (3 mins):

**Instructions:**

a) **Teacher to both students A and B**

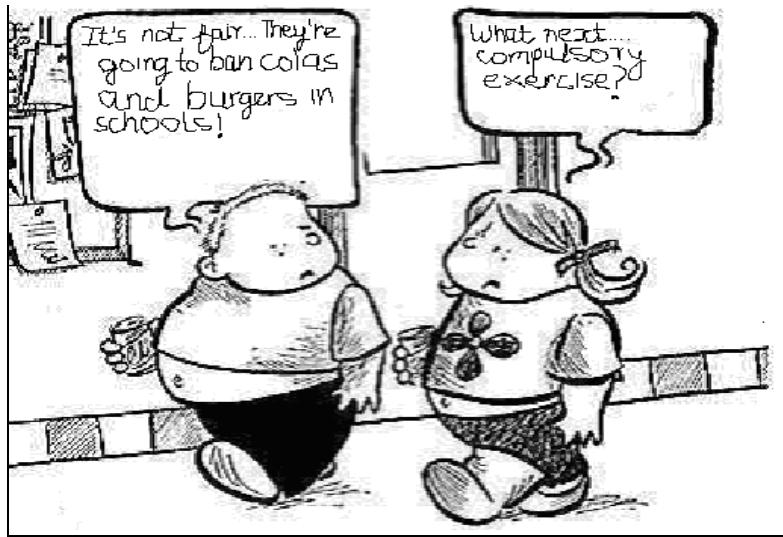
Look at the visual carefully. Talk together for 2 minutes.

Students are given 1 minute to think and prepare. And then they respond to the visual/ verbal stimulus.

(1) Child Marriage



(2) Growing Obesity



#### Verbal Stimulus

(3) How do you imagine life in cities in the future?

The examiner can give the following hints:

- Work
- Leisure/Entertainment
- Travel

(4) What responsibilities do you think individuals have towards the environment?

The examiner can give the following hints:

- Life style
- Shopping
- Finance

#### **IV Closing (1 min)**

Thank you very much. That was the end of your test. The examiner retrieves the pencil and paper.