

Training Manual

Capacity Building Training for Compulsory English for Grade 11 & 12 Teachers

2022



Training Manual for English Teachers of Grade 11 and 12

6/30/2022

in

Coordination with

**Ministry of Education, Science and Technology (MoEST),
Center for Education and Human Resource Development (CEHRD),
Sanothimi, Bhaktapur**

&

**Curriculum Development Center (CDC)
Sanothimi, Bhaktapur**

Supported by

**Regional English Language Office (RELO), the US Embassy, Nepal, and
US Department of State**

Prepared by

**Nepal English Language Teachers' Association (NELTA)
Chundevi Marg, Maharajgunj, Kathmandu**

Prepared by

**Nepal English Language Teachers'
Association (NELTA)
Maharajgunj, Kathmandu**

List of Experts for Manual Development

Team leader: Hemanta Raj Dahal, Advisor and Past President of NELTA

Experts: Motikala Subba Dewan, NELTA President, Associate Professor of TU
Dr. Laxman Gnawali, NELTA Senior Vice-president, Professor of KU
Bishwa Raj Gautam, RELO English Program Specialist, the US Embassy, Nepal
Ashok Sapkota, NELTA Treasurer, Lecturer of TU
Guna Raj Nepal, Chair, NELTA Morang, Lecturer of Sukuna Multiple Campus,
TU

Foreword

This training manual is a joint product of Nepal English Language Teachers' Association (NELTA, Ministry of Education, Science, and Technology (MoEST), Curriculum Development Centre (CDC), Center for Education and Human Resource Development (CEHRD), and United States Department of State, Regional English Language Office (RELO) in the US Embassy, Kathmandu. The manual is based on the new curriculum and textbooks of Grades 11-12 compulsory English and it aims to enhance the capacity of English teachers through effective implementation of virtual and face-to-face training.

The new textbooks of compulsory English for Grades 11 & 12 have two sections: language development and literature. When the district branches of NELTA solicited their requests to the head office to provide training and workshops to the English teachers on curriculum mapping, ensuring the alignment between the classroom instructions, assessment and evaluation, and the curriculum objectives, the NELTA experts conducted needs assessments through discussions with the training participants and other teachers via zoom platform. Consequently, NELTA reached in the conclusion that the teachers would need clear directions and strategies for instructional design and delivery so that the students shall be able to cope with all the components of the curriculum. Thus, NELTA proposed to the Regional English Language Office (RELO), the US Embassy for the financial grant to develop a training manual, prepare trainers through Training of Trainers (TOT) and deliver training to the teachers. Upon the acceptance of the proposal, we had series of consultations with the Ministry of Education Science and Technology, CDC, CEHRD and the RELO to discuss the smart working modality and ensure that there shall be no duplication of the similar work.

This manual incorporates curriculum mapping, session plans, and training handout for each session along with numerous activities for both virtual and physical teaching instructions. The main objective of this manual is to support the teachers and teacher educators to facilitate for instructional design and delivery of Compulsory English Grades 11 and 12 effectively, and to create primary resource materials for them along with enhancing critical and cognitive thinking skills and the use of ICT.

Six experts were involved in the curriculum mapping and preparation of the manual, and 41 trainers were trained, including 10 roaster trainers from CEHRD through the TOT program. These trainers facilitated virtual training to 900+ teacher participants in two phases in 24 sessions in 3 shifts: morning, afternoon, and evening. Each training session was of 22.5 hours, including input sessions, interaction forums, micro sessions on the key components of the curriculum and varieties of inputs delivered by a pair of trainers. The observers consistently observed and monitored every session to ensure the quality assurance. The preliminary feedback received from the participants would indicate that the training was beneficial to ease them in their instruction and complete the courses on time. NELTA has been able to gather invaluable feedback from the experts in the validation workshop, the trainers and the teachers, which we will incorporate in due course of time. We trust the manual will be a milestone to serve as a primary document based on the curriculum of Compulsory English for Grades 11 and 12. NELTA will keep it updated at the regular interval.

I would like to congratulate the entire team of NELTA, the stakeholders, and other supporting organizations who were involved in the process of preparation, producing and implementation of the manual, and firmly believe that it will make a significant impact on the quality of English language pedagogy for Grades 11 and 12.

Motikala Subba Dewan
President of NELTA



Message from the RELO

Dear Trainers and Teachers,

For years, the Regional English Language Office (RELO), U.S. Embassy has been supporting English language educators and leaders across Nepal with resources, professional development, exchange opportunities, materials, and presentation opportunities.

Soon after the Ministry of Education changed the English curriculum for grades 11 and 12, teachers requested a robust professional development series that would orient them to the new curriculum and expand their knowledge and insight about ways they can engage all students in the new and innovative topics. Subsequently, RELO was approached by Nepal English Language Teachers Association (NELTA) to support them in the ambitious, nationwide project to create this manual, and work with expert trainers to train over 40 trainers who would then train over 1200 teachers, and we agreed.

This manual is a result of collaboration between RELO, NELTA and the Ministry of Education, Center for Education and Human Resource Development (CEHRD), and Curriculum Development Center (CDC). Elements of CEHRD's Teacher Professional Development (TPD) curriculum were woven into this manual to create one cohesive and comprehensive manual.

We would like this to be a living document and invite the expert trainers, trainers, and classroom teachers to provide us feedback for updated versions of this manual and future publication of similar manuals. Please write us your thoughts (relokathmandu@state.gov).

Our sincere congratulations to NELTA, and the Ministry of Education for your leadership and partnership and to classroom teachers who completed the recent professional development series based on this manual. We hope all grade 11 and 12 incoming teachers and teachers who were not able to participate will be trained soon using this manual.

Dr. Nabila Massoumi and Bishwa Raj Gautam

RELO, U.S. Embassy in Nepal

<https://americanenglish.state.gov/> and <https://np.usembassy.gov/> .

Message from the CEHRD

Training Manual for English Teachers of Grades 11 and 12 is a product of the *Capacity Building Training for Compulsory English for Grades 11 & 12 Teachers project* implemented by Nepal English Language Teachers' Association (NELTA) in coordination with the Ministry of Education, Science and Technology (MoEST), Centre for Education and Human Resource Development (CEHRD), and Curriculum Development Centre (CDC) and sponsored by Regional English Language Office (RELO), U.S. Department of State, U.S. Embassy, Kathmandu.

On behalf of CEHRD, we would like to congratulate NELTA for running a significant training program for the teachers of English in Nepal to sharpen their teaching skills and classroom management strategies through this project. As a part of this project, we have sent 10 trainers to the Training of Trainers (ToT) program to deliver the training. We have observed and monitored training sessions for their quality and congruence to the existing curriculum and materials. Furthermore, we have supported NELTA in publishing this *Training Manual for English Teachers of Grades 11 and 12*.

This manual incorporates curriculum mapping, format for session plan, supplementary materials for training based on the session plans along with numerous activities for teaching and training. The main objective of this manual is to support the teachers and teacher educators to facilitate Compulsory English Grades for 11 and 12 effectively and act as a primary resource material for teachers and teacher educators for teaching and training.

This manual serves as a key document to the existing curriculum of Compulsory English for Grades 11 and 12 since it covers practical ideas and sessions that can effectively be applied in classroom teaching.

We congratulate NELTA and other organizations involved in publishing this manual and firmly believe that it will make a significant impact on the quality of pedagogy of English for Grades 11 and 12.

Choodamani Paudel
Director General
Centre for Education and Human Resource Development (CEHRD)
Sanothimi, Bhaktapur, Nepal

Acknowledgements

This training manual is the outcome of the collective initiative with an aim to enhance the capacity of the English teachers of Grades 11 and 12. From conceptualizing the design and content to preparing the manual and delivering it, multiple resourceful hands, organizational and individual, have been instrumental. We would like to offer our sincere gratitude toward each of them in an attempt to value their contribution.

We would like to first express our heartfelt thanks to the team leader Mr. Hemanta Raj Dahal, Advisor to NELTA and NELTA Past President, and members Ms. Motikala Subba Dewan, NELTA President; Prof. Dr. Laxman Gnawali, NELTA Senior Vice President; Mr. Bishwa Raj Gautam, RELO English Program Specialist, the US Embassy, Kathmandu; Mr. Ashok Sapkota, NELTA Treasurer, and Mr. Guna Raj Nepal, Chair, NELTA Morang for their meticulous work in developing the syllabus and drafting, and finalizing the manual. Likewise, we are indebted to the Regional English Language Office, US Embassy Kathmandu for encouragement and financial support without which this undertaking would not have been possible. Thanks are due to Dr. Nabila Massoumi, RELO Officer, and Mr. Bishwa Raj Gautam the English Program Specialist for making the process smooth with their minute care at every step.

We would like to extend our gratitude to the Ministry of Education, Science and Technology and the key bodies under it namely the Centre for Education and Human Resource Development (CEHRD) and the Curriculum Development Centre for the meaningful engagement in ensuring that the manual is in line with the intent of the teacher professional development policy. We express our special thanks to Dr. Hari Lamsal, Joint Secretary, MoEST; Mr. Choodamani Paudel, Director General, CEHRD; Mr. Ana Prasad Neupane, Director General, CDC; Dr. Ganga Ram Gautam, Open and Distance Education Centre, TU, Mr. Dilli Ram Luintel, Deputy Director-General, CEHRD; Ms. Kunti Adhikari, Technical Officer of English, Teacher Training Section, CEHRD; Mr. Nim Prakash Rathore, Curriculum Officer, CDC for their advice, care, and engagement in every step. I also like to duly acknowledge the representation of Tribhuvan University and Kathmandu University for their concrete input in the validation workshop.

Thank are due to Mr. Ishwori Bahadur Adhikari, NELTA General Secretary, for providing the venue of Pathshala Foundation for experts' meetings and also providing feedback on the manual during the validation workshop.

All the trainers and all the participants of the training have been instrumental in refining the manual as per the feedback based on the practical experience of using the manual. KUDOS to all of them. Last but not least, we are grateful to NELTA office bearers Mr Bharat Babu Khanal, Secretary of NELTA central committee, Mr. Bikas Rimal, National Program Coordinator, Mr. Sudip Neupane, Access Program Coordinator, Ms. Anu Adhikari, Admin, and Finance Officer and Ms. Anita Devkota, Office Assistant for the hard work they did in the entire process.

Table of Contents

	Pages
Acknowledgements	2
Foreword	3
Message from the RELO	4
Message from the CEHRD	
Background	
Objectives	5
Curriculum and Gap	6
Background of NELTA	7
Partners for this Project	7
Regional English Language Office (RELO)	7
Ministry of Education, Science and Technology (MoEST)	8
Centre for Education and Human Resource Development (CEHRD)	
Curriculum Development Centre (CDC)	8
Process of Manual Development	9
Training Session Plans on General Overview and Different Genre	9
Session-1 General Overview: Curriculum, Textbook, Assessment Grid and Pedagogical Principles	9
Session-2 Training Design: Objectives, delivery and Methodology	
Session-3 Teaching Poetry: Format	17
Session-4 Teaching Poetry: All the World's a Stage	19
Session-5 Teaching Story: Format	24
Session-6 Teaching Short Story: The Oval Portrait	26
Session-7 Teaching Essay-Format	29
Session-8 Teaching Essay: Sharing Tradition	32
Session-9 Teaching One Act Play: Format	35
Session-10 Teaching One Act Play	38
Language Development section	43
Session-11 Paragraph Writing	44
Session-12 Writing Film Review	46
Session 13 Writing a Book Review	49
Session 14 Writing a Travelogue	52
Session 15 Writing a News Story	54
Session 16 Writing a Press Release	57
Session 17 Writing a Summary	59
Session 18 Writing an Autobiography	62
Session 19 Preparing Job Application and CV	66

Background

Ministry of Education, Science and Technology (MoEST) introduced the National Curriculum Framework (NCF), 2076 (2020) with a view to address the changed socio-political context of the country and the changing needs of the learners. Consequently, the curriculum of secondary education has been revised massively in order to develop English language proficiency of the Grade 11 and Grade 12 students through the balanced approach of language development, literary genres, and communication skills, creative and critical thinking skills with a focus on integrated instructional strategies. The new curriculum intends to have a smarter lesson plan, instructional process, and assessment in line with the specified grids.

NELTA reviewed the new curriculum and the textbooks of grade 11 and 12, in consultation with the English teachers to assess their needs for training for enhancing their professional capacity so that they could be more effectively engaged in the instructional delivery. Therefore, eventually the students should be able to demonstrate their learning outcomes aligned with the curriculum goals and objectives. In the same vein, NELTA district branch Pokhara, Jhapa and Makwanpur launched a two-day in-class workshop in December 2021 and January 2022. In the feedback sessions, the teachers expressed their needs for comprehensive training and workshops. Consequently, NELTA determined to develop a training manual and deliver series of training.

Subsequently, NELTA submitted a proposal to the Regional English Language Office (RELO), the US Department of State, US Embassy, Kathmandu for a grant to develop a training manual of grade 11 and 12, conduct ToT to the trainers and deliver training to the teachers. Upon the approval of the proposal from the RELO, NELTA selected 5 experts to develop the training manual and conduct orientation to the teachers. Then, NELTA initiated coordination with MoEST, CEHRD and CDC to prepare the manual jointly and roll it out. Consequently, CEHRD nominated 10 trainers from its roster and NELTA selected 31 trainers. The 41 trainers will receive ToT on the training manual from the experts and the trainers will deliver training to approximately 1260 English teachers of grade 11 and 12.

Objectives

This training manual serves the following objectives:

1. support the teachers to teach the compulsory English of Grades 11 and 12 effectively.
2. act as a single resource material for teachers and teacher educators
3. maintain uniformity and standard in instructional design and delivery while teaching grade 11 and 12
4. help to meet the objectives of the curriculum
5. identify the gap and help to bridge the gap of the current curriculum
6. advocate to allocate the appropriate credit hours in their instructional schedules
7. enhance critical and cognitive thinking skills

Curriculum and its gap

The English curriculum of grade 11 and 12 aims to develop the four language skills namely listening, speaking, reading and writing with special emphasis on vocabulary and grammar. The curriculum ensures the exposure to both receptive and productive skills of language. The curriculum focuses on reading and writing skills in terms of delivery as well as assessment, particularly to prepare the students for university education or seeking jobs. The instructional

input has been allocated broadly in two sections: (1) language development, (2) literature. This has ensured both reading for information, for understanding cultures across the world and for pleasure. The curriculum has adopted Content and Language Integrated Learning (CLIL), as a new approach to language teaching.

For writing, the curriculum has emphasised on developing writing skills of diverse genres useful for academic and social contexts. The writing constructs are appropriate to the age and needs of the students. They widely cover almost all the genres the students are required to have command over to pursue their university degrees as well as field of work. The curriculum has clearly stated the constructs for listening and speaking skills, which have highlighted diverse language functions.

Overall, this is an integrated curriculum of English language teaching in formal education system. Although it might have some limitations to meet the special field-based needs of language learners, it caters the needs of common learners who learn language in a formal academic setting.

Strengths

The present curriculum of English of grade 11 and 12 addresses all four language skills with prime focus on reading and writing skills. It also includes the language functions which the students need for their further studies and the world of work. A strong grammatical foundation is also given due consideration in this curriculum.

This curriculum is based on the principle that learners learn language when they get sufficient content with ample opportunity to use it in appropriate contexts. The curriculum has focused on language functions, and on a variety of fiction and non-fiction texts, which provide a meaningful content and context for language learning. Soft skills including critical thinking and creativity of the students have also been given due importance. For this purpose, a wide variety of texts has been included under various themes and topics. This curriculum includes level-wise competencies of students, grade-wise learning outcomes, scope and sequence of contents, learning facilitation process and evaluation process.

According to (Secondary Education Curriculum, 2076) this curriculum of Grade 11 and 12 in English language aims at developing the following competencies in the learners:

- a. Use both spoken and written English for general and academic purposes in a variety of personal, social and academic contexts.
- b. Read a wide variety of texts for information and understanding.
- c. Read a variety of literary texts for pleasure and appreciation.
- d. Read, reflect and interpret a wide range of texts.
- e. Critically analyse and evaluate ideas in a wide range of level appropriate texts.
- f. Search, select and manage information from various textual and online sources.
- g. Create a variety of writing for different purposes and audiences with appropriate content, style and accuracy.
- h. Produce a variety of creative and critical writings.
- i. Appreciate diverse cultures.
- j. Listen and respond in English with accuracy and fluency
- k. Communicate clearly and effectively in a range of situations using verbal and non-verbal communication strategies.

Areas to Work on

In overall, the curriculum of English subject of grade 11 and 12 seems very informative, standard with quality reading materials but some of require bridging the gap with the texts. The gaps in content and level of English between grade 10 and grade 11 are to be noted. Apart from that, teachers seem to be eagerly waiting to receive formal orientation on new curriculum and the training manual.

Background of NELTA

Nepal English Language Teachers' Association (NELTA), an affiliate member to IATEFL, TESOL, JALT and other several associations, has been working as a non-profit, non-governmental, voluntary organization, supporting in the professional development of teachers from primary to tertiary level, ELT professionals, researchers, students, publication houses at home and abroad. Founded in 1992, with an aim to develop skilled human resources and improve quality education through English Language Teaching in Nepal. At present NELTA works through its 58 branches as well as 7 Provincial Committees across the country and covers 60 districts out of 77. It has 5000+life members that include teachers of English from pre-primary to tertiary levels, ELT personnel working in the Ministry of Education, teacher trainers/educators, professionals associated with ELT from home and abroad, and faculties from different universities. NELTA's Head Office is in Kathmandu with four staff.

Partners for this Project Regional English Language Office (RELO)

Regional English Language Office (RELO), U.S. Embassy Kathmandu has been advising on English language programs in Nepal. It supports the Ministry of Education, Science and Technology (MoEST), Universities, teacher training organizations, local schools and institutions for quality education through numerous programs such as English Access Microscholarship Program (The Access), English Language Fellow Program, English Language Specialist Program, Online Professional English Network (OPEN) Program, Fulbright Foreign Language Teaching Assistant Program, Fulbright English Teaching Assistant Program, Teaching Excellence and Achievement (TEA) Program etc. Furthermore, it has been organizing and supporting for local, national, regional and international conferences, seminars and webinars for professional development of language teachers. It provides funds for local programs and serves as a resource to teachers and other education professionals to strengthen English language instruction as well.

NELTA has started implementing the English Access Microscholarship Program from 2011 AD. By 2022, we have covered 27 districts out of 77 through 37 Access Centres. The students of 13-16 years old from public schools are being benefited from this program to enhance their English language skills, digital skills/computer skills, social skills/community related skills, leadership skills, and entrepreneurship skills besides cultural exchanges between the United States and Nepal. RELO has supported us by providing technical, logistic and financial support in conferences, webinars, workshops, and teachers' trainings. NELTA has got support in numerous programs such as Access Teachers and Coordinators' Training for the teachers of Nepal, India, Bangladesh and Sri-Lanka, participation for the presenters/participants in NELTA conferences, TESOL Conference, In-Service Training to Access Teachers and workshop to Access Alumni Leaders, Regional Access Summit etc. We further got support to the first time presenters in NELTA Conferences, and for conference program book printing, partial travel supports to TESOL 2018, NELTA International Conference, printing support to publish 1000 copies of Access Story Book and many more.

Ministry of Education, Science and Technology (MoEST)

The MoEST as the apex body of all educational organizations is responsible for overall development of education in the country. This Ministry is responsible for formulating educational policies and plans and managing and implementing them across the country through the institutions under it. The Central Level Agencies (CLAs) under the Ministry are responsible for designing and implementing of programmes and monitoring them.

NELTA has been doing various educational projects, programmes and activities. All activities and programs of NELTA are closely monitored and supervised by MoEST.

Centre for Education and Human Resource Development (CEHRD)

In order to develop and expand educational sectors through effective implementation and monitoring of the policies, plans and programs run by Ministry of Education, Science and Technology of Nepal, Department of Education (DoE) was established. As one of the objectives of CEHRD is to increase the access of all to education and to make the local level responsible and accountable for the development and expansion of quality education by decentralizing the right to run schools and to help the local and community level to strengthen their role.

NELTA has built a good rapport with CEHRD through its activities and programs related to education. As we need to take approval from local governments, education development and coordination unit (EDCU) and respective schools, colleges, universities, we have been taking consent and approval from these institutions to run educational programs such as English Access Microscholarship Program, Teacher Trainings, Workshops, Seminars, and Conferences. One the one hand, we are supporting to CEHRD from our best and on the other hand, we are getting support from it to achieve our expected goals as per the projects and programs.

Curriculum Development Centre (CDC)

Curriculum Development Centre (CDC) is established under Ministry of Education, Science and Technology (MoEST) to develop curricula, textbooks along with other instructional materials for school education in Nepal. It aims to achieve educational goals of the nation. It also conducts annual as well as periodic discussion, interaction, dissemination programs on the usefulness of the instructional materials. Furthermore, it also conducts research-oriented programs to make school education relevant, practical and competitive. School education is considered as the foundation stone for the development of responsive and capable citizens.

NELTA from its establishment has maintained a good relationship with CDC through educational programs, curriculum related works, trainings, and through numerous educational programs. CDC also has been providing support to us by providing us experts of textbook, curriculum and educational programs and it proves that NELTA and CDC are working for achieving the common goal that is to fulfil national goal of education under English language components.

Process of this manual development

- a. **Curriculum mapping:** The existing curriculum of compulsory English of grade 11 and 12 has been reviewed by the experts and mapped its objectives in both vertical and horizontal ways. While doing so, it was found that there is direct link between the objectives and the level of text between grade 11 and 12 however, in comparison to objectives and level of text between grade 10 and 11, there is a huge gap especially in

teaching writing aspect. Although some skills like writing job application are introduced in grade 10, contents like writing press communique, book review and film review are quite new and beyond the level students of grade 11. Although the language development section has vertical relationship to the grade 10, 11 and 12, literature section is more advance in grade 11 and 12 in comparison to grade 10.

- b. Interaction with the teachers:** NELTA had conducted virtual meeting and interacted with 51 teachers representing all the seven provinces. Interaction was done in one to one basis and each teacher was interviewed about 15 minutes. Experts who were engaged in manual development inquired about the challenges that the teachers are facing currently and asked the required support from government and organizations like NELTA. Based on that interaction, experts have developed the session plan for the most difficult lessons that they are having difficulty to deal with.
- c. Interaction with MoEST, CEHRD and CDC:** After mapping the curriculum and having interacting with the teachers, NELTA conducted a series of meeting with MoEST including the education minister, CEHRD and CDC and explained the objective and procedure of manual development and its roll out. MoEST strongly suggested NELTA to go through the virtual mode and reach out to as many teachers as possible especially the teachers of community schools. They also suggested to furnish the manual after the feedback of ToT and training and develop similar manual for grade 9-10 so that a complete manual for secondary level (grade 9-12) will be prepared. MoEST also suggested to initiate for a formal MoU with CEHRD so that we can work together in future too.

During the meeting with CEHRD, it was revealed that CEHRD is also started to prepare training curriculum for grade 11 and 12 but due to several reasons, it was not completed. CEHRD assured to provide the draft training curriculum. NELTA submitted a draft MoU with CEHRD and after their feedback, NELTA has registered MoU along with required legal documents. During this discussion, it was agreed that though the formal MoU may take time due to its liner process, CEHRD will continue to guide and support for the training manual development of grade 11 and 12 and its roll out. CEHRD has already nominated its 10 roster trainers to roll out the manual and agreed to review the manual and provide their feedback before manual finalization.

During the meeting with CDC, it was suggested to initiate for a formal MoU and I between the formal MoU process, it was agreed to provide guidance and support from CDC's end.

- d. Series of meetings among experts:** A total of 5 experts are working on this manual development and they have conducted a series of meeting for design its format. Two meetings were conducted virtually and three meetings were conducted in face-to-face mode. From those meetings, Experts allocated their roles, prepared draft format and draft sessions plan, shared in a team, shared feedback to each other and finalized the session plans.
- e. Virtual meeting with NELTA provinces and branches:** NELTA has conducted a series of virtual meeting with the leaders of its provinces and branches and shared the project detail. NELTA asked to disseminate the link of registration form of teacher training and encouraged to participate all the English teachers of grade 11 and 12. NELTA also shared the modality of training, its credit hour etc. and some of the

members suggested to extend the hour of training. Initially, we had planned to conduct 21 hours' training but we came to know that government recognizes the training formally if its credit hour is minimum 22.5 hours. So we decided to extend the hour of the training accordingly.

- f. Manual validation meeting:** NELTA will conduct a training manual validation meeting with the representatives of MoEST, CEHRD, CDC, Tribhuvan University, RELO and other academicians working in the teacher training section. NELTA will share the draft manual, request them to review and provide their feedback. NELTA will incorporate their feedback and finalize the training manual.
- g. Complete manual development:** Considering the limited time and resource, we have developed the training manual for 22.5 hours covering the most demanded lessons from both language development and literature section. However, after conducting this training, NELTA will incorporate the feedback from concerned authorities and participants and prepare the complete manual incorporating the session plan for all the lessons of compulsory English of grade 11 and 12.

Training Session Plans For Teaching Different Genre

Session-1

General Overview: Curriculum, Textbooks, Assessment Grid and Pedagogical Principles

Objectives of the Online Session:

On completion of the session, the participants should be able to:

- a. identify background, purpose, and the content of the curriculum of grades 11 and 12
- b. identify major curriculum components in relation to the textbook
- c. demonstrate their skills to relate curriculum and textbook
- d. explore possible pedagogical principles and assessment grid

Stage and time	Trainer	Teachers	Materials	Possible Challenges
Warmer	Can you share in the chat box why do you need such training?	Share their opinion	Textbooks and curriculum will be sent in advance	Might be time constraints if everyone shares
	1. Asks few questions to check the participants' background knowledge. a) <i>Have you taught compulsory English in Grade 11 or 12? If yes write 'YES' and if no write 'NO' in chat box?</i>	1. Respond based on their experience		Heterogeneity of background knowledge might need some say no in the chat
Context setting	2. Reinforcement If they have taught, you might have faced some challenges while teaching language development or literary section. No worries. We will have ample discussions during these training.	1. Express their opinion		
Presentation	1. Discussion questions (<i>Ask some questions regarding grade-wise learning outcomes</i>): Now, Let's discuss individual constructs of curriculum and textbook. (1 minute time to get ready with your curriculum and text book-Grade wise) Presentation on Curriculum and textbook mapping. (Annex-1)	1. Listen attentively 2. Scan the major elements of the curriculum.	Curriculum download: https://bit.ly/3afdmWY e-book (Grade 11 and 12) : download: https://bit.ly/3xa4bQM	Difficulty in relating differences between curriculum and mapping. May need additional materials with elaborated discussion

	<p><u>Let's have an open curriculum and textbook quiz activity. Here, you can look on your curriculum and textbook and answer questions in the</u></p> <p>3. Zoom survey</p> <p>a. How many parts does grade 11 and 12 Curriculum include? (Options, 1, 2, 3, 4)</p> <p>a. How many themes are mentioned in grade 12 textbook? (Options: 10, 20, 30)</p> <p>b. Which theme is common in language development section in grade 11 and 12?</p> <p>c. How many literary texts are included in grade 11 written by Nepali scholars? Options: 1, 3, 5)</p> <p>(Arrangement based on textbook) (10 minutes)</p>	<ol style="list-style-type: none"> 1. Participants participate in the quiz. 2. Participants write in the chat book the major constructs in the curriculum-skills wise 3. Discuss in the groups and present, share screen using zoom pool. 4. Participants might take support of the curriculum or past question paper and answer the questions in the chat box. 	<p>Handouts of content and curriculum mapping</p>	<ul style="list-style-type: none"> • Every participant in a group may not equally participate • Trainer needs to pay more attention to particular participants • Few participants reluctant to present
--	---	---	---	---

Practice	<p><u>Open question</u></p> <p>d. Which lesson of grade 11 do/did you feel interesting to teach in language development section? Write in the chat box?</p> <p><u>Now, you can open your curriculum.</u></p> <p><u>Preparation time: 1 minute</u></p> <p>1. <u>Can you share any two reading constructs mentioned in the curriculum in the chat box?</u></p> <p>Reading Constructs</p> <p>Writing Constructs</p> <p>Listening Constructs</p> <p>Speaking Constructs</p> <p>2. Facilitates the participants to relate constructs in skill in curriculum and textbook.</p> <p>3. Shares the discussion on the assessment grid and pedagogical principles based on the following guiding questions:</p> <p>Now, let's have a discussion and interaction on assessment section of this curriculum.</p> <p>Discussion activity: Assignment</p> <p>(Participants can look their curriculum or past question papers to answer in the discussion)</p> <p>a. Do we have internal examination of grade 11 and 12 compulsory English?</p> <p>b. Which skills are internally tested?</p> <p>c. What are the major skills tested in the final external evaluation by NEB?</p>			
----------	---	--	--	--

<p style="text-align: center;">Production</p>	<p>1. Exploration Chat activity: Exploring Language and literary items (Please get ready with your grade eleven textbook and identify following questions) Preparation time: 1 minute</p> <ol style="list-style-type: none"> Which unit of language development discusses press release in grade 12? (Lesson 4 Technology) Which unit of grade 11 discusses writing an email communicate? (Lesson 13 Career and Entrepreneurship) Which figure of speech is discussed in the lesson The selfish Giant? (Metaphor, Simile, Alliteration) Which text is prescribed in grade 12 literary genre by Gabriel Garcia Marquez? (-A very Old Man with Enormous Wings) <p>Open Discussion: Which pedagogical activity do you use frequently in your classroom to teach language development section? (25 minutes activity)</p>	<p>1. Discuss in groups and present excerpts, analyse, and interpret</p> <p>2. Explore book and map the language item in the textbook</p> <p>This helps them to map for the further input sessions</p>		<ul style="list-style-type: none"> May need an additional further guide to produce critical thinking and creative writing tasks
--	--	--	--	--

Session - 2

Training Design: Objectives, Delivery and Methodology

Objectives of the session:

On completion of the session, the participants should be able to:

- be familiar with the components and structure of the session design
- discuss the significance of adult learning principles in training design and delivery
- distinguish the concepts of pedagogy and andragogy
- review the training sessions in terms of their objectives, contents, methodology and evaluation
- discuss the issues and challenges with the English teacher training in Nepal,
- design training sessions and prepare for the delivery

	Trainer	Teachers	Materials	Possible Challenges
Warmer	<ul style="list-style-type: none"> • Shares one of the skills they have such as cooking, knitting, gardening etc. Explains how they learned and how they still practice. Share how they learned the craft. Asks participants to share something similar. 	share something similar that they learned and still practice.		There will be a wide scope of what they can share. The trainer needs to narrow down. Not all will get time to share.
Context setting	<ol style="list-style-type: none"> 1. Asks these questions to check the participants' experiences of the teacher training, as Teachers and as trainers. <ol style="list-style-type: none"> a. <i>What trainings have you taken and delivered?</i> b. <i>Why did you take/deliver the training?</i> 3. Asks these questions and holds a discussion with the trainee's responses: <ol style="list-style-type: none"> a. <i>What are the issues and challenges with the English teacher training in Nepal?</i> b. <i>Which ones of them can the trainer address in the design and delivery of the training?</i> 	<ol style="list-style-type: none"> 1. Respond to the questions based on their prior knowledge 2. Share their responses and contribute to the discussion 	Board marker, PowerPoint, images of the training session in progress	Participants may tend to bring up mostly negative issues and take the lead in the discussion. Due to the same reason, there will be time issue.

Presentation	<ol style="list-style-type: none"> Asks what components a training session constitutes. Elicit their responses and make notes. Then, discusses the components and structure of the training session. <i>Objectives, contents, and materials, delivery process, evaluation</i> Gives a lecture on the principles of training design and delivery and adult learning principles. 	<ol style="list-style-type: none"> Be familiar with the components and structure of the training session. Be familiar with the concepts. Add to the discussion. 	PPT slides, short readings, images	<ul style="list-style-type: none"> difficulty in reading the essays with proper voice modulation may need additional materials with examples and elaborated discussion
Practice	<ol style="list-style-type: none"> Share a sample training session design and ask participants to review it with a partner. Invites volunteers to share their review outcomes in the plenary. Also invites them to propose any changes in the session. 	<ol style="list-style-type: none"> Review and share their pair work outcomes. Propose any revision. 	A sample session and review tool	<ul style="list-style-type: none"> There will be a variety of opinions on the component of the session. Time-consuming to explain each group
Production	<ol style="list-style-type: none"> Divides participants into small groups and asks each group to draft a session on a chosen topic. Provides a format to work with. Holds a peer review on the sessions. 	<ol style="list-style-type: none"> Work in groups to draft a session and share in the plenary. Give and receive feedback on one another's session. 		<ul style="list-style-type: none"> Time may not be enough, so the trainer needs to ask the groups to draft with minimal explanation.
Post Production	<ol style="list-style-type: none"> Sets homework to finalize the session design. 	<ol style="list-style-type: none"> Revise and finalize the essay. 		<ul style="list-style-type: none"> May ask for individual feedback.

Session-3

Teaching Poetry: Format

Objectives of the session:

On completion of the session, the participants should be able to:

- use the techniques and tools for teaching the theme, purpose, and the content of the poem
- identify the figures of speech and their effects in relation to the text
- demonstrate their skills to describe, explain, narrate, analyse, interpret and summarize the poem
- use critical thinking and creative writing skills based on the text

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> Asks questions to check the participants' background knowledge of the content Asks one or two questions from the before reading section of the poem Generates discussion and provides reinforcement Sensitizes the differences between prose and poetry giving one text from a poem and a paragraph from an essay or story 	<ol style="list-style-type: none"> Will respond based on their prior knowledge Will respond to the questions Will discuss in the groups and identify the differences between prose and poetry 	Textbook, board marker, PowerPoint, YouTube, websites, prose, and poetry sample texts	<ul style="list-style-type: none"> Heterogeneity of background knowledge might need more than one sample of prose and poetry might need more elaborated discussion based on the sample
Presentation	<ol style="list-style-type: none"> Reads poem aloud with proper rhyme/ rhythm/ tone Asks the participants to read the poem aloud Provides feedback on reading Explains the figures of speech and asks the participants to identify them and difficult vocabularies from the poem Facilitates finding out the meanings in relation to the text and the effects of figures of speech Asks who the characters are and their roles, what is the setting in relation to the theme/ purpose 	<ol style="list-style-type: none"> Read the poem aloud Identify the figures of speech and difficult vocabularies and present their meanings Identify the characters, settings, and theme/ purpose 	Samples of figures of speech in the poems, Websites, references from other poems	<ul style="list-style-type: none"> difficulty in the recitation of the poem with proper rhythm and rhyme may need additional materials with examples of figures of speech and elaborated discussion

Practice	<ol style="list-style-type: none"> 1. Conducts discussions followed by questions and answers 2. Asks to work in the groups to identify the literary devices and their roles to produce meanings 3. Leads the participants to help describe, explain, narrate analyse and interpret the poem 	<ol style="list-style-type: none"> 1. Participate in the discussion and respond to the questions 2. Discuss in the groups and present 3. Work in groups to describe, explain, narrate analyse and interpret the poem and present their understanding 	<p>Prepared tasks Handouts of literary devices/figures of speech Sample format of narration/graphic organizer</p>	<ul style="list-style-type: none"> • Every participant in a group may not equally participate • Trainer needs to pay more attention to particular participants • Few participants reluctant to present
Production	<ol style="list-style-type: none"> 1. Asks Wh questions 2. Provides synonyms and antonym related tasks 3. Gives excerpts from the texts to analyse and interpret 4. Asks to summarize the poem 5. Allocates critical thinking and creative writing tasks based on the poem 	<ol style="list-style-type: none"> 1. Answer Wh questions 2. Perform synonyms and antonym related tasks 3. Present excerpts from the texts to analyse and interpret 4. summarize the poem 5. Will complete the given tasks and present 		<ul style="list-style-type: none"> • may not be able to demonstrate proper comprehension • May need to provide samples of the excerpt interpretation • May need an additional further guide to produce critical thinking and creative writing tasks
Post Production	<ol style="list-style-type: none"> 1. Provides homework to prepare and make a presentation on how the theme of the poem is relevant to human experiences and real-life situations 	<ol style="list-style-type: none"> 1. Will prepare and give a presentation 		<ul style="list-style-type: none"> • Might simply present the summary of the poem but might not relate it to the real-life situations

Session-4


Teaching Poetry





Grade-11: Unit 2: *All the World's a Stage* by William Shakespeare

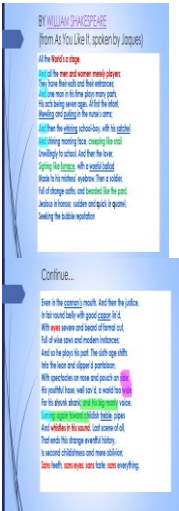
Objectives of the Session:

On completion of the poem *All the World's a Stage*, the participants should be able to:

- identify theme, mood, and context
- identify the figures of speech-metaphor, simile, repetition, anaphora, alliteration, onomatopoeia, and rhyme in relation to the poem
- use of graphic organizers/Venn diagram, etc. to describe the figures of speech
- enhance recitation skills with voice modulation
- interpret, and summarize the poem

Stage and time	Trainer	Teachers	Materials	Possible Challenges
Context setting /Pre-activities	Asks to open the textbooks of grades 11-12 with the curriculum (soft or hardcopy) Asks a few questions to check the participants' background knowledge. What is poetry What is prose? Shares on the screen and explains the differences between prose and poetry. Provides multiple choices to check the knowledge about the poet of the poem. The best answers are in the bold:	Respond based on their prior knowledge in the chat box Identify the differences between prose and poetry Respond in the chat box	The text(poem), PowerPoint, differences chart for prose, and poetry, websites, https://www.readwritethink.org/sites/default/files/resources/p-as_docs/PoetryandProse.pdf	Heterogeneity of background knowledge Might not have read the poem
	Who is William Shakespeare? (1. Poet, 2. Dramatist, 3. Actor, 4. All) What year was William Shakespeare born? (1. 1564, 2. 1578, 3. 1550, 4.1616) William Shakespeare is an English poet of the- (1. Restoration era, 2. Renaissance era, 3. Postmodern era, 4. None of the all) 5. Asks to write 'T' for true and 'F' for false statements. Find the correct answer in the bracket. The poem <i>All the World's a Stage</i> is taken from the play <i>King Lear</i> . (F) William Shakespeare compares human life with the stage in the poem. (T) In ' <i>All the world's a stage</i> ,' the poet creates a somber and depressing mood. (T) Human beings are regarded as social animals in the poem. (F) The main theme of this poem is that man is the ultimate loser in the game of life. (T) Asks what is the poem about? Reads the poem aloud with proper voice modulation	Respond based on their prior knowledge in the chat box Identify the differences between prose and poetry Respond in the chat box Write the short answers in the chat box or answer orally. Listen attentively Identify the unfamiliar/ difficult vocabularies and use dictionaries to find the meaning of words/phrases in relation to the poem	The poem, pics of Shakespeare, seven stages of human life, dictionaries, graphic organizer of figures of speech in the poems, websites, https://poemanalysis.com/william-shakespeare/all-the-worlds-a-stage/ 	

<p>Context setting /Pre-activities</p>	<p>Asks to find unfamiliar/difficult vocabularies-eg. mewling, puking, whining, satchel, furnace, woeful ballad, cannons, cannons, capon, youthful hose, treble, oblivion, sans from the poem. As such- mewling, puking, whining, satchel, furnace, woeful ballad, cannons, capon, youthful hose, treble, oblivion, sans, etc.</p> <p>Provides the chart of unfamiliar vocabulary with meaning.</p> <p>Explains the figures of speech used in the poems:</p> <p>Simile is a literary term where you use “like” or “as” to compare two different things and show a common quality between them-Rita is like a rose.</p> <p>Rhyme most often occurs at the ends of poetic lines. In addition, rhyme is principally a function of sound rather than spelling-kite, height, right, etc.</p> <p>Alliteration is the repetition of an initial consonant sound in words that are in close proximity to each other- Peter Piper picked a peck of pickled peppers.</p>	<p>Comprehend and infer the meaning of vocabulary in relation to the text</p> <p>Comprehend the figures of speech</p> <p>Understand to use the WH questions to write a summary</p>		<p>May need additional materials with examples of figures of speech and elaborated discussion</p>
<p>Presentation /While Activities</p>	<p>Metaphor is a comparison between two non-similar things. without the use of “like” or “as.” - Ram is a shining star.</p> <p>Anaphora is the repetition of a word or phrase at the beginning of consecutive sentences-</p> <p>You better watch out You better not cry You better not lie</p> <p>Repetition is repeating words, phrases, lines, or stanzas in a poem- time after time, time and again.</p> <p>Onomatopoeia are words that sound like the action they are describing. They include words like achoo, bang, boom, clap, fizz, pow, splat, tick-tock and zap. Many words used to describe animal sounds are onomatopoeia.</p> <p>Explains how to summarize the poem using WH questions:</p> <p>All the world's a stage' is a monologue of “the melancholy Jaques” from Act II Scene VII of the play As You Like It by William Shakespeare. The speaker, Jacques, is speaking and declaring that life is like a stage on which men and women are players. They play 7 parts in the stages of life. The seven stages of man in life are the helpless infant, the whining schoolboy, the emotional lover, the devoted soldier, the wise judge, the old man still in control of his faculties, and the extremely aged, returned to the second state of helplessness.</p>		  <p>Handouts of literary devices/figures of speech, Sample format of narration/graphic organizer, websites information, etc., https://www.surendra534.com.np > 2021/02 > all-worlds-s..</p> 	

<p>practice /While-activities</p>	<p>Divides participants into 4 groups (10x4=40) and asks the participants to read the poem aloud (dividing stanzas among them)</p> <p>Provides feedback on reading</p> <p>Asks to find the meaning of the unfamiliar/difficult vocabulary from the poem and use them in sentences</p> <p>Facilitates finding out the meanings of those words in relation to the text</p> <p>Ask questions to identify the figures of speech (rhyme, simile, metaphor, repletion, anaphora, alliteration, onomatopoeia) from the poem</p> <p>Facilitates identifying them and provides sample</p>	<p>Read the poem (given stanzas) aloud with voice modulation</p> <p>Work in groups to find the meaning of vocabulary and write sentences using them</p> <p>Detect the figures of speech from the poem and speak turn by turn</p>	<p>Textbook,</p> 	<p>Few participants reluctant to recite</p> <p>Every participant in a group may not equally participate</p>
<p>Production /Post-activities</p>	<p>Gives excerpts from the texts to analyse and interpret in 4 groups</p> <p><i>All the world's stage</i> <i>And all the men and women are merely players</i> <i>They have their exits and their entrances;</i> <i>And one man in his time plays many parts</i> <i>His acts being seven ages. At first, the infant</i> <i>His youthful hose, well sav'd, a world too wide</i> <i>For his shrunk shank; and his big manly voice,</i> <i>Turning again toward childish <u>treble</u>, pipes</i> <i>And whistles in his sound.</i></p> <p>Asks to summarize the poem and share in groups</p>	<p>Discuss in groups and present excerpts, analyse, and interpret</p> <p>Summarize and share in groups</p>		<p>May not be able to take part equally in the discussion</p> <p>May need to provide samples of the excerpt interpretation</p> <p>May need an additional further guide to produce critical thinking and creative writing tasks</p>
<p>Post Production</p>	<p>Provides homework to prepare and make a presentation on how the theme of the poem is relevant to human experiences and real-life situations</p> <p>Describe the various stages of a human's life in the poem?</p> <p>What do the terms 'exits' and 'entrances' mean?</p>	<p>Complete the given tasks and present them in PowerPoint or submit them in writing based on their understanding of the poem</p>	<p>-</p>	<p>Might simply present the summary of the poem but might not relate it to the real-life situations</p>

Session-5

Teaching Short Story: Format

Objectives of the session:

On completion of the session, the participants should be able to:

- use the techniques and tools for teaching the theme, purpose, and the content of the short story
- identify the setting, the characters and their roles in the story
- make a distinction between the beginning, the middle and the end of the story
- identify the narrative techniques, style, and point of view of the author
- use critical thinking and critical response to the text

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> 1. Asks questions to check the participants' background knowledge of the story. 2. Asks one or two questions from the before reading section of the story. 3. Generates discussion and provides reinforcement 4. Sensitizes the differences between fiction and non-fiction giving one text from a fiction and non-fiction 	<ol style="list-style-type: none"> 1. Will respond based on their prior knowledge 2. Will respond to the questions 3. Will discuss in the groups and identify the differences between fiction and non-fiction 	Textbook, board marker, PowerPoint, YouTube, websites	<ul style="list-style-type: none"> • Heterogeneity of background knowledge • might need a sample of small text of fiction and non-fiction • might need more elaborated discussion based on the sample
Presentation	<ol style="list-style-type: none"> 1. Divides the participants in groups (5 in each) and provides a graphic organizer to identify who the characters are and their roles, skim the text in relation to the theme/ purpose 2. Use proper voice modulation to explain the story (comma, full stop, exclamation marks, question marks, tone (rising, falling)) 3. Explains plot of the story with the basic elements. 4. Provides feedback on reading 5. Deduce the meaning of unfamiliar words, and phrases in the given context. 6. Describes narrative styles, techniques and point of view of the author 	<ol style="list-style-type: none"> 1. Will listen a story and elicit the elements of the story using graphic organizer and identify the characters, settings, and theme/ purpose 2. Will read a chunk of the story with proper voice modulation 3. Identify the order of the events in the story 4. Use vocabularies in the context 5. Will able to find out different narrative styles, techniques and point of view of author 	<p>Samples of story from Websites, references from other stories</p> <p>Use graphic organizers to explain the elements in the story of the plot.</p>	<ul style="list-style-type: none"> • difficulty in telling a story with proper voice modulation • may need additional materials with examples and elaborated discussion

Practice	<ol style="list-style-type: none"> 1. Conducts discussions followed by questions and answers 2. Asks to work in the groups to identify the literary devices (direct, symbolic, and literary) and their meaningful uses. 3. Leads the participants to help describe, explain, narrate, analyse and interpret the story 	<ol style="list-style-type: none"> 1. Discuss and respond to the questions 2. Identify the literary devices and their meaningful uses 3. Work in groups to describe, explain, narrate analyse and interpret the story and present their understanding 	<p>Prepared tasks Handouts of literary devices and uses Find out the meaning of the text using dictionary (online, offline)</p>	<ul style="list-style-type: none"> • Every participant in a group may not equally comprehend the text • Time consuming to explain each group
Production	<ol style="list-style-type: none"> 1. Ask short questions 2. Reads some chunks of the story with proper voice modulation 3. Gives excerpts from the texts to analyse and present a critical response 4. Asks to summarize the story 5. Asks to sketch the character in the story 6. Allocates critical thinking and creative writing tasks which involves expression of imagination based on the story. 	<ol style="list-style-type: none"> 1. Answer the questions 2. Read the story with proper voice modulation. 3. Present excerpts from the texts to read, review and critically present 4. Summarize the story 5. Write a character sketch in the story 6. Will complete the given tasks and present 		<ul style="list-style-type: none"> • may not be able to demonstrate proper comprehension • May need to provide samples of the excerpt interpretation • May need an additional further guide to produce critical thinking and creative writing tasks
Post Production	<ol style="list-style-type: none"> 1. Provides homework to prepare and make a presentation on how the theme of the story is relevant to human experiences and real-life situations 	<ol style="list-style-type: none"> 1. Will prepare and give a presentation 		<ul style="list-style-type: none"> • Might simply present the summary of the poem but might not relate it to the real-life situations

Session: 6

Teaching Short Story

Grade-11: Unit 2: *The Oval Portrait* by Edgar Allan Poe

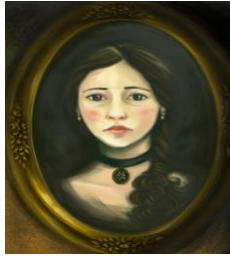

Objectives of the online session:

On completion of the short story *The Oval Portrait*, the participants should be able to:

Use the various techniques and tools for teaching the story

- a. identify the elements of the story (setting, theme, plot, the characters, resolution, climax, and conflict)
- b. make a distinction between the beginning, the middle and the end of the story
- c. distinguish the literary devices (imagery and symbolism) used in the story
- d. identify the narrative techniques, style, and point of view of the author
- e. use critical thinking and critical response to the text

	Trainer	Teachers	Materials	Possible Challenges
	<ol style="list-style-type: none"> Asks short questions to check the participants' background knowledge of the story <ol style="list-style-type: none"> a. <i>Have you heard any short stories?</i> b. <i>What is the difference between a novella and short stories?</i> c. <i>Have you read the Oval Portrait?</i> d. <i>Who is the narrator/speaker?</i> e. <i>What is it about?</i> Asks one or two questions from the before reading section. Share on the screen. <ol style="list-style-type: none"> a. <i>Which of the following emotions do you anticipate experiencing while you are reading <i>The Oval Portrait</i>? Choose from below: Joy, fear, sympathy, anger, disappointment, enthusiasm, sadness, surprise, etc.</i> b. <i>Whose portrait is in the oval frame? Share the image of the oval portrait from the text.</i> 	<ol style="list-style-type: none"> Respond based on their prior knowledge Respond to the questions Discuss in the groups the given topics Discuss in the groups and identify the differences between a short story and a novella Discuss in the groups 	Textbook, PowerPoint, YouTube, and samples of short stories, websites https://pediaa.com/difference-between-short-story-and-novel/ https://www.britannica.com/art/short-story https://www.britannica.com › ... › Novels & Short Stories	<ul style="list-style-type: none"> Heterogeneity of background knowledge Might not have read the story before Might need more elaborated discussion based on the sample Might need more vocabulary of emotions

Context setting	<ol style="list-style-type: none"> Generates discussion about Edgar Allan Poe and the short story <i>The Oval Portrait</i> Sensitizes the differences between short stories and novellas: <ol style="list-style-type: none"> Short story is a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. Novella, short and well-structured narrative, often realistic and satiric in tone, that influenced the development of the short story and the novel. Reinforcement (elements of the story) 			
Presentation	<ol style="list-style-type: none"> Divides the 6 breakout rooms of 6 groups (7 in each) and share the link of a graphic organizer in the chatbox to identify the elements (Setting, Characters, Plot, Conflict, Resolution, Point of View, and Theme) of the story from <i>The Oval Portrait</i> Read a few paragraphs of the story with voice modulation (comma, full stop, exclamation marks, question marks, tone: rising, falling, etc.) and asks a few of them to read chunks of paragraphs Provides feedback on reading Explains the plot of the story with the beginning, the middle, and the end Explains the meaning of unfamiliar words, and phrases in the given context Elucidates literary devices (imagery and symbols) in the story and explains Describe narrative styles, techniques, and point of view of the author 	<ol style="list-style-type: none"> Open the link of the graphic organizer and use it as an example to identify the elements in the story Listen to a story and a few of them read a chunk of the story with proper voice modulation and others listen Identify the order of the events in the story Use vocabulary in the context or make their own sentences using them and share Underline in the book Able to find out different narrative styles, techniques, and points of view of the author 	<p>Textbook, graphic organizers/maps for the elements of the story, dictionary, https://leverageedu.com/blog/story-writing-format/</p>  <p>https://www.readingrockets.org/strategies/story_maps https://www.readingrockets.org/sites/default/files/story_pyramid.pdf</p>	<ul style="list-style-type: none"> Difficulty in telling a story with proper voice modulation Poor internet connection Time constraints May need additional materials with examples and elaborated discussion Might not be able to grasp the story with equal understanding

Practice	<ol style="list-style-type: none"> 1. Conducts discussions followed by questions and answers (from the text) <ol style="list-style-type: none"> a. <i>Where did the narrator and his servant make a forcible entrance?</i> b. <i>Which special picture did the narrator notice in the room?</i> c. <i>Describe the portrait that the narrator saw in the room.</i> d. <i>What is the relationship between the portrait painter and its subject?</i> 1. Divides into 6 groups (7 in each) and asks to create an elements map of the story from the text 2. Leads the participants to help describe, explain, narrate, analyse and interpret the story 3. Provides feedback 	<ol style="list-style-type: none"> 1. Discuss and respond to the questions 2. Answer the questions orally or write in the chatbox 3. Create and share in groups the elements of the story 4. Describe, explain, narrate, analyse, and interpret the story in their own words 	Textbook, link of the elements map https://www.readingrockets.org/strategies/story_maps https://leverageedu.com/blog/story-writing-format/	<ul style="list-style-type: none"> • Every participant in a group may not equally comprehend the text • Time constraints
Production	<ol style="list-style-type: none"> 1. Ask short questions (from book) <ol style="list-style-type: none"> a. <i>What is the central theme of the story?</i> b. <i>Who is the woman depicted in the oval portrait?</i> c. <i>What does the expression "She was dead!" mean?</i> d. <i>Which images and symbols do you find in the story?</i> 2. Asks to read a few Teachers some chunks of the story with proper voice modulation 3. Gives excerpts from the texts to analyse and present a critical response. Eg, "She was a maiden of rarest beauty, and not more lovely than full of glee. And evil...she saw, and loved, and wedded the painter" (p.203). 4. Asks to summarize the story in their own language 5. Asks to share the character in the story 	<ol style="list-style-type: none"> 1. Answer the questions 2. Read the story with proper voice modulation 3. Critically analyse given excerpts and present 4. Summarize the story in their own language and share 5. Tell about the characters in the story 		<ul style="list-style-type: none"> • May not be able to demonstrate proper comprehension • May need to provide samples of the excerpt interpretation • May need an additional further guide to produce critical thinking and creative writing tasks
Post Production	<ol style="list-style-type: none"> 1. Provides homework to prepare and make a presentation on how the theme of the story is relevant to human experiences and real-life situations 	<ol style="list-style-type: none"> 1. Prepare and give a presentation 		<ul style="list-style-type: none"> • Might simply present the summary of the poem but might not relate it to the real-life situations

Session-7

Teaching Essay: Format

Objectives of the session:

On completion of the session, the participants should be able to:

- use the techniques and tools for teaching the theme, purpose, and the content of the essay
- identify the topic, content and context in the essay
- make a distinction between the setting, point of view, plot, mood, and imagery
- identify the narrative techniques, style, and point of view of the author
- find out types (descriptive, narrative, persuasive, argumentative, exploratory) essays and critical response to the text

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> 1. Asks questions to check the participants' background knowledge about the topic 2. Asks one or two questions from the before reading section in the essay 3. Generates discussion and provides reinforcement 4. Sensitizes the differences between various types of essays (descriptive, narrative, persuasive, argumentative, exploratory) 	<ol style="list-style-type: none"> 1. Will respond based on their prior knowledge 2. Will respond to the questions 3. Will discuss in the groups and identify the various types of essay 	Textbook, board marker, PowerPoint, YouTube, websites	<ul style="list-style-type: none"> • Heterogeneity of background knowledge • might need a sample of small text of fiction and non-fiction • might need more elaborated discussion based on the sample
Presentation	<ol style="list-style-type: none"> 1. Discuss the context and setting of the essay. 2. Elicit the brief biography of the author 3. Point out the number of events 4. Describes characters in the essay 5. Deduces the meaning of unfamiliar words, and phrases in the given context. 6. Describes narrative styles, techniques, tones and mood in the essay 7. Identifies the images use in the essay (five senses) 	<ol style="list-style-type: none"> 1. Will comprehend the context and setting of the essay. 2. Will have knowledge/background of the writer 3. Identify events in the essay 4. Familiarize with the vocabularies in the context 5. Will able to find out different narrative styles, techniques, tone and mood (happy, sad, angry, excited, desperate) of the writer. 6. learn images and its uses in the essay 	<p>Samples of story from Websites, references from other stories</p> <p>Use graphic organizers to explain the elements in the story of the plot.</p>	<ul style="list-style-type: none"> • difficulty in telling a story with proper voice modulation • may need additional materials with examples and elaborated discussion

Practice	<ol style="list-style-type: none"> 1. Conducts discussions followed by questions and answers 2. Asks to work in the groups to identify the imageries, mood and tone and types of essay. 3. Leads the participants to help describe, explain, narrate, analyse and argument in the essay 	<ol style="list-style-type: none"> 1. Discuss and respond to the questions 2. Identify the imageries, mood and tone and their types 3. Work in groups to describe, explain, narrate, analyse the essay and present their understanding 	Prepared tasks Handouts of imageries and uses Find out the meaning of the text using dictionary (online, offline)	<ul style="list-style-type: none"> • Every participant in a group may not equally comprehend the text • Time consuming to explain each group
----------	--	---	---	--

Session-8

Teaching Essay

Sharing Tradition by *Frank LaPena*

Objectives of the session:

On completion of the session, the participants should be able to:

- e. use the techniques and tools for teaching the theme, purpose, and the content of the essay
- f. identify the context in the essay
- g. discuss the setting, point of view, mood, and imagery
- h. describe the narrative techniques and style
- i. identify out the type of the essay and critically respond to the text

	Trainer	Teachers	Materials	Possible Challenges
Warmer	<ol style="list-style-type: none"> 1. Shares with the teachers one thing that their grandparents told them such as herbal medicine or folktale or a recipe. 2. Then, asks the teachers to share something similar that came down to them from their grandparents or other seniors. 	<ol style="list-style-type: none"> 1. Share something similar that came down to them from their grandparents or other seniors. 		<p>Some Teachers may not have met their grandparents. In that case, anything that they learned from the older generation needs to be encouraged.</p> <p>Not all will get time to share.</p>
Context setting	<ol style="list-style-type: none"> 1. Asks these questions to check the participants' background knowledge about the text: <ol style="list-style-type: none"> c. <i>Who are the natives of the USA?</i> d. <i>What traditions do they have that are specific to their communities?</i> e. <i>Is there something similar we have in Nepal?</i> 2. Asks these questions and holds a discussion with the trainee's responses: <ol style="list-style-type: none"> c. <i>How did the knowledge and wisdom pass on to new generations in the past when there was no technology to write?</i> d. <i>Do you share your cultural traditions with your friends?</i> e. <i>Did your parents tell you stories when you were a child? If yes, did they have anything to do with your culture or values?</i> 3. Asks what different types of essays they are familiar with? And what they are? Name these types <i>Descriptive, narrative, persuasive, argumentative, exploratory</i> 	<ol style="list-style-type: none"> 1. Respond to the questions based on their prior knowledge 2. Respond to the questions and contribute to the discussion 3. Discuss in the groups and describe the various types of essays and give examples 	<p>Textbook, board marker, PowerPoint, YouTube, websites</p>	<ul style="list-style-type: none"> • Heterogeneity of background knowledge • might need a small text about the native Americans • might need more elaborated discussion based on the sample

Presentation	<ol style="list-style-type: none"> Discuss the context and setting of the essay. <ul style="list-style-type: none"> <i>Set in the US but has universal scope</i> <i>Generation gap and transfer of knowledge and wisdom</i> <i>Advancements in technology and changing values</i> Asks Teachers to go through the biography given and share what seems interesting to them. Invites volunteers to read the essay aloud turn-wise. Elicits the meaning of unfamiliar words, and phrases in the given context. Describes narrative, techniques, tones, and mood in the essay <i>Reflective, implicitly serene mood, inspiring and instigating, critical</i> Asks participants to identify the images used in the essay (five senses) 	<ol style="list-style-type: none"> Will be familiar the context and setting of the essay. Have knowledge/ background of the writer Identify major ideas in the essay Familiarize with the vocabularies in the context Be able to find out different narrative styles, techniques, tones, and moods of the writer. Learn images and their uses in the essay 	<p>Samples of essays from Websites, references from other essays</p> <p>Use graphic organizers to explain the elements in the essay</p>	<ul style="list-style-type: none"> difficulty in reading the essays with proper voice modulation may need additional materials with examples and elaborated discussion
Practice	<ol style="list-style-type: none"> Hold discussions with the help of questions in the exercise and other questions. Leads the participants to discuss their takes on the ideas in the essay 	<ol style="list-style-type: none"> Discuss and respond to the questions Work in groups to describe, explain, narrate, analyse the essay and present their understanding 	<p>Prepared tasks Handouts of imageries and uses Find out the meaning of the text using a dictionary (online, offline)</p>	<ul style="list-style-type: none"> Every participant in a group may not equally comprehend the text Time consuming to explain each group
Production	<ol style="list-style-type: none"> Asks short answer questions from the unit. Reads some paragraphs of the essay with important sentences and invites participants to read between the line and infer implicit meanings Invites the Teachers to discuss the main themes/agenda of the essay <i>Traditional knowledge, generation gap, parents/children relation</i> Asks Teachers to work in groups and work to identify the following and share in the session. <i>Thesis statement, topic sentences</i> Asks critical thinking and creative writing tasks based on essay <ol style="list-style-type: none"> <i>Work in groups and collect what knowledge needs to be passed down to generation at any cost?</i> <i>How to document the rare traditional healing knowledge system?</i> 	<ol style="list-style-type: none"> Answer the questions Identify major key concepts in the essay. Interpret the theme of the essay in their own language. Identify the Thesis statement, topic sentences Work in groups and come up with the critical responses 		<ul style="list-style-type: none"> May not be able to demonstrate proper comprehension May need to provide simple interpretation May need proper guidance to produce critical thinking and creative writing tasks

Post Production	<p>1. Provides homework based on textual questions. Write a five-paragraph essay on maintaining the sharing tradition. Make sure your essay includes a thesis statement and topics sentences.</p>	<p>4. Write the essay.</p>		<ul style="list-style-type: none"> • Might need extra guidance to produce a structured essay.
------------------------	---	----------------------------	--	--

Session-9

Teaching One-Act Play

Objectives of the session:

On completion of the session, the participants should be able to:

- use the techniques and tools for teaching the theme of the one-act play
- identify the significance and relevance of the key elements of the play: setting, character, plot and dialogues
- use critical thinking and critical response to the text

	Trainer	Teachers	Materials	Possible Challenges
Warmer	1. Presents an illustration that gives a pictorial expression of the play under discussion and asks to predict what is likely to happen in the play; may ask questions like: <ul style="list-style-type: none"> • What do you think is happening in the picture? • Can you guess who could be the man in the picture? Justify your answer. • Explain the background of this picture. 	1. Based on clues, will predict the content of the play.	Drawing/painting,	Finding an appropriate drawing/painting to imply the content of the play
Context setting	1. Asks questions to check the participants' background knowledge of the play and the playwright. 2. Asks one or two questions from the 'Before Reading' section of the play and builds on discussion. Some possible questions are: What do you understand from the title of the play? Does it give any clue about what might happen in the play? Is the play going to have a sad ending or a happy ending? How did you guess? 3. Gives them some background information about the playwright, and One Act Play, highlighting its important elements and how drama differs from novel /poetry/short story etc.	1. Will respond based on their prior knowledge and by reading author's profile given in the textbook. 2. Will respond to the questions. 3. Will be able to identify the differences between a drama and other literary genres.	Prompt questions, Textbook, board marker, PowerPoint, YouTube, An extract of a drama (dialogues between characters) written on a paper	<ul style="list-style-type: none"> • Heterogeneity of background knowledge • Might need a sample of an extract of drama • Might need more elaborated discussion on how a play works.

<p style="text-align: center;">Presentation</p>	<ol style="list-style-type: none"> 1. Divides the participants in groups (5 in each) and provides a graphic organizer to identify who the characters are and their roles, skim the text in relation to the theme/ purpose 2. Gives a list of particular words and expressions from the play, may ask students to imagine the connotative meanings of the listed items. 3. Starts reading the first few dialogues in the beginning 4. Highlights the setting, plot, characters, theme of the play under discussion 5. Chooses a particular scene and dialogues from the play and asks students to perform the particular roles. 	<ol style="list-style-type: none"> 1. Will elicit the elements of the play using graphic organizer and identify the characters, settings, and theme/ purpose 2. Will discuss in groups or pairs the semantic implications and try to find out a piece of information from the text/ Use vocabularies in the context 3. Will read the play in pairs; Prepare a list of dialogues that they find interesting and relevant to the play. 4. Will be able to identify the elements of the play and their relevance in the play. 5. Students enact a particular role as directed by their teacher. 	<p>Graphic organizers to explain the elements in the play.</p>	<ul style="list-style-type: none"> • Large class size • may need additional materials with examples and elaborated discussion • using words in context • Might hesitate to act out a particular scene; need more rehearsal prior to the performance.
--	---	---	--	--

Practice	<ol style="list-style-type: none"> 1. Conducts discussions followed by questions and answers: What do you think is the message/theme of the play? What general meanings can we infer from the protagonists' statements / actions? How is that expressed through the language? How do you feel about the character? How did you feel as the character? 2. Leads the participants to describe, explore, analyze and interpret the play by initiating analytical questions: What do you think would have happened if.....? The protagonist says, "....." Why do you think s/he says so? Do you agree with that? "....." Who said these words? Explain the context. What do these words tell you about the speaker? 3. Introduce a variety of language exercises in order to develop students' language skills. Example: Use the following words/expressions/phrases in sentences of your own..... 	<ol style="list-style-type: none"> 1. Discuss and respond to the questions: express an opinion or feeling and share why they feel in that way. 2. Work in groups to describe, explore, analyze and interpret the play and present their critical response to it. 3. Make sentences of their own. 	Handouts of critical summary of the play, literary devices and their meaning in the play	<ul style="list-style-type: none"> • Every participant in a group may not equally comprehend the text • Time consuming for group presentations
Production	<ol style="list-style-type: none"> 1. Ask short questions 2. Gives excerpts from the play to analyse and present a critical response. 3. Asks to sketch the character in the play. 4. Allocates critical thinking and creative writing tasks, which involves expression of reasoning and imagination based on the play. 	<ol style="list-style-type: none"> 1. Answer the questions, orally or in written form. 2. Analyse the excerpts critically and present 3. Write a character sketch in the story. Or, compare characters. 4. Make a three-column chart - label the left column, <i>character 1</i>; the middle column, <i>shared traits</i>; the right column, <i>character 2</i>. Fill in the chart as you read. 5. Will complete the given tasks and present/submit. 	<ul style="list-style-type: none"> • Excerpts from the play • A sample of a three-column character chart 	<ul style="list-style-type: none"> • may not be able to demonstrate proper comprehension • May need to provide samples of the excerpt interpretation • May need an additional further guide to produce critical thinking and creative writing tasks

Post Production	<ol style="list-style-type: none"> 1. Assigns homework to give an oral presentation on how the theme of the play is relevant to human experiences and real-life situations. 2. Alternatively, invites a local theatre artist to guide students for the performance of the full play 	<ol style="list-style-type: none"> 1. Will prepare and perform a drama show 2. Will learn theatre skills, gestures and perform their roles in the play. 	<ul style="list-style-type: none"> • Might simply present the summary of the play but might not relate it to the real-life situations. • Might need more support and guidance for natural performance.
------------------------	---	---	--

Session-10

Teaching One Act Play

Grade-11: Unit 2: *Refund* by Fritz Karinthy

Objectives of the Session:

On completion of the One-Act Play *Refund*, the participants should be able to:

- j. use the techniques and tools for teaching the one-act
- k. identify the efficient cause-origin (setting, playwright's background, etc.), material cause (the characters, their roles, language, dialogues, plot, conflict/problems), formal cause (content, theme, moral lesson, symbols) final cause (purpose) of the one-act play
- l. make a distinction between the beginning, the middle, and the end of the one-act play
- m. identify the narrative techniques, style, and point of view of the author
- n. demonstrate their skills to explain, narrate, analyse, interpret and summarize the poem

	Trainer	Teachers	Materials	Possible Challenges
Warmer	Asks the question: What is one-act play?	Share their opinion		Might be time constraints if everyone shares

Context setting	<ol style="list-style-type: none"> 1. Asks questions to check the participants' background knowledge of the text. <ol style="list-style-type: none"> a. <i>Have you acted in a play before?</i> b. <i>Has anyone seen street drama/play/one-act play or performed in the school in the drama?</i> 2. Asks short questions from the before-reading one-act play section. <ol style="list-style-type: none"> a. <i>Will you demand your tuition fees back from the school if you don't get any job in the future?</i> b. <i>What do you want to be after getting an education?</i> c. <i>Does one's certificate show the talent of the person?</i> 3. Generates discussion about Fritz Karinthy and the one-act play <i>Refund</i> 4. Sensitizes the differences between one-act play/play/drama with examples: <ol style="list-style-type: none"> a. One-act play is a play where all the action happens in one act with no breaks, that is, the scene is continuous. 	<ol style="list-style-type: none"> 1. Respond based on their prior knowledge (1-2 Q.) 2. Discuss in the groups the given topics 3. Discuss in the groups and identify the differences between a one-act play/ play/drama 4. Discuss in the groups about given four causes and their use 	Textbook, PowerPoint, examples of a one-act play, play, and drama, Reference textbooks, etc.	<ul style="list-style-type: none"> • Heterogeneity of background knowledge • Might need more time and elaborated discussion
-----------------	---	---	--	---

<p style="text-align: center;">Presentation</p>	<p>b. Play refers to a theatrical performance and is to be seen.</p> <p>c. Drama is a form of written literature that is intended</p> <p>d. for performance, in simple words a drama is to be read.</p> <p>5. Asks to explain efficient cause-origin (setting, playwright's background, etc.), material cause (the characters, their roles, language, dialogues, plot, conflict/problems), formal cause (content, theme, moral lesson, symbols) final cause (purpose) of the one-act play</p> <p>6. Reinforcement</p> <p>. Divides the participants into groups (6x5=30) and explains to use a graphic organizer</p> <p>2. Facilitates to use of the graphic organizer and to identify the characters and their roles, setting, events plot, and theme/purpose (use of four causes)</p> <p>3. Reads some dialogues of the Characters from the text with proper voice modulation (tone-based on the specific character, age following falling and rising tone, comma, full stop, exclamation marks, question marks, emotions, etc.)</p> <p>4. Provides feedback on reading</p> <p>Explains the structure of the plot (beginning, the middle, and the end) and the basic elements: A preliminary stage (exposition), rising action, climax, falling action, and denouement. Provides an example of <i>Freytag's Pyramid</i> (One of the first and most influential people to create a framework for analysing plots was 19th-century German writer Gustav Freytag, who argued that all plots can be broken down into five stages: exposition, rising action, climax, falling action, and dénouement) using PowerPoint</p> <p>5. Deduce the meaning of unfamiliar words, (<i>Apperceptive, ascribe, cannibal, concur, disquieted, eloquent, heller, herr, hypocrite, incessant, melancholy, nitwit, numskull, rot, etc.</i>), and Keynotes/ concepts (Bourbons, <i>Quantum Theory, Planck, Theory of Relativity, Brunswick Barbarossa</i>) in the given context.</p> <p>Describes narrative styles, techniques, and point of view of the author- Fritz Karinthy</p>	<ol style="list-style-type: none"> 1. Listen attentively and use a graphic organizer. 2. Identify the characters: <i>The Principal, Servant, Wasserkopf, Mathematics, Physics, and Geography teacher, the staff,</i> and their roles, setting, events plot, and theme/ purpose (four causes) 3. Read dialogues of the characters with proper voice modulation (tone-based on the specific character- , age following falling and rising tone, comma, full stop, exclamation marks, question marks, emotions, etc.) 4. Identify the order of the events in the play 5. Use vocabulary in the context and find out the meaning <p>Find out different narrative styles, techniques, and the point of view of the author</p>	<p>Samples of one-act plays from Websites, references from other one-act plays/drama, a sample of <u>Graphic Organizer Templates: A teacher's guide - Structural ...</u></p> <p>https://www.structural-learning.com/post/graphic-or-to-explain-the-elements-in-the-plot-of-the-drama.</p> <p><u>Freytag's Pyramid</u> https://www.itcharts.com/literary-devices-and-terms/plot</p>	<ul style="list-style-type: none"> • Difficulty in telling one-act play with proper voice modulation due to time constraints <p>May need additional materials with examples and elaborated discussion</p>
--	--	---	--	--

Practice	<ol style="list-style-type: none"> Conducts discussions followed by questions and answers (from the text) <ol style="list-style-type: none"> <i>Why does Wasserkopf demand a refund of his tuition fees from the school?</i> <i>Why does Wasserkopf consider himself good for nothing?</i> <i>What did the teachers decide to do when Wasserkopf asked for the refund?</i> <i>How does Mathematics Master describe Wasserkopf's character?</i> Asks to work in the groups to identify the characters and their roles, setting, events plot, and theme/purpose (use of four causes) Assigns to play the role of characters in pair Leads the participants to help to narrate, analyze and interpret the one-act play 	<ol style="list-style-type: none"> Discuss and respond to the questions orally turn by turn Discuss in groups to identify the characters and their roles, setting, events plot, and theme/purpose (use of four causes) Play the assigned role of the characters (<i>The Principal, the Servant, Wasserkopf, the Mathematics Teacher, the Physics Teacher, the staff, and the Geography Teacher</i>) in groups. Few students can take the role of different characters. The remaining participants play the role of the audience. 	Graphic organizer for the one-act play, dictionary to find out the meaning (online, offline)	<ul style="list-style-type: none"> Every participant in a group may not equally comprehend the text Time-consuming to explain each group
Production	<ol style="list-style-type: none"> Ask short questions <ol style="list-style-type: none"> <i>How did the teachers outwit Wasserkopf?</i> <i>What did the teachers decide to do when Wasserkopf asked for the refund?</i> Asks to read some assigned chunks of the dialogues with proper narration. Gives excerpts from the texts to analyse and present a critical response "It's possible I've changed. What the hell....! Your class records will show I 've got a right to come here.", etc. Asks to summarize the play Asks to sketch the characters in the one-act play Allocates critical thinking and creative writing tasks which involves the expression of imagination based on a one-act play (based on textual questions) 	<ol style="list-style-type: none"> Answer the questions orally or write in chatbox Read some chunks with proper narrative techniques Analyse critically and present given excerpts Summarize the story of the play Sketch the characters of the play Complete the given tasks and present 		<ul style="list-style-type: none"> May not be able to demonstrate proper comprehension May need more practice and interpretation May need an additional further guide to produce critical thinking and creative writing tasks

Post Production	<p>1. Provides homework to prepare and make a presentation on how the theme of the one act play is relevant to human experiences and real-life situations.</p> <p>a. <i>The play is a satire to the present education system. DO you think that our education system does not prepare students for life? Discuss.</i></p> <p>b. <i>Our education system focuses on memorization rather than creative thinking. Do you think the knowledge imparted by education may not have practical relevance in one's day-to-day life? Who do you blame this?</i></p>	<p>1. Prepare a presentation in a chart among two groups and present it in class.</p>		<p>Might simply present the summary of the play but might not relate it to the real-life situations</p>
------------------------	---	---	--	---

Language Development Section

Session-11

Paragraph Writing

Objectives of the Session

On completion of the session, the participants should be able to:

- use the tools and techniques of a paragraph writing
- identify the components of a paragraph: topic sentence, supporting sentence, coherence, unity, transition words and conclusion in a paragraph from the textbook and beyond
- write a paragraph in a given topic using the components

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> 1. The trainer generates discussion about paragraph writing with a few questions. He/she asks the participants to assess a paragraph from the textbook and presents what components they identify in the given paragraph, including the theme, topic sentence, coherence, supporting sentences, unity, and conclusion. 2. The trainer elicits the participants' response and provides feedback. 	<ol style="list-style-type: none"> 1. The participants present their opinions. 	<ul style="list-style-type: none"> • Grade XI and XII English curriculum • Grade XI and XII English textbooks • Handout • YouTube Video • Online resources 	

<p style="text-align: center;">Presentation</p>	<ol style="list-style-type: none"> 1. Generates discussion in pairs with questions: <i>What is a paragraph? What are the components of a paragraph? What are the difficulties the English teachers of Grade 11 and Grade 12 generally face while teaching a paragraph?</i> He/she allocates a paragraph from the textbook and asks participants to assess how using topic sentence, coherence, supporting sentences, unity, and conclusion make unity and help carry meanings. 2. Elicits their responses and facilitates through interaction, and gives feedback. <p>Trainer & Teachers: Agree on the discussions they have made, and the components of a paragraph are topic sentence, supporting sentence, coherence, unity, transition words and conclusion, and their roles in a paragraph with examples.</p> <ol style="list-style-type: none"> 3. Will present two paragraphs: one well written and another ill-written. Then, asks the participants to compare those paragraphs for structures, transition and the message. 4. Will elicit the participants' responses and provide his/her feedback. 	<ol style="list-style-type: none"> 1. Discuss in pairs and present what a paragraph is, and the components of a paragraph; 2. In groups: compare and contrast the two paragraphs and present their analysis. 		
--	--	--	--	--

Practice	<p>1. Will present a new paragraph and asks the participants to identify the components of paragraph.</p> <p>Trainer/Teachers: They both will check how the transition words are used to maintain the paragraph unity and making meanings.</p> <p>2. Will present a scrambled paragraph in which the sentences are incoherently presented and the transition words are either removed or inappropriately used. The participants are asked to unscramble the sentences to coherently present and use the transition words appropriately.</p> <p>3. Will draw a few topics from among the participants and ask each group to write a paragraph.</p>	<p>1. Will track the components in the paragraph, unscramble, sentences for coherence, and use the transition words appropriately.</p> <p>2. Will write a paragraph each group, then exchange the paragraphs and share their comments and feedback. Each group will include those comment and feedback to give the paragraph a final touch.</p>		
Production	<p>1. Ask the Teachers to present their paragraphs.</p> <p>2. Will provide comments and feedback.</p> <p>Trainer/Teachers: They both will agree achieving the objectives of this session.</p>	<p>1. Each group will present their paragraphs</p>		

Post Production	<ol style="list-style-type: none"> 1. Will ask the kinds of difficulties the English teachers of grade 11 and Grade 12 face while writing a paragraph, and to what extent this training session shall help the Teachers to address the teachers' difficulties so that they can develop a well-written paragraph. 2. Will also assign a task to prepare a lesson plan for teaching a paragraph writing and present in the next session. 3. Will provide comments and feedback. 	<ol style="list-style-type: none"> 1. Will present their experiences and opinions on the students' difficulties. They will also prepare a lesson plan on a paragraph writing. 2. Will present in the next session. 		
------------------------	--	--	--	--

Session-12

Writing a Film Review

Objectives of the Session

On completion of the session, the participants should be able to:

- use the tools and techniques of writing a film review
- identify the components of a film review: plot summary and analysis, characterization, cast, cinematography, the genre, script writer, acting, direction, music and sound, year of release, viewer's critique, recommendation, neutrality, rating, and length
- write a film review they are familiar with

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> 1. The trainer generates discussion about writing a film review with a few questions. He/she asks the participants to assess a film they have watched and present what components they identify in the particular film, book, including plot summary and analysis, characterization, cast, cinematography, the genre, scriptwriter, acting, direction, music and sound, year of release, viewer's critique, recommendation, neutrality, rating, and length. 2. The trainer elicits the participants' response and provides feedback 	The participants present their opinions	<ul style="list-style-type: none"> • Grade XI and XII English curriculum • Grade XI and XII English textbooks • Handout • YouTube Video • Online resources 	

Presentation	<ol style="list-style-type: none"> 1. Generates discussion with questions: <i>What is a film review? What are the components of writing a film review? What are the difficulties the English teachers of Grade 11 and Grade 12 generally face while teaching of writing a film review?</i> He/she allocates a film the participants have already watched and asks them to assess how using plot summary and analysis, characterization, cast, cinematography, the genre, script writer, acting, direction, music and sound, year of release, viewer's critique, recommendation, neutrality, rating, and length could be useful for reviewing a film. 2. Elicits their responses and facilitates through interaction, and gives feedback. <p>Trainer & Teachers: Agree on the discussions they have made, and the components of a film review are: plot summary and analysis, characterization, cast, cinematography, the genre, script writer, acting, direction, music and sound, year of release, viewer's critique, recommendation, neutrality, rating, and length, and their roles in a film review with examples.</p> <ol style="list-style-type: none"> 3. Will present a sample of a film review and asks the participants to assess the review based on the components. 4. Will elicit the participants' responses and provide his/her feedback. 	<ol style="list-style-type: none"> 1. Present their opinion what a film review is, and the components of a film review. 2. In groups: assess the film review sample and present their analysis. 		
Practice	<ol style="list-style-type: none"> 1. Will present another sample of film review and asks the participants to identify the components of a film review. <p>Trainer/Teachers: They both will check how the components are interlinked and provide smooth transition, maintaining a unity to convey information.</p> <ol style="list-style-type: none"> 2. Will allocate the reading from the grade XI and grade XII textbook and ask to work in groups and present their understanding. 3. Will provide his/her comments and feedback on the Teachers' analysis. Then, he/she generates discussion about another film. Will ask them to seek information online about this film, and review the film using the components they have been familiar with and present their review. <p>4. Trainer/Teachers: They both will agree to further discuss within the group and fine-tune the review.</p>	<ol style="list-style-type: none"> 1. Will analyse the reading text in groups and present their views. 2. Will search for the information about the film and review in the groups. Once they complete, they will exchange their review in the groups. 		
Production	<ol style="list-style-type: none"> 1. Ask every group to present their review one after another, and share their comments and feedback. 2. Will provide his/her comments and feedback. <p>Trainer/Teachers: They both will agree achieving the objectives of this session.</p>	<ol style="list-style-type: none"> 1. Each group will present their film review and exchange their comments and feedback. 		

Post Production	<ol style="list-style-type: none"> 1. Will ask based on the difficulties the English teachers of grade 11 and Grade 12 face while teaching of writing a film review, to what extent this training session shall help the Teachers to address the teachers' difficulties. How? 2. Will also assign each group a task to prepare a lesson plan for teaching a film review and present in the next session. 3. Will provide comments and feedback. 	<ol style="list-style-type: none"> 1. Will present their experiences and opinions on the students' difficulties. They will also prepare a lesson plan on writing a film review and present in the next session. 		
------------------------	--	--	--	--

Session-13

Writing a Book Review

Objectives of the Session

On completion of the session, the participants should be able to:

- use the tools and techniques of writing a book review
- identify the components of a book review: a hook, essential book information (the title, author, year of the book was published, is the independent or a series?), basic plot summary, reader's critique, recommendation, neutrality, rating, length, and proof read
- write a book review of their interest

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> 1. The trainer generates discussion about writing a book review with a few questions. He/she asks the participants to assess a book they have read and present what components they identify in the particular book, including a hook, essential book information (the title, author, year of the book was published, is the independent or a series?), basic plot summary, reader's critique, rating, length and recommendation 2. The trainer elicits the participants' response and provides feedback. 	<ol style="list-style-type: none"> 1. The participants present their opinions. 	<ul style="list-style-type: none"> • Grade XI and XII English curriculum • Grade XI and XII English textbooks • Handout • YouTube Video • Online resources 	
Presentation	<ol style="list-style-type: none"> 1. Generates discussion in pairs with questions: <i>What is a book review? What are the components of writing a book review? What are the difficulties the English teachers of Grade 11 and Grade 12 generally they face while teaching of writing a book review?</i> He/she allocates a book the participants have read and asks them to assess how using a hook, essential book information (the title, author, year of the book was published, is the independent or a series?), basic plot summary, reader's critique, recommendation, neutrality, rating, length, and proof read could be useful for reviewing a book. 2. Elicits their responses and facilitates through interaction, and gives feedback. <p>Trainer & Teachers: Agree on the discussions they have made, and the components of a book review are a hook, essential book information (the title, author, year of the book was published, is the independent or a series?), basic plot summary, reader's critique, recommendation, neutrality, rating, length, and proof read, and their roles in a book review with examples.</p> <ol style="list-style-type: none"> 3. Will present a sample of a book review and asks the participants to assess the review on the basis of the components. 4. Will elicit the participants' responses and provide his/her feedback. 	<ol style="list-style-type: none"> 1. Discuss in pairs and present what a book review is, and the components of a book review. 2. In groups: assess the book review sample and present their analysis. 		

Practice	<ol style="list-style-type: none"> 1. Will present another sample of book review and asks the participants to identify the components of a book review. Trainer/Teachers: They both will check how the components are interlinked and provide smooth transition, maintaining a unity to convey information. 2. Will allocate the reading from the grade XI and grade XII textbook and ask to work in groups and present their understanding. 3. Will provide his/her comments and feedback on the Teachers' analysis. Then, he/she generates discussion about another book. Will ask them to seek information online about this book, and review the book using the components they have been familiar with and present their review. Trainer/Teachers: They both will agree to further discuss within the group and fine-tune the review. 	<ol style="list-style-type: none"> 1. Will analyse the reading text in groups and present their views. 2. Will search for the information about the book and review in the groups. Once they complete, they will exchange their review in the groups. 		
Production	<ol style="list-style-type: none"> 1. Ask every group to present their review one after another, asks each group to provide their comments and feedback. 2. Will provide his/her comments and feedback. Trainer/Teachers: They both will agree achieving the objectives of this session. 	<ol style="list-style-type: none"> 1. Each group will present their book review and exchange their comments and feedback. 		
Post Production	<ol style="list-style-type: none"> 1. Will ask the kinds of difficulties the English teachers of grade 11 and Grade 12 face while teaching of writing a book review and to what extent this training session shall help the Teachers to address the teachers' difficulties. 2. Will also assign each group a task to prepare a lesson plan for teaching a book review and present in the next session. 3. Will provide comments and feedback. 	<ol style="list-style-type: none"> 1. Will present their experiences and opinions on the students' difficulties. They will also prepare a lesson plan on writing a book review and present in the next session. 		

Session-14

Writing a Travelogue

Objectives of the Session

On completion of the session, the participants should be able to:

- use the tools and techniques of writing a travelogue
- identify the what a travelogue contains: first person narrative technique, use of past tense, conversational tone, sensory details, revealing the local culture such as local customs and traditions, cuisine, history, heritages, entertainment and depiction of places of interest, adventure, etc.
- assess a travelogue written by other travellers
- compile information of a place of travel destination and write a travelogue

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<ol style="list-style-type: none"> 1. The trainer generates discussion about writing a travelogue with a few questions. He/she asks the participants to share their observations on the travelogues from Grade 11 Book: <i>Discovering West Nepal – The Wild Frontier</i>. 2. The trainer elicits the participants' response and provides feedback. 	<ol style="list-style-type: none"> 1. The participants present their opinions. 	<ul style="list-style-type: none"> • Grade XI and XII English curriculum • Grade XI and XII English textbooks • Handout • YouTube Video • Online resources 	
Presentation	<ol style="list-style-type: none"> 1. Generates discussion in groups with questions: <i>What is a travelogue? What are the components of writing a travelogue? What are the difficulties the English teachers of Grade 11 and Grade 12 generally face while teaching a travelogue writing?</i> He/she allocates a travelogue <i>Discovering West Nepal – The Wild Frontier</i> from Grade 11 Coursebook for reading to assess what a travelogue contains, the narrative technique, vividness and information it provides. 2. Elicits their responses and facilitates through interaction, and gives feedback. <p>Trainer & Teachers: Agree on the discussions they have made, and the contains of a travelogue (what a travelogue contains: first person narrative technique, use of past tense, conversational tone, sensory details, revealing the local culture such as local customs and traditions, cuisine, history, heritages, entertainment and depiction of places of interest, adventure, etc.)</p>	<ol style="list-style-type: none"> 1. Discuss in groups and present the contains in a travelogue, the strengths in this writing and scope to enhance its quality in terms of information, tone, vividness and reader friendliness. Then, they present their discussion outcomes. 		

Practice	<ol style="list-style-type: none"> 1. Will allocate another sample of a travelogue and asks the participants to identify the basic contains, the information, vividness, reader friendliness, etc. Will also ask to search online information about the techniques of writing a travelogue and use them wherever possible. 2. Will interact with the participants and facilitates them to make sure they are on right track. He/she asks them to exchange their write up among the groups. <p>Trainer/Teachers: They both agree to further discuss within the group and fine-tune the review.</p> <ol style="list-style-type: none"> 3. Will ask each group to imagine a place of destination, compile relevant information and write a review. 	<ol style="list-style-type: none"> 1. Will discuss in the group. They will search additional information online and utilize to the possible extent. Every group prepares their observation and analyse on the given text. 2. Will prepare an outline and write a travelogue 		
Production	<ol style="list-style-type: none"> 1. Ask every group to present their travelogue and share their comments and feedback. 2. Will provide his/her comments and feedback. <p>Trainer/Teachers: They both will agree on achieving the objectives of this session.</p>	<ol style="list-style-type: none"> 1. Each group will present their write up and exchange their comments and feedback. 		
Post Production	<ol style="list-style-type: none"> 1. Will ask the kinds of difficulties the English teachers of grade 11 and Grade 12 face while teaching their students to write a travelogue, and to what extent this training session shall help them to address the teachers' difficulties. 2. Will also assign each group a task to prepare a lesson plan for teaching a travelogue writing and present in the next session. 3. Will provide comments and feedback. 	<p>Will present their experiences and opinions on the teachers' difficulties. They will also prepare a lesson plan on writing a book review and present in the next session.</p>		

Session-15

Writing a News Story

Objectives of the Session

On completion of the session, the teachers should be able to:

- use the tools and techniques of writing a news story
- identify the fundamentals of writing a news story: Answer to: **Who What Where When Why How** questions in the content; important information first, less significant aspects ‘down the page’, Sources: official sources and eye-witnesses ; succinct and precision; keeping the story factual and accurate; quotations for authenticity and credibility, and capturing human responses and adding colour and atmosphere; multiple sources of news for trustworthiness and credibility; simple and lucid language; no use of technical jargons,
- write a news story using the appropriate format, components and style
- prepare a smart lesson plan on writing a news story and deliver a lesson

Materials

- Grade XI and XII English curriculum
- Grade XI and XII English textbooks
- Handout
- YouTube Video
- Online resources
-

	Trainer	Teachers	Possible Challenges
Context setting	3. The trainer generates discussion about writing a news story with a few questions. a. <i>What is a news story?</i> b. <i>Why teaching news story?</i> c. <i>What are the fundamentals of writing a news story?</i> 2. The trainer elicits the teachers’ response and provides feedback - The teachers answer the questions based on their experience and opinions.		- Might not be well aware of the style and fundamentals of a news story.

Presentation	<p>5. Generates discussion with questions:</p> <ol style="list-style-type: none"> <i>What are the components of writing a news story?</i> <i>What are the difficulties the English teachers of Grade 11 and Grade 12 generally face while teaching of writing a news story?</i> <p>2. Presents a news story from the course book and ask the teachers to assess it and identify and present the components and the role of those components in structuring and meaning making of the news story.</p> <p>3. Elicits the teachers' responses and facilitates through interaction, and gives feedback.</p>	<p>1. Tell the components of writing a news story are:</p> <p>Answer to: Who What Where When Why How questions in the content; important information first, less significant aspects 'down the page', Sources: official sources and eye-witnesses ; succinct and precision; keeping the story factual and accurate; quotations for authenticity and credibility, and capturing human responses and adding colour and atmosphere; multiple sources of news for trustworthiness and credibility; simple and lucid language; no use of technical jargons,</p> <p>2. Assess the news story from the coursebook, and identify and present the components and the role of those components in structuring and meaning making of the news story.</p>	<p>- Some of the teachers may have only a few months of teaching experience. They might not have knowledge and skills to answer to the questions.</p>
	<p>4. Trainer & Teachers: Agree on the components of a writing a news story.</p>		
	<p>5. Divides the teaches in 6 groups (each group 7-8 participants)</p> <p>6. Will present a sample of a news story outside the coursebook. He/she suggests each group to compile the key news first, plan for structuring a new write up, considering the necessary components and write a news story of their own.</p>	<p>3. They join their group in the breakout session.</p>	<p>- Many not be able to understand the news and analyse the components and the structure</p>
Practice	<p>4. Will monitor each group.</p> <p>5. Facilitate them as necessary.</p>	<p>3. In group, they analyse the news story handout.</p> <p>4. Identify the components and asses the structure, style, coherence and language.</p> <p>5. Outline with key news points to write a news story.</p> <p>6. Write a news story of their own.</p> <p>7. Exchange in groups to share comments and feedback.</p> <p>8. Incorporate the comments and feedback and give a final shape to the news story.</p>	<p>- Every teacher many not equally participate in discussion.</p> <p>- Some teachers may feel uncomfortable to discuss virtually.</p> <p>- May require to provide extra support to some of the teachers or groups.</p>
Production	<p>1. Ask every group:</p> <ol style="list-style-type: none"> to present their analysis on the news story handout. present the news story they have written? How are you going to teach writing a news story to your students? <p>2. Will provide his/her comments and feedback.</p>	<p>1. Each group will present:</p> <ol style="list-style-type: none"> their analysis on the news story handout. the news story they have written, their key learnings how they are going to teach writing news story to their students. 	<p>- May feel uncomfortable to present virtually.</p>
	<p>3. Trainer/Teachers: They both agree on achieving the objectives of this session.</p>		

Post Production	<ol style="list-style-type: none"> 4. Will ask based on the difficulties the English teachers of grade 11 and Grade 12 face while teaching of writing a news story, to what extent this training session shall help the teachers' to address their difficulties. How? 5. Will assign each group a task to prepare a lesson plan for teaching a news story writing and present in the next session. 6. Will provide comments and feedback. 	<ol style="list-style-type: none"> 2. Will present their experiences and opinions on the students' difficulties. 3. They will also prepare a lesson plan on writing a news story and present in the next session. 	
------------------------	--	---	--

Session-16

Writing a Press Release

Objectives of the Session

On completion of the session, the teachers should be able to:

- use the tools and techniques of writing a press release
- identify the components of a press release: headline to grab people's attention, location and date, strong lead, body, boilerplate, press contact
- compile the key information from reliable sources and write a press release using the appropriate format, components and style
- prepare a smart lesson plan and deliver a lesson on writing a press release

	Trainer	Teachers	Materials	Possible Challenges
Context setting	<p>4. The trainer generates discussion about writing a press release with a few questions.</p> <p>d. <i>What is a press release?</i></p> <p>e. <i>Why teaching press release?</i></p> <p>f. <i>What are the fundamentals of writing a press release?</i></p> <p>2. The trainer elicits the teachers' response and provides feedback</p>	<p>- The teachers answer the questions based on their experience and opinions.</p>	<ul style="list-style-type: none"> • Grade XI and XII English curriculum • Grade XI and XII English textbooks • Handout • YouTube Video • Online resources 	

Presentation	<p>6. Generates discussion with questions:</p> <p>c. <i>What are the components of writing a press release?</i></p> <p>d. <i>What are the difficulties the English teachers of Grade 11 and Grade 12 generally face while teaching of writing a press release?</i></p> <p>2. Presents a press release from the course book and ask the teachers to assess it and identify and present the components and the role of those components in structuring and meaning making of the press release.</p> <p>3. Elicits the teachers' responses and facilitates through interaction, and gives feedback.</p>	<p>1. Tell the components of writing a press release are:</p> <ul style="list-style-type: none"> - headline to grabs people's attention, location and date, strong lead, body, boilerplate, press contact <p>2. Assess the press release from the coursebook, and identify and present the components and the role of those components in structuring and meaning making of the press release.</p>		
	<p>4. Trainer & Teachers: Agree on the discussions they have made, and the components of a writing a press release.</p>			
	<p>5. Divides the teaches in 6 groups (each group 7-8 participants)</p> <p>6. Will present a sample of a press release outside the coursebook. He/she suggests each group to compile the key information first, plan for structuring a new write up, considering the necessary components and write a press release of their own.</p>	<p>3. They join their group in the breakout session.</p>		

Practice	6. Will monitor each group. 7. Facilitate the teachers as necessary.	9. In group, they analyse the press release handout. 10. Identify the components and assess the structure, style, coherence and language. 11. Outline with key information to write a press release. 12. Write a press release of their own. 13. Exchange their writing in groups to share comments and feedback. 14. Incorporate the comments and feedback and give a final shape to the press release.		
Production	1. Ask every group: d. to present their analysis on the press release handout. e. present the press release they have written? f. How are you going to teach writing a press release to your students? 2. Will provide his/her comments and feedback.	1. Each group will present: d. their analysis on the press release handout. e. the press release they have written, f. their key learnings how they are going to teach writing press release to their students.		
	3. Trainer/Teachers: They both agree on achieving the objectives of this session.			

<p style="text-align: center;">Post Production</p>	<p>7. Will ask based on the difficulties the English teachers of grade 11 and Grade 12 face while teaching of writing a press release, to what extent this training session shall help the teachers' to address their difficulties. How?</p> <p>8. Will assign each group a task to prepare a lesson plan for teaching a press release writing and present in the next session.</p> <p>9. Will provide comments and feedback.</p>	<p>4. Will present their experiences and opinions on the students' difficulties.</p> <p>5. They will also prepare a lesson plan on writing a press release and present in the next session.</p>		
---	---	---	--	--

Session – 17

Writing a Summary

Objectives of the session:

On completion of the session, the participants should be able to:

- o. determine main idea and find important details that support it
- p. use key words or phrases to identify the main points from the text.
- q. summarize a text into a short form condensing the information.

	Trainer	Teachers	Materials	Possible Challenges
Warmer	<ol style="list-style-type: none"> Presents an authentic text with out revealing its title and asks questions like: <ul style="list-style-type: none"> What do you think is the text about? Can you identify the key words related to the subject of the text? 	<ol style="list-style-type: none"> Based on clues, will predict what the text about and list some key words 	Sample reading text	Difficult vocabulary, organization of the main idea and supporting details
Context setting	<ol style="list-style-type: none"> Uses a sample reading text to ask questions to check the participants' background knowledge about writing summary. Read a piece of text, and have students portray their text summaries in any art projects they like--a collage, timeline, poster, or cartoon strip etc. Uses prompts: <ul style="list-style-type: none"> What words came first to help make a visualization of the text? What was the focus of the text? What details are most and least significant? Which words or information helped you get the gist of the text? What ideas struck you the most? 	<ol style="list-style-type: none"> Will read a suggested sample to respond based on their prior knowledge Will depict the text in artistic form of their choice and 	Prompt questions, Textbook, board marker, PowerPoint, YouTube, An extract of a long text written on a paper	<ul style="list-style-type: none"> Heterogeneity of background knowledge Might need diverse samples—easy to complex Might need more elaborated discussion on how main idea is backed up by supporting details

Presentation	<ol style="list-style-type: none"> 1. Divides the participants in groups (5 in each) and provides a graphic organizer to skim the text in relation to the theme/purpose 2. Uses a text organization template 3. Gives a grid of blanks to fill each blank with a word or phrase so that students can capture the “gist” of the text. 4. Chooses a particular text and asks to list one main idea and three supporting details. 	<ol style="list-style-type: none"> 1. Will elicit the elements of the text using graphic organizer and identify theme/purpose of the suggested text. 2. Will discuss in groups or pairs and try to find out how a good text is organized. 3. Will fill a grid of blanks with a suitable word or phrase 4. Will list one main idea supported by the three supporting details. 	<p>Graphic organizers to skim the reading text. Text/paragraph organization template</p>	<ul style="list-style-type: none"> • Large class size • May need additional materials with examples and elaborated discussion • May struggle in identifying key words in the text
Practice	<ol style="list-style-type: none"> 2. Conducts discussions followed by questions and answers: What do you think is the message/theme of the text? What general meanings can we infer from the given text? 3. Facilitates a writing “situation” where students choose Role (from whose point of view), Audience (the specific reader to whom the piece is being written), Form or Format (a letter, memo, email, etc.), Topic (specific subject of the writing) 4. Uses index cards or half-pieces of paper, and asks to write one possible test question related to the previous or ongoing lesson 	<ol style="list-style-type: none"> 1. Will discuss and respond to the questions 2. Will work in groups to write in a given situation 3. Will write the question on one side and an answer on the other. 	<p>Handouts of summary of the texts Index cards or half-pieces of paper</p>	<ul style="list-style-type: none"> • Every participant in a group may not equally comprehend the text • Time consuming for group presentations
Production	<ol style="list-style-type: none"> 1. Asks to summarize in one sentence the key point of any lesson 2. Provides samples of sentence starters and asks to expand their one sentence summary 	<ol style="list-style-type: none"> 1. Will produce one sentence summary of the lesson of their choice 2. Will add at least 3 reasons or supporting details to their own sentence summary 	<p>Samples of sentence starters</p>	<ul style="list-style-type: none"> • may not be able to develop an appropriate one sentence summary • May need an additional support to produce an acceptable summary

Post Production	1. Provides the link of this 6-word summary video https://www.youtube.com/watch?v=mBnP0D0GjRI and asks to write a similar summary of the three literature texts	1. Will prepare 6-word summaries in separate piece papers and present		<ul style="list-style-type: none"> • Might simply present the fragmented summary of the texts but might not be able to grasp the whole content. • Might need more support and guidance for squeezing the text.
------------------------	---	---	--	--

Session-18

Writing an Autobiography

Objectives of the session:

On completion of the session, the participants should be able to:

- a. use the techniques and tools for writing autobiography
- b. identify the difference between an autobiography and a biography
- c. develop a portion of their own autobiography

	Trainer	Teachers	Materials	Possible Challenges
Warmer	1. Shares an excerpt of renowned auto/biographies and asks to guess <ul style="list-style-type: none"> • Can you guess who could be the person in the auto/biography? Justify your answer. 	1. Will predict the person in the auto/biographies	Excerpts of auto/biographies	Finding appropriate excerpts of auto/biographies
Context setting	1. Presents similarities and differences between autobiography and biography and asks students if they've ever read an auto/biography and invites to share a little about what they read. 2. Gives them some background information about auto/biographies highlighting their important elements and how they differ from play/novel /poetry/short story etc.	1. Will share their prior knowledge related to auto/biographies 2. Will be able to identify the differences between auto/biographies and other literary genres.	Images of the writer, textbook, board marker, PowerPoint, YouTube, Extracts of auto/biographies	<ul style="list-style-type: none"> • Heterogeneity of background knowledge • Might need more elaborated discussion on how auto/biographies are different from other literary genres.

<p style="text-align: center;">Presentation</p>	<ol style="list-style-type: none"> 1. Divides the participants in groups (5 in each) and provides a graphic organizer to identify the elements of an autobiography 2. Asks the participants to match the words in column with their meanings in column taken from the prescribed text (A story of my childhood) <ol style="list-style-type: none"> a. expectantly - vi. in a way that shows you are hoping for something, especially something good or exciting b. beckon – viii. to give signal to somebody to move nearer or to follow you c. grapple - v. to try hard to find a solution to a problem d. texture – ii. the way food or drink tastes or feels in your mouth e. cobbled- vii. having a surface that is made of small round stones f. flimsy - iv. thin and easily torn g. attire - i. clothes, especially fine or formal ones h. marvellous - ix. extremely good; wonderful i. dynamics - iii. the science of the forces involved in movement j. Asks to use a dictionary and find the meanings of the following words related to people’s life stories. <ol style="list-style-type: none"> b. hagiography – a book about the life of a person that praises them much c. psychobiography- the intensive life span study of an individual of historic significance in socio-cultural context using psychological and historiographic research methods e. pathography – a biography focusing on a person’s negative aspects like failure, unhappiness, illness, etc. f. chronicle – a written record of events in the order in which they happened g. obituary – an article about somebody’s life and achievement, that is printed in a newspaper soon after they have died h. character sketch – a short written description of a person’s characters, qualities, etc. i. profile- a description of somebody/ something that gives useful information j. memoir- a written account of somebody’s life, a place or an event 	<ol style="list-style-type: none"> 1. Will elicit the elements of the autobiography using graphic organizer 2. Will match the words and learn useful vocabularies in the context of the text 3. Will read the autobiography in pairs and put the events in chronological order. 	<p>Dictionary, Graphic organizers to explain the elements in the autobiography</p>	<ul style="list-style-type: none"> • Large class size • may need additional materials with examples and elaborated discussion • Might need help in matching difficult vocabularies • Might need more examples of words in context
--	--	--	--	---

Practice	<p>Asks the participants to read the prescribed autobiography and put the following events in the life of Abdul Kalam in a chronological order.</p> <ol style="list-style-type: none"> Abdul Kalam attended an elementary school at Rameswaram. One day Abdul Kalam's teacher visited them to share his pride and pleasure about his performance. They celebrated happiness with poli. A new teacher in the school forbade Abdul Kalam to sit together with his Bramhin friend. Many students did not understand well of Sivasubramania Iyer's lecture. He then took the students to the seashore for a practical class. Abdul Kalam was determined that he would make a future study about flight and flight systems. <p>1. Conducts discussions followed by questions and answers: What general meanings or lessons can we infer from the writer's childhood story? How is that expressed through the language? How do you feel his childhood?</p> <p>2. Leads the participants to describe, explore, and analyse and interpret the autobiography by initiating analytical questions:</p> <ol style="list-style-type: none"> What were the causes of Abdul Kalam's happiness? Can such things make everyone happy? APJ Abdul Kalam became a renowned aerospace scientist in his later life. Do you find any association of his childhood days in shaping his career? Explain with specific instances from the text. Kalam mentions an instance of discrimination against him in his school life. What picture of society does he want to depict by mentioning the incident? Discuss. 	<ol style="list-style-type: none"> Discuss and respond to the questions: express an opinion or feeling and share why they feel in that way. Work in groups to describe, explore, and analyse the autobiography and present/list their critical response to it. 	Handouts of critical summary of the autobiography, components of an autobiography	<ul style="list-style-type: none"> Every participant in a group may not equally comprehend the text Might need more support in responding to the text question critically Time consuming for group presentations
----------	--	--	---	---

Production	<ol style="list-style-type: none"> 1. Ask short/quiz questions from the autobiography. 2. Provide a brief guideline/excerpt/starter sentence and asks to write a short autobiography featuring their childhood life using the given guidelines. I was born on...I belonged to... I would run/play/do/...I was fond of One day my father/mother/uncle ..told me...That was a turning point/unforgettable moment..... 	<ol style="list-style-type: none"> 1. Answer the questions, orally or in written form. 2. Will complete the given tasks and present/submit. 	<ul style="list-style-type: none"> • A short excerpt/ guideline/sentence starters for writing an autobiography 	<ul style="list-style-type: none"> • may not be able to demonstrate proper comprehension • May need to provide a couple samples of the autobiographies • May need an additional further guide to produce critical thinking and creative writing tasks
Post Production	<ol style="list-style-type: none"> 2. Assigns homework to write a funny story of their childhood. 	<ol style="list-style-type: none"> 4. Will learn the skills for incorporating story in the autobiography 		<ul style="list-style-type: none"> • Might need more support and guidance to put their experiences in a sequence

Session 19

Preparing Job Application and CV

Objectives of the Online Session:


On completion of the session, the participants should be able to:

- r. Write an application letter including major elements
- s. Prepare curriculum vitae (CV) with appropriate format and layout
- t. Write email with proper format and language.

Stage and time	Trainer	Teachers	Materials	Possible Challenges
Warmer	Can you share in the chat box why do you need application? When do you need application? (2minutes)	Share their opinion	Textbooks and curriculum will be sent in advance	Might be time constraints if everyone shares
Context setting	1. Asks few questions to check the participants' background knowledge. <ul style="list-style-type: none"> a. <i>Have you ever applied for a job?</i> b. <i>What documents do you need while applying for a job?</i> c. <i>Are you familiar with the terms bio-data, CV and personal profile? Do you have any of them?</i> Reinforcement If you no idea of writing application. No worries. We will discuss the ways of writing application and CV throughout his session. (5 minutes)	Respond based on their experience Express their opinion		Heterogeneity of background knowledge might need some say no in the chat

Presentation	<p>3. Discussion questions (<i>Ask some questions regarding grade-wise learning outcomes</i>): Now, Let's discuss individual constructs of curriculum and textbook. (<i>1 minute time to get ready with your curriculum and text book- Grade wise</i>) Presentation on Curriculum and textbook mapping. Refer to the activities of textbook: Curriculum and Textbook Gap: Lesson 10, Career opportunities, p.79 discusses about CV however, it fails to relate application. Therefore, we will discuss application Then we will explore the major components of CV.</p>	<p>Listen attentively</p> <p>Scan the major elements of the curriculum.</p>	<p>Curriculum download: https://bit.ly/3afdmWY e-book (Grade 11 and 12) : download: https://bit.ly/3xa4bQM</p>	<p>difficulty in relating differences between curriculum and mapping. may need additional materials with elaborated discussion</p>
Practice	<p><u>Let's have an open curriculum and textbook- grade 12 (p.79) quiz activity.</u> Here, you can look on your curriculum and textbook and answer questions in the Chat activity</p> <p>a. How many parts does a normal application has? (Options, 1, 2, 3, 4)</p> <p>b. Where is the date written in the job application? (Options: top, middle, end of the page)</p> <p>c. What is the name of the first paragraph known in application writing? (Options: notification, education and experience, assurance)</p>	<p>Participants participate in the quiz. Participants write in the chat book the major constructs in the curriculum-skills wise</p> <p>Discuss in the groups and present, share screen using zoom pool.</p> <p>Participants might take support of the curriculum or past question paper and answer the questions in the chat box.</p>	<p>Handouts of content and curriculum mapping</p>	<ul style="list-style-type: none"> • Every participant in a group may not equally participate • Trainer needs to pay more attention to particular participants Few participants reluctant to present

Practice	<p><i>Look at the sample of application writing. (Annex-1)</i> <i>Have a short discussion and analysis on the sample</i></p> <p><u>Open question</u></p> <p>d. <i>Well, look at the first sentence of the paragraph, are there other options to begin first sentence? Write your thoughts and other examples to begin the first paragraph.</i></p> <p><i>Exploring application from textbook</i> <i>Open your book, Grade 12, p. 84.</i> Look at the advertisement: Let us have a short discussion. Write your answer in the chatbox.</p> <p>Which company advertised the vacancy? What are the posts required? What is the age requirements for each job? What is the education required?</p> <p><i>Thanks for your answers.</i> <i>Now, suppose you are an applicant, applying for the post of civil Engineer.</i> <i>Lets practice for writing an application.</i> <i>Can you try to write a first paragraph?</i> <i>(10 minutes)</i> <i>Can you try for the second paragraph?</i></p> <p><i>Can you try for the third paragraph?</i></p> <p>Trainer can demonstrate the earlier example of application to make them in the comfort zone (Annex-1)</p> <p>Very good. Lets discuss about writing Curriculum Vitae (CV). Do you have any idea why CV or bio-data is written? What are the major elements while writing a CV?</p> <p>Demonstrate a general format of CV? (As in the annex file)</p>	<p>Participants participate in the quiz.</p> <p>Participants write in the chat book the major constructs in the curriculum-skills wise</p> <p>Discuss in the groups and present, share screen using zoom pool.</p> <p>Participants might take support of the curriculum or past question paper and answer the questions in the chat box.</p>	Handouts of content and curriculum mapping	<ul style="list-style-type: none"> • Every participant in a group may not equally participate • Trainer needs to pay more attention to particular participants • Few participants reluctant to present
----------	--	--	--	---

Production	<p>Lets have a practice in writing an application: You will be provided 15 minutes. Can you again look at p.84, Grade 12 English Textbook and write an application on the given vacancy. (12 minutes writing time) If any queries, please write in the chat box.</p>	<p>Discuss in groups and present excerpts, analyze, and interpret</p> <p>Explore book and map the language item in the textbook</p> <p>This helps them to map for the further input sessions</p>		<ul style="list-style-type: none"> May need an additional further guide to produce critical thinking and creative writing tasks
Post Production	<p>Trainer provides an authentic vacancy announcement to the teachers and asks them to write a job application and prepare CV as required.</p>	<p>Teachers scans the vacancy provided and sets their idea to prepare application and CV as a part of home assignment.</p>	 <p>The image shows a recruitment advertisement for Civil Bank Ltd. It includes the bank's logo, name in English and Urdu, and a list of 18 job positions with their respective counts. The text is in Urdu and English.</p>	

Supporting Materials:

Annex-1

Sample of application letter

Look at the following example:

Write an application for the post of 'Lower Secondary Science Teacher' with necessary qualification and experiences.

Kathmandu-21, Nepal

9th Aug 2021

The Head,

Human Resource Department

Global International School,

Baneshwor, Kathmandu.

Subject: Application for a lower secondary level Science teacher.

Sir,

With reference to your advertisement published in 'The Republica', dated 23rd July 2020, I wish to apply for the post of Lower Secondary Science teacher. I would like to present the following particulars for your kind perusal and consideration. (notification)

Regarding my qualification, I have completed B.Sc. in Physics from Nepal College of Science, Kathmandu with distinction division. Regarding my experience, I have been teaching as a lower secondary level Science teacher at P.S.B. School for two years since I completed by higher secondary in science from NEB. In addition, have participated in science teacher training by Nepal Science Council in 2017.

As I am guided by the strong zeal to serve my native place, I am determined to serve your institute.

I would be grateful if you kindly provide the opportunity (If any opportunity is provided to teach in your school,)I assure that I will completely offer my caliber experience, sincerity and devotion to your institute. My curriculum vitae, testimonials and other documents will tell you about me in detail. I am looking forward to getting your favorable response as soon as possible.

Faithfully Yours

.....

Kasis Karki

Enclosure:

Curriculum Vitae

Major documents

Curriculum-Vitae (CV): Format

(Name).....

.....

Kathmandu, Nepal

C: +977-.....

E:.....(personal)

.....(Official)

Personal History

Permanent Address :

Present Address :

Date of Birth :

Gender :

Parents' Name :

Nationality : Nepali

Twitter: , **Likeden:** **Sype:**

Job Interests/ Objectives

Educational Portfolio

(Recent to past)

Level college year Major Subject

Professional History

Membership

Awards, Grants and Appreciation

Visits

Language Performance

Languages	Listening	Speaking	Reading	Writing
Nepali				
English				

References

1.

2.

I hereby declare that, to the best of my knowledge and belief, these data correctly describe me, my qualification, profession and expertise to my level and I do not have any objection on further inquiry or investigation as a part of selection procedure.

Name :

Annexes

1. List of Trainers

S.N.	Name	District	Gender
1	Bibas Thapa	Makawanpur	M
2	Binod Neupane	Lamjung	M
3	Jivan Dahal	Nuwakot	M
4	Dinesh Kumar Yadav	Dhanusha	M
5	Narad Kumar Rijal	Kavre	M
6	Hima Devi Neupane	Nawalparasi	F
7	Krishna Prasad Parajuli	Gorkha	M
8	Ram Abadhesh Ray	Parsa	M
9	Ushakiran Wagle	Morang	F
10	Manoj Chhetri	Chitwan	M
11	Pramod Subedi	Banke	M
12	Kalpana Poudel	Surkhet	F
13	Rima Karna	Dhanush	F
14	Prakash Thapa	Kathmandu	M
15	Ranjana Jha	Parsa	F
16	Bhumi Raj Pandit	Kaski	M
17	Hom Raj Khadka	Banke	M
18	Gyanendra Kumar Yadav	Mahottari	M
19	Ram Bahadur Pandit	Bara	M
20	Gobinda Puri	Sunsari	M
21	Dilli Ram Bhattarai	Kaski	M
22	Gopal Prasad Bashyal	Palpa	M
23	Gocool Ghimire Sharma	Lalitpur	M

24	Keshav Uprety	Jhapa	M
25	Guna Raj Nepal	Sunsari	M
26	Ananta Khanal	Kathmandu	M
27	Gambhir Chand	Kanchanpur	M
28	Dr. Nawaraj Neupane	Kaski	M
29	Kabita Khadka	Sunsari	F
30	Ambika khadka Thapa	Kathmandu	F
31	Agni Gnawali	Kavre	M
32	Durga Pandey	Dang	M
33	Om Prakash Singh	Morang	M
34	Giriraj Rana	Sarlahi	M
35	Tankanath Acharya	Bhaktapur	M
36	Shreeram Sharma	Tanahun	M
37	Shanti Sharma	Butwal	F
38	Kunti Adhikari	CERHD	F
39	Dor Prasad Bhandari	Lalitpur	M
40	Laxman Shrestha	Kathmandu	M
41	Parbati Dhungana	Kathmandu	F

3. Schedule of ToT

Day	Session	Topics	Time	Facilitator
Day 1	Inauguration		15 minutes	Ashok Sapkota
	General overview	Curriculum; Textbooks; Assessment grid; Pedagogical principles	1: 45 minutes	Laxman Gnawali & Ashok Sapkota
	Training design	Setting objectives, session design, training delivery methodology (adult learning principles and experiential learning), materials selection and adaptation; training evaluation Note: Experts (H&G) will send Trainers session plans on the 1 st day for the 2nd-day micro-training sessions	1:15 minutes (Total 3 hours)	Laxman Gnawali & Hemanta Raj Dahal
Day 2	Language development 1	Autobiography; Biography; Diary writing	35 minutes	Guna Raj Nepal
	Language development 2	Book review; Film review	35 minutes (Bio Break 3 minutes)	Hemanta Raj Dahal
		<ul style="list-style-type: none"> Micro-training by participants: 5 groups will design sessions (which are already sent to an email) on the given topics and 	Preparation: 10 m. Presentation: 10 m. 20x5=100 (1 hour 40 minutes) Dinner break: 10 minutes after 3 rd presentation	Guna Raj Nepal and Hemanta Raj Dahal

		<p>deliver in the main hall</p> <p>Note:</p> <ul style="list-style-type: none"> Trainers have to submit lesson plans on the same topics. Experts (H&G) will send Trainers session plans on 2nd day for the 3rd day micro-training sessions 	<p>Feedback: 20 minutes</p> <p>(Total 3 hours 23 minutes hours)</p>	
Day 3	Language development 3	Essay writing; Critical writing; Summary writing	40 m.	Guna Raj Nepal
	Language development 4	Paragraph writing; Travelogue; Press communicate; News story	40 m.	Hemanta Raj Dahal
		<p>Micro-training by participants: 7 groups design sessions and deliver for 10 minutes each</p> <p>Note:</p> <ul style="list-style-type: none"> Trainers have to submit lesson plans on the same topics. Experts (M& L) will send Trainers session plans of the story and essay on the 3rd day by email for the 4th-day micro-training sessions 	<p>Preparation: 8 m. Presentation: 5 m. 13x7= 91 Dinner break: 10 minutes after 3rd presentation Feedback: 20 minutes</p> <p>(Total 3 hours 25 minutes)</p>	Guna Raj Nepal Hemanta Raj Dahal
Day 4	Teaching literature 1	Teaching short-stories	40 m. Bio Break 3 m.	Motikala Dewan
		Teaching essays	40 m. Bio Break 3 m.	Laxman Gnawali
		<p>Micro-training by participants: 4 group designs sessions (Essay and Stories) and delivers for 20 minutes each</p> <p>Note:</p> <ul style="list-style-type: none"> Trainers have to submit lesson plans on the same topics Experts (M&G) will send Trainers session plans of the poem and one-act play on the 4th day by email for the 5th-day micro-training sessions 	<p>20 x 4= 80 Feedback: 20 minutes Dinner break: 10 minutes after 2nd presentation Feedback: 20 minutes</p> <p>(Total 3 hours 15 minutes)</p>	Motikala Dewan & Laxman Gnawali

Day 5	Teaching literature 2	Teaching poems	35 m.	Motikala Dewan
		Teaching one-act plays	45 m. Bio Break 3 m.	Motikala Dewan & Guna Raj Nepal
		Micro-training by participants: 4 group designs sessions (Poems and One-act Plays) and delivers for 20 minutes each Note: <ul style="list-style-type: none"> Trainers have to submit lesson plans on the same topics Experts will send Trainers session plans for the 6th day a day before by email for the micro-training sessions 	20 x 4= 80 Dinner break: 10 minutes after 2 nd presentation Feedback: 20 minutes (Total 3 hours 15 minutes)	Motikala Dewan & Guna Raj Nepal
Day 6	Language development 5	Job application and CV; Business/personal Letters/emails; Interpretation of tables and charts (Micro-training by participants: 4 groups)	15 x 4= 60 Feedback: 20 minutes Dinner break: 10 minutes after 4 th presentation	Ashok Sapkota & Bikash Rimal
	Language development 6	Receptive skills: Reading and Listening; Productive skills: Speaking and writing; Grammar in context (Micro-training by participants: 4 groups)	15 x 4= 60 Feedback: 20 minutes Discussion for the Next step: 20 minutes (Total 3 hours 10 minutes)	Ashok Sapkota

4. Training Schedule

Day	Session	Topics	Time	Facilitator
Day 1	Language development 1	<ul style="list-style-type: none"> General Overview of the textbook and curriculum Autobiography; Biography; Diary writing 	3 hours including a break, dinner time, and micro-teaching by teachers	1
	Language development 2	Book review; Film review		2
Day 2	Language development 3	Essay writing; Critical writing; Summary writing	3.30 minutes including a break, dinner time, and micro-teaching by teachers	1
	Language development 4	Paragraph writing; Travelogue; Press communique; News story		2
Day 3		Teaching short-stories	3 hours including a break,	1

	Teaching literature 1	Teaching poems	dinner time, and micro-teaching by teachers	2
Day 4	Teaching literature 2	Teaching one-act plays	3.30 minutes including a break, dinner time, and micro-teaching by participants	1
				2
Day 5	Teaching literature 3	Teaching essays	3. hours including a break, dinner time, and micro-teaching by teachers	1
				2
Day 6	Language development 5	Job application and CV; Business/personal Letters/emails; Interpretation of tables and charts	3 hours including a break, dinner time, and micro-teaching by teachers	1
				2
Day 7	Language development 6	Receptive skills: Reading and Listening; Productive skills: Speaking and writing; Grammar in context	3.30 minutes including a break, dinner time, and micro-teaching by teachers and	1
				2
Total			22 hours 30 minutes	

5. Table of contents of text books

Grade 11 Table of Contents

Section I: Language Development

Unit	Reading	Vocabulary	Writing	Grammar	Listening	Speaking (Function)	Project Work	Page
1. Education and Humanity	Education First	Dictionary use Alphabetical order	Personal narratives	Word classes	Conversation	Expressing good wishes Contracted forms of verbs	Poster presentation	3
2. Communication	Freewriting	Position of adverbs	Paragraph Writing	Position of adverbs	Conversation	Expressing agreement/disagreement	Hobby Cards	13
3. Media and Society	Social Media: Its Influence and Control over People's Lives	Prepositional Verbs	Paragraph Writing	Prepositions of direction	Television Programme	Giving directions and Instructions	Facebook survey	
4. History and Culture	Qin Dynasty	Stress	Email Table interpretation	Past simple	Documentary	Narrating Events	Comparative chart	31
5. Life and Love	The Looking Glass	Word formation	Paragraph	Will and be going to	Conversation	Expressing decisions, intentions and plans	Drawing a picture and presentation	42
5. Life and Love	The Looking Glass	Word formation	Paragraph	Will and be going to	Conversation	Expressing decisions, intentions	Drawing a	42

		tion				and plans	picture and presentation	
6. Health and Exercise	You may scoff...	Suffixes Silent	Essay Instruction Limericks	Subject-verb agreement	Conversation	Describing Places	Mini research	53
7. Ecology and Development	Foresters without Diplomas	Prefixes	Personal letters Essay	Transitive, intransitive and linking verbs	Interview	Asking about opinions/giving opinions	Speech	62
8. Humour and Satire	A Few Kind Words for Superstition	Derivation Collocation with verbs	Argumentative essay	Present simple present continuous	Conversation	Suggesting and Advising	Interviewing	71
9. Democracy and Human Rights	Nelson Mandela Speech	Pronunciation of -d/ed and -s/es	Short biography Speech	Should, had Better	Conversation	Persuading	Collecting and presenting information	79
10. Home Life and Family Relationship	The Tattered Blanket	Spelling Syllable	Writing a diary	Connectives	Conversation	Expressing reactions	Newspaper Article	88
11. Arts and Creation	Why is the Renaissance Important?	Idioms and phrasal verbs	Essay	Relative clause (who/that/which)	The Talk Show	Describing people	Making a profile	99
12. Fantasy	Down the Rabbit Hole	Consonants /s/ and / /, /s/ and /z/	Narrating Events	Wish	Speech	Expressing regrets	Book review	109
13. Career and Entrepreneurship	Mahabir Pun: A visionary social entrepreneur	Irregular plurals	Email Communication	Present perfect Past simple	Speech	Narrating experience and achievements	Interviewing and writing short biography	118
14. Power and Politics	Napoleon Bonaparte	Compound noun phrases	Paragraph Essay	May, might, must, can't	Speech	Expressing certainty and probability	Description of a person	130
15. War and Peace	Shall there Be	Peace?	Essay	Sentence Functions	Conversation	Encouraging/discouraging	Picture story	137
16. Critical Thinking	What is the Soul?		Critical writing	Used to	Narration	Comparing past and present habits	Writing summary	145
17. Globalisation and Diaspora	What Lost Identity?: The Diaspora and Globalisation	Collocation	News story	Infinitive and Gerund	Documentary	Expressing obligations	Newspaper article	152
18. Immigration and Identity	Identity Crisis in Immigrants (book review)	Homophones	Book/film Review	Reported Speech	Film review	Reporting	Report writing	162
19. Travel and Tourism	Discovering West Nepal – the Wild Frontier	sk, sp, st clusters	Travelogue Essay	Voice	Documentary	Expressing compliment	Preparing brochure	172
20. Science and Technology	Taking my Son to College where Technology has Replaced Serendipity	Commonly confusing words	Interpreting paragraph orthographic texts	Articles	Documentary	Requesting and offering	Oratory contest	181

Section II : Literature

Unit 1 Short Stories

1. The Selfish Giant by Oscar Wilde
2. The Oval Portrait by Edgar Allan Poe
3. God Sees the Truth but Waits by Leo Tolstoy
4. The Wish by Roald Dahl
5. Civil Peace by Chinua Achebe
6. Two Little Soldiers by Guy de Maupassant
7. An Astrologer's Day by R. K. Narayan

Unit 2 Poems

1. Corona Says by Vishnu S. Rai
2. A Red, Red Rose by Robert Burns
3. All the World's a Stage by William Shakespeare
4. Who are you, little i? by E. E. Cummings
5. The Gift in Wartime by Tran Mong Tu

Unit 3 Essays

1. Sharing Tradition by Frank LaPena
2. How to Live Before You Die by Steve Jobs
3. What I Require From Life by J.B.S. Haldane
4. What is Poverty? by Jo Goodwin Parker
5. Scientific Research is a Token of Humankind's Survival by Vladimir Keilis-Borok

Unit 4 One Act Plays

1. Trifles by Susan Glaspell
2. A Sunny Morning by Serafin and Foaquin Alvarez Quintero
3. Refund by Fritz Karinthy

Grade 12 Table of Contents Section One: Language Development

Unit	Title	Reading	Vocabulary	Writing	Grammar	Listening	Speaking	Project work	Page
1	Critical Thinking	Know Thyself	Defining thinking skills	E-mail	Question tag	Speech	Expressing disappointment	Interviewing	1
2	Family	Family	Prefixes	Essay	Modal verbs	Documentary	Arguing/defending a point	Developing story	9
3	Sports	Euro 2020	Defining sports words Words with / at/ & /et/	News story Essay	and quantifiers	Interview	Asking for and giving reasons	Interviewing	17
4	Technology	Hyperloop	Prefixes	Press release	Subject verb agreement	Piece of news	Summarising	Report writing	27
5	Education	A Story of My Childhood	Dictionary work	Autobiography	Connectives	Lecture	Expressing degrees of certainty	Oratory contest	36
6	Money and Economy	QR Code	Abbreviations Words with /u/ & /u:/	News article	Questions	Documentary	Expressing necessity	Collecting and presenting information	44
7	Humour	Why do We Laugh	Syllable	Description of	Adverbs	Lecture	Expressing feelings,	Mimicry	53

		Inappropriately?		an event and a person			emotions and attitudes		
8	Human Culture	Land of Plenty	Suffixes	Paragraph Letter to the Editor	Adjectives and adverbs	Radio report	Making comparison and contrast	Interviewing	61
9	Ecology and Environment	Living in a Redwood Tree	Compound words	Book/film review Drafting a Speech	Reported Speech	Radio interview	Reporting	Report writing	69
10	Career Opportunities	Presenting Yourself	Defining employment related terms Words with / ɪə/ and / eə/	Application Letter CV	Conditional sentences	Job interview	Clarifying	Making notes	79
11	Hobbies	On Walking	Dictionary work	Essay	Passive voice	Speech	Reminding	Interviewing	88
12	Animal World	The Medusa and the Snail	Dictionary work	Essay Newspaper Article	Passive voice	Conversation	Expressing counter arguments	Field visit	97
13	History	After the World Trade Centre	Defining professional terms Words with vowel sounds	Description of Event Essay	Prepositions Future tenses	Speech	Speculation	Library visit	104
14	Human Rights	"I am Sorry"- The Hardest Three Words to Say	Word class Dictionary work	Essay	Connectives	Radio Interview	Criticising	Sharing experiences	114
15	Leisure and Entertainment	A Journey Back in Time	Dictionary work Content words	Business letter	Miscellaneous agreements	Conversation	Expressing indifference	Informative report	122
16	Fantasy	The Romance of a Busy Broker	Dictionary work	Summary	Relative Clause	Documentary	Describing process	Internet surfing	130
17	War and Peace	Train to Pakistan	Dictionary work Suffixes Vowel sounds	Paragraph Personal letter	Past tenses	Interview	Making announcements	Report writing	140
18	Music and Creation	A Life of Sound and Silence Diasporization:	Musical instruments Dictionary Work Stress	Biography Interpretation	Prepositions	Radio report	Predicting Narrating	Oral presentation	150
19	Migration and Diaspora	Homeland and Hostland	Consonant sounds Syllable	Of Chart	Would/used to	News report	Past events	Interviewing	160
20	Power and Politics	An Open Letter to Mary Daly	Word class Dictionary work Consonant cluster	Short account Article	Adjective Order	Speech	Denying	Debate competition	170

Section Two: Literature

Unit One: Short Stories

1.	Neighbours	- Tim Winton	180
2.	A Respectable Woman	- Kate Chopin	184
3.	A Devoted Son	- Anita Desai	189
4.	The Treasure in the Forest	- H. G. Wells	199
5.	My Old Home	- Lu Xun	208
6.	The Half-closed Eyes of the Buddha and the Slowly Sinking Sun	-Shankar Lamichhane	218
7.	A Very Old Man with Enormous Wings	- Gabriel Garcia Marquez	224

Unit Two: Poems

1.	A Day	- Emily Dickinson	232
2.	Every Morning I Wake	- Dylan Thomas	234
3.	I Was My Own Route	- Julia de Burgos	236
4.	The Awakening Age	- Ben Okri	239
5.	Soft Storm	- Abhi Subedi	241

Unit Three: Essays

1.	On Libraries	- Oliver Sacks	247
2.	Marriage as a Social Institution	- Stephen L. Nock	252
3.	Knowledge and Wisdom	- Bertrand Russell	257
4.	Humility	- Yuval Noah Harari	261
5.	Human Rights and the Age of Inequality	- Samuel Moyn	265

Unit Four: One-act Plays

1.	A Matter for Husband	- Ferenc Molnar	272
2.	Facing Death	- August Strindberg	279
3.	The Bull	- Bhimnidhi Tiwari	293

7, Curriculum mapping

COMPULSORY ENGLISH

Grade: 11 and 12

Subject code: Eng. 003 (Grade 11), Eng. 004 (Grade 12)

Credit hour: 4

Annual working hour: 128

1. Introduction

English is a lingua franca and is an appropriate international language for Nepal to be connected with global community. It is not only the language of international communication but also a language of higher education, mass media, information and communication technology (ICT), business, tourism, science and medicine. In the context of Nepal, English is necessary for various purposes. To be specific, our learners need English to participate in classroom interactions; to study course materials; to read things for pleasure and general information; to gain access to the world body of knowledge; to read and enjoy a wide range of literary texts, to participate in international meetings, seminars and conferences; to communicate with foreigners in general; to enhance their career development, and many more. English is taught as a compulsory subject from grade one to the bachelors level.

Ministry of Education, Science and Technology (MoEST) has approved the National Curriculum Framework (NCF), 2076 addressing the changed socio-political condition of the country and the current needs of the learners. This grade 11 and 12 English curriculum has been developed in line with the spirit of the new NCF. The present curriculum addresses all four language skills with prime focus on reading and writing skills. It focuses on the types of reading and writing skills that are necessary for the students in their real life. It also includes the language functions which the students need for their further studies and the world of work. A strong grammatical foundation is also given due consideration in this curriculum. This curriculum is based on the principle that learners learn language when they get sufficient opportunity to use it in appropriate contexts. Content should not be detached from the use of language. Content and language should be integrated while teaching. Therefore, the curriculum has focused not only on language and language functions, but also on a variety of fiction and non-fiction texts which provide a meaningful context for language learning. For some students, secondary education serves as a basis for preparation for the university education, whereas for some other students, it may be a preparation for entry into the world of work. This curriculum tries to address the linguistic requirements of both types of students.

This curriculum focuses on both the intensive reading of texts which is intended for language development in the learners and the extensive reading of texts which is intended for processing content and developing higher order reading and writing skills. Soft skills including critical thinking and creativity of the students have also been given due importance. For this purpose, a wide variety of texts have been included under various themes and topics. This curriculum includes level-wise

competencies of students, grade-wise learning outcomes, scope and sequence of contents, learning facilitation process and evaluation process.

2. Competencies

This curriculum of Grade 11 and 12 in English language aims at developing the following competencies in the learners:

1. Use both spoken and written English for general and academic purposes in a variety of personal, social and academic contexts.
2. Read a wide variety of texts for information and understanding.
3. Read a variety of literary texts for pleasure and appreciation.
4. Read, reflect and interpret a wide range of texts.
5. Critically analyze and evaluate ideas in a wide range of level appropriate texts.
6. Search, select and manage information from various textual and online sources.
7. Create a variety of writing for different purposes and audiences with appropriate content, style and accuracy.
8. Produce a variety of creative and critical writings.
9. Appreciate diverse cultures.
10. Listen and respond in English with accuracy and fluency
11. Communicate clearly and effectively in a range of situations using verbal and non-verbal communication strategies.

3. Grade-wise Learning Outcomes

The learning outcomes in this curriculum are distributed between grade eleven and twelve based on their levels of difficulty. However, the same learning outcomes may be introduced in grade eleven and consolidated in grade twelve. Therefore, these may go in a sequence and will be addressed in the resource materials and pedagogy.

3.1 Listening

	Learning outcomes	
Listening constructs	Grade 11	Grade 12
1. Identify and discriminate stress and intonation patterns.	<ul style="list-style-type: none">Identify the speaker's attitudes and feelings through their use of stress and intonation.Show an understanding of differentiating tones (warnings, advice, suggestion, etc.).Identify the effects of supra-segmental features in a connected speech. <p>Curriculum and textbook</p> <p>Lesson-9, Pronunciation of -d/ed</p>	<ul style="list-style-type: none">Identify the speaker's attitudes and feelings through their use of stress and intonation.Identify the speaker's purpose by distinguishing tone and intonation patterns.Identify the effects of supra-segmental features and phonological processes in a connected speech.Identify the key words and phrases in the given text.Identify the differences between formal and informal English. <p>Curriculum and textbook mapping</p> <p>Lesson 3, Defining sports words</p>

	<p>and -s/es (p.83)</p> <p>Lesson 10, Spelling Syllable pp.106-108</p> <p>Lesson 12, Consonants /s/ and /z/, /s/ and /z/ pp. 114</p> <p>Lesson 19, sk, sp, st clusters p.176</p>	<p>Words with /aɪ/ & /eɪ/, p.20</p> <p>Lesson 6 Abbreviations Words with /u/ & /u:/, p.48</p> <p>Lesson 7, Syllable, p.57</p> <p>Lesson 10, Words with / ɪə/ and / eə, p.83</p> <p>Lesson 17 Vowel sounds, p.145</p> <p>Lesson 18, Stress, p.155</p>
2. Listen to the spoken text and understand its gist and retrieve specific information from it.	<ul style="list-style-type: none"> Identify the gist of a listening text. Retrieve specific information from spoken English. Compare and contrast information. Show an understanding of the functions of common discourse markers. 	<ul style="list-style-type: none"> Identify the gist, main idea and supporting details of a listening text. Retrieve specific information from spoken English, and take notes. Compare and contrast information. <p>Distinguish between cause and effect.</p> <ul style="list-style-type: none"> Interpret information and auditory cues. Show an understanding of the functions of a wide range of discourse markers.
3. Make inference while listening	<ul style="list-style-type: none"> Make predictions about the subsequent content using prior knowledge, phonological clues and contextual clues. Make inference about themes and message of the spoken text from prior knowledge and contextual clues. 	<ul style="list-style-type: none"> Make predictions about the subsequent content, actions and events using prior knowledge, phonological clues and contextual clues. Make inference about purpose, intentions, themes and message of the spoken text from prior knowledge and contextual clues.
4. Listen to the spoken text and critically analyse and evaluate the information in it.	<ul style="list-style-type: none"> Distinguish between facts and opinions in a spoken text. Draw conclusions from main ideas, specific details, prior knowledge and contextual clues. Identify the content and organisation of presentations. Form opinions about ideas presented in listening texts. Understand the meaning of common idiomatic expressions. 	<ul style="list-style-type: none"> Separate facts from opinions in a spoken text. Draw conclusions from main ideas, specific details, prior knowledge and contextual clues. Identify different points of view and make judgment. Make judgment on the relevance of spoken message. Evaluate the content and organisation of presentations. Form and interpret opinions about ideas presented in texts. Understand and interpret the meaning of common and grade appropriate idiomatic expressions.
5. Listen to the spoken text and take note of important information.	<ul style="list-style-type: none"> Listen to a variety of audio materials (e.g. lectures, conversations, personal accounts, narratives and explanations) and take notes of them. Restate what has been heard. 	<ul style="list-style-type: none"> Listen to a variety of audio materials (e.g. lectures, conversations, personal accounts, narratives and explanations) and take notes of them. Restate what has been heard.

6. Participate actively and effectively in an interaction.	<ul style="list-style-type: none"> Participate as an active listener in an interaction and discussion. Ask for clarification and elaboration. Respond to the speaker with appropriate facial expressions and gestures. Respect the age, gender, social position and cultural traditions of the speaker. 	<ul style="list-style-type: none"> Participate as an active listener in an interaction and discussion. Ask for clarification and elaboration. Respond to the speaker with appropriate facial expressions and gestures. Respect the age, gender, social position and cultural traditions of the speaker. Collaborate with others in order to explore and discuss understanding of spoken texts.
7. Listen to instructions, directions and announcements and follow them.	<ul style="list-style-type: none"> Show an understanding of complex directions and instructions. Show an understanding of common public announcements e.g. at an airport, at a stadium, etc. 	<ul style="list-style-type: none"> Show an understanding of complex directions and instructions. Show an understanding of common public announcements e.g. at an airport, at a stadium, etc..
8. Gain knowledge and understanding of target culture (s) through listening.	<ul style="list-style-type: none"> Identify nationality/ background of speaker (s) of listening texts Demonstrate an understanding of the patterns of interactions from various English speaking cultures. Show an understanding of verbal and non-verbal social conventions that characterize the English speaking culture. Compare and contrast the practices of both national and international cultures. 	<ul style="list-style-type: none"> Demonstrate an understanding of the patterns of interactions from various English speaking cultures. Analyse the verbal and non-verbal social conventions that characterize the English speaking cultures. Show an understanding of verbal and non-verbal social conventions that characterize the English speaking culture. Evaluate the practices and values of both national and international cultures.

Note: The teachers can be asked to map the curriculum as given the first subconstructs as an example.

3.2 Speaking

S.N.	Speaking constructs	Learning outcomes	
		Grade 11	Grade 12
1.	Participate effectively in interactions and conversations.	<ul style="list-style-type: none"> Initiate, maintain and conclude an interaction using appropriate expressions. (<i>Greetings</i>) Take part in conversations on subjects of common interest. (Expressing agreement/disagreement) Speak fluently, accurately and effectively in different situations on a wide range of general or leisure topics. (Narrating Events, Expressing Feelings) Understand and respond to what has been said by the other interlocutors in conversation. Ask questions for clarification and understanding. 	<ul style="list-style-type: none"> Initiate, maintain and conclude an interaction using both verbal and non-verbal expressions and with confidence. (<i>Interviewing, p.2-4</i>) Take part in relatively long conversation with multiple speakers on subjects of common interest. (<i>Expressing feeling, emotions and attitudes, lesson 7, Humour</i>) Speak fluently, accurately and effectively according to social norms and cultural values in different situations on a wide range of general, academic, vocational or leisure topics. (<i>Making comparisons and contrast, Lesson 8; Lesson 14, Lesson 19</i>) Understand and respond to what has been said by the other interlocutors in conversation. (Ask questions for clarification and

		<p>(Expressing reactions)</p> <ul style="list-style-type: none"> Respond to questions. Present ideas, opinions, experiences and arguments with confidence. Respect age, gender, social position of the listener. Indicate understanding and express certainty or uncertainty. Make proper use of extra linguistic features such as facial expressions and gestures. Use common discourse markers. <p>Curriculum mapping</p>	<p>understanding.</p> <ul style="list-style-type: none"> Respond to questions in a convincing way. Respect age, gender, social position and cultural traditions of the listener. Present ideas, opinions, experiences and arguments with confidence. Use discourse markers to enable others to follow what is being said. Respond with suggestions, feedback and different viewpoints. Change the topic of an interaction as required. Indicate understanding and express certainty or uncertainty. Negotiate meaning in communication. Make proper use of extra linguistic features such as facial expressions and gestures. Use a wide range of discourse markers.
2.	Participate effectively in an informal discussion.	<ul style="list-style-type: none"> Convey message effectively using appropriate language functions. Comment and put forward point of a view clearly. Give opinions on the topic of discussion. Comment on another person's opinions or viewpoints. Express thoughts and ideas using verbal and non-verbal communication strategies. Respect others' views and ideas. 	<ul style="list-style-type: none"> Convey message effectively using appropriate language functions and idiomatic expressions. Comment and put forward a point of view clearly and evaluate alternative proposals. Give opinions by providing relevant explanations, arguments and comments. Comment on and judge another person's views and opinions with argument. Be aware of social etiquette and apply in conversation. Respect others' views and ideas.
3.	Participate effectively in a formal discussion.	<ul style="list-style-type: none"> Have a discussion on matters related to his/her field. Ask and reformulate questions as required. Present a point of view clearly. Present and respond to arguments. Take part in informal debates on the issues of current topics and concerns. 	<ul style="list-style-type: none"> Have a discussion on matters related to his/her field. Ask, reformulate and paraphrase questions as required. Present a point of view clearly and in a convincing way. Present and respond to arguments convincingly. Take part in both formal and informal debates on the issues of current topics and concerns. Make critical remarks or express disagreement.
4.	Give and take an interview.	<ul style="list-style-type: none"> Actively participate in an interview both as a interviewer and as an interviewee. Expand the points being discussed. Check and confirm information. Ask questions and respond to them properly. 	<ul style="list-style-type: none"> Actively participate in an interview, including group interview both as a interviewer and as an interviewee. Expand the points being discussed in a persuasive way. Check and confirm information. Ask questions and respond to them properly.
5.	Use telecommunications effectively.	<ul style="list-style-type: none"> Use telecommunications such as telephone, Skype and Viber effectively for personal purposes. 	<ul style="list-style-type: none"> Use telecommunications such as telephone, Skype and Viber effectively for personal and professional purposes. Maintain appropriate etiquette and ethics of telecommunications.
6.	Narrate a sequence of	<ul style="list-style-type: none"> Narrate a sequence of events or processes using 	<ul style="list-style-type: none"> Narrate a sequence of events or processes using appropriate

	events or process	appropriate structures and vocabulary.	structures and vocabulary.
7.	Use supra-segmental features like stress, tone and intonation for expressing a range of meanings and emotions.	<ul style="list-style-type: none"> ▪ Speak fluently and accurately with acceptable pronunciation, stress and intonation patterns. ▪ Produce utterances with appropriate features of connected speech such as assimilation and elision. 	<ul style="list-style-type: none"> ▪ Speak fluently and accurately with acceptable pronunciation, stress and intonation patterns. ▪ Produce utterances with appropriate features of connected speech such as assimilation and elision.
8.	Make effective presentations.	<ul style="list-style-type: none"> ▪ Generate ideas and make presentations appropriate to the purpose and audience. ▪ Choose appropriate expressions and registers according to the context/field. ▪ Maintain appropriate posture and eye contact. 	<ul style="list-style-type: none"> ▪ Generate ideas and make presentations appropriate to the purpose, audience, time and style. ▪ Choose appropriate expressions and registers according to the context/field. ▪ Use appropriate discourse markers. ▪ Maintain appropriate posture and eye contact. ▪ Use effective presentation skills.
9.	Describe, people, objects, events, etc.	<ul style="list-style-type: none"> ▪ Describe people, objects, events, etc. using appropriate structures and vocabulary. 	<ul style="list-style-type: none"> ▪ Describe people, objects, events, etc. using appropriate structures and vocabulary.
10.	Seek and provide a wide variety of information.	<ul style="list-style-type: none"> ▪ Use a range of question forms for seeking and confirming required information. ▪ Give detailed information on different topics. 	<ul style="list-style-type: none"> ▪ Use a range of expressions for seeking, confirming, checking and elaborating required information. ▪ Give detailed information on different topics.
11.	Speak with critical analysis and evaluation.	<ul style="list-style-type: none"> ▪ Express personal opinions to clarify the points expressed. ▪ Present reasons and examples from different sources such as reviews of books, plays and interviews to defend opinions and judgments. 	<ul style="list-style-type: none"> ▪ Express personal opinions to clarify the points expressed and persuade the interlocutors. ▪ Present reasons, examples and the details from different sources such as reviews of books, plays and interviews to defend opinions and judgments.
12.	Understand and demonstrate inter-cultural understanding.	<ul style="list-style-type: none"> ▪ Express one's own cultural values and practices effectively and clearly. ▪ Express tolerance and respect for the cultural practices of other people. 	<ul style="list-style-type: none"> ▪ Express one's own cultural values and practices and compare it with that of others. ▪ Express tolerance and respect for the cultural practices of other people.

Note: The prescribed language functions should be included while selecting topics and tasks for speaking.

3.2 Reading

S. N.	Reading constructs	Learning outcomes	
		Grade 11	Grade 12
1.	Read the texts intensively for information and understanding.	<ul style="list-style-type: none"> Scan the text and retrieve specific information from it. Skim the text and get its main idea/theme. Identify the topic sentence of a paragraph. Distinguish between cause and effect. (Lesson 3, Media and Society- Grade 11) Separate facts from opinions. Compare and contrast ideas. Find out main ideas and supporting details. Deduce the meanings of unfamiliar words and phrases in a given context. Read the texts and identify the order of events. Identify explicit as well as implicit information. Read and interpret the graphic organizers (e.g. Venn diagram, time line, semantic webs, etc.) given in the text to facilitate understanding of grade appropriate reading texts. <p>Language Development section Literature section</p>	<ul style="list-style-type: none"> Scan the text and retrieve specific information from it. Skim the text and get its main idea/theme. Distinguish between cause and effect and fact and opinions. Compare and contrast ideas. Identify different points of view. Find out main ideas and supporting details. Deduce the meanings of unfamiliar words and phrases in a given context. Read the text and identify the order of events. Identify explicit as well as implicit information. Read and interpret the graphic organizers (e.g. Venn diagram, time line, semantic webs, etc.) given in the text to facilitate understanding of grade appropriate reading texts. Follow the pattern of arguments with the help of the clues available in the text.
2.	Read a variety of literary texts for pleasure, appreciation and interpretation.	<ul style="list-style-type: none"> Read and interpret literary texts (e.g. short stories, essays, poems and dramas) from a wide variety of authors, subjects and genres. Read and respond to literary works that represent a range of social, historical and cultural perspectives. Interpret multiple levels of meaning such as literal meaning, contextual meaning, figurative meaning and intended meaning in literary texts. Analyse and evaluate fiction and non-fiction including the effect of diction and figurative language. Analyse special features of languages that distinguish literary texts from non-literary ones. Appreciate literary texts of appropriate level. Determine the themes of literary texts. Describe the characters of the literary texts. 	<ul style="list-style-type: none"> Read and interpret literary texts (e.g. short stories, essays, poems and dramas) from a wide variety of authors, subjects and genres. Read and respond to literary works that represent a range of social, historical and cultural perspectives. Interpret multiple levels of meaning such as literal meaning, contextual meaning, figurative meaning and intended meaning in literary texts. Analyse and evaluate fiction and non-fiction including the effect of diction and figurative language. Analyse special features of languages that distinguish literary texts from non-literary ones. Appreciate literary texts of appropriate level. Determine the themes of literary texts. Describe the characters of the literary texts.
3.	Read the texts and critically analyse, interpret and evaluate the information.	<ul style="list-style-type: none"> Determine the writer's attitude, perspectives, purposes and intended meaning. Identify the particular kind of language used in a particular text. Analyse and synthesize information from different sources by making 	<ul style="list-style-type: none"> Determine the writer's attitude, perspectives, purposes and intended meaning. Identify the particular kind of language used in a particular text. Analyse and synthesize information from different sources by making connections

		<p>connections and showing relationships with other texts, ideas and subjects.</p> <ul style="list-style-type: none"> Form a variety of questions at different levels about the text. Read, review and present a critical response to a text. Express opinions and make judgments about ideas, information, experiences and issues presented in literary and factual texts. Arrive at conclusion and comment on a given text. Summarise the texts. 	<p>and showing relationships with other texts, ideas and subjects.</p> <ul style="list-style-type: none"> Form a variety of questions at different levels about the text. Read, review and present a critical response to a text. Express opinions and make judgments about ideas, information, experiences and issues presented in literary and factual texts. Arrive at conclusion and comment on a given text. Summarise the texts.
4.	Read the texts closely and understand the structure and organization of the text.	<ul style="list-style-type: none"> Identify the structure and organization of paragraphs and longer texts by developing an awareness of cohesive devices. Analyse the organisational patterns of a text (such as chronological, cause-effect, problem-solution and reason-conclusion). Identify cohesive devices and their referents. Identify the discourse markers and their functions in the texts. 	<ul style="list-style-type: none"> Identify the structure and organization of paragraphs and longer texts by developing an awareness of cohesive devices. Analyse the organisational patterns of a text (such as chronological, cause-effect, problem-solution and reason-conclusion). Identify cohesive devices and their referents. Identify the discourse markers and their functions in the texts. Compare the structure of different types of text organization.
5.	Read the texts and predict the content and make inference.	<ul style="list-style-type: none"> Read the title and predict the content of the text. Make predictions about the content of a text while reading based on contextual clues, text features, background knowledge, patterns of relationship of ideas, etc. Make predictions about upcoming events in the narrative texts. Make inferences from contextual information, writer's viewpoints, implied information, etc. Use knowledge of the world or background knowledge while reading. 	<ul style="list-style-type: none"> Read the title and predict the content of the text. Make predictions about the content of a text while reading based on contextual clues, text features, background knowledge, patterns of relationship of ideas, etc. Make predictions about upcoming events in the narrative texts. Make inferences from contextual information, writer's viewpoints, implied information, etc. Use knowledge of the world or background knowledge while reading.
6.	Read the texts and take notes.	<ul style="list-style-type: none"> Make notes by reading various resources. Read a text and make notes covering the key points. 	<ul style="list-style-type: none"> Make notes by reading various resources. Read a text and make notes covering the key points. Organise the notes and write on what has been read.
7.	Read and interpret the para- orthographic texts.	<ul style="list-style-type: none"> Interpret and integrate information presented in diagrammatic forms (charts, graphs, tables, maps etc.) Paraphrase information or ideas of the texts. 	<ul style="list-style-type: none"> Interpret and integrate information presented in diagrammatic forms (charts, graphs, tables, maps etc.) Paraphrase information or ideas of the texts.
8.	Read texts and deduce the meaning of unfamiliar lexical items from the context.	<ul style="list-style-type: none"> Deduce the meaning of unfamiliar lexical items on the basis of contextual, syntactic and semantic clues. 	<ul style="list-style-type: none"> Deduce the meaning of unfamiliar lexical items on the basis of contextual, syntactic and semantic clues.
9.	Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference material.	<ul style="list-style-type: none"> Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials. 	<ul style="list-style-type: none"> Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials.
10.	Read and identify the practices and	<ul style="list-style-type: none"> Read and identify the practices and values of national and target cultures. 	<ul style="list-style-type: none"> Read and identify the practices and values of national and target cultures.

	values of national and target cultures.	<ul style="list-style-type: none"> Read a variety of texts from both national and international cultures for information and understanding. Read and compare social, democratic, political and economic issues in both national and international cultures. Read expository texts on issues affecting social, political, economic and cultural aspects in a given society. 	<ul style="list-style-type: none"> Read a variety of texts from both national and international cultures for information and understanding. Read and compare social, democratic, political and economic issues in both national and international cultures. Read expository texts on issues affecting social, political, economic and cultural aspects in a given society.
--	---	---	---

3.3 Writing

S. N.	Writing constructs	Learning outcomes	
		Grade 11	Grade 12
1.	Compose well-formed paragraphs.	<ul style="list-style-type: none"> Compose well-formed paragraphs including the appropriate topic sentence, supporting details and a concluding sentence. (Lesson 2 Communication, p. 19) 	<ul style="list-style-type: none"> Compose well-formed paragraphs including the appropriate topic sentence, supporting details and a concluding sentence. (Lesson, 8, p.65 (does not teach how to write paragraph, simply there is exercise)
2.	Write different kinds of letters and emails with appropriate format and layout.	<ul style="list-style-type: none"> Write different types of personal letters such as letters to friends, and relatives. Write emails. Create blogs for expression. (Lesson 7, Ecology and development) 	<ul style="list-style-type: none"> Write different types of formal letters such as letters to the editors, complain letters, job application letter, and business letters. Write emails. Prepare curriculum vitae (CV) with appropriate format and layout. Create blogs for expression. (Lesson 1, Critical thinking, Lesson 10 Career opportunities, Lesson 15, Business letter, Lesson 17, Personal letter)
3.	Write well organised essays on the given topics and the topics of own interest.	<ul style="list-style-type: none"> Write well organised descriptive, narrative, argumentative and expository essays on the given topics and the topics of interest. Edit the written products. 	<ul style="list-style-type: none"> Write well organised descriptive, narrative, argumentative and expository essays on the given topics and the topics of interest. Edit the written products.
4.	Write news articles on current issues.	<ul style="list-style-type: none"> Write articles on current issues using appropriate forms and styles. 	<ul style="list-style-type: none"> Write articles on current issues using appropriate forms and styles.
5.	Write formal reports in an appropriate style and format.	<ul style="list-style-type: none"> Write study reports based on project works or mini-researches in an appropriate form and format. 	<ul style="list-style-type: none"> Write study reports based on project works or mini-researches in an appropriate form and format.
6.	Narrate a sequence of events and personal experiences.	<ul style="list-style-type: none"> Narrate an event in a chronological order. Narrate a personal experience appropriately. Write stories. 	<ul style="list-style-type: none"> Narrate an event in a chronological order. Narrate a personal experience appropriately. Write biographies of famous national and international people. Write a travelogue/memoire.
7.	Describe a person or event appropriately.	<ul style="list-style-type: none"> Describe a person or event using appropriate structures and vocabularies. 	<ul style="list-style-type: none"> Describe a person or event using appropriate structures and vocabularies.

8.	Summarise a text.	<ul style="list-style-type: none"> Summarise a text into a short form condensing the information. 	<ul style="list-style-type: none"> Summarise a text into a short form condensing the information.
9.	Write a character sketch.	<ul style="list-style-type: none"> Write a character sketch of the characters in a text. 	<ul style="list-style-type: none"> Write a character sketch of the characters in a text with sufficient arguments.
10.	Write a book/film review.	<ul style="list-style-type: none"> Write a critical review of a book/film. 	<ul style="list-style-type: none"> Write a critical review of a book/film.
11.	Transfer information from tables, graphs and charts to prose and vice versa.	<ul style="list-style-type: none"> Transfer information from tables, graphs and charts to prose and vice versa. Describe and interpret tables, charts and graphs clearly. 	<ul style="list-style-type: none"> Transfer information from tables, graphs and charts to prose and vice versa. Describe and interpret tables, charts and graphs clearly.
12.	Prepare communiqué and press release.	<ul style="list-style-type: none"> Prepare communiqué in a simple and clear form. 	<ul style="list-style-type: none"> Prepare a press release of an organisation.
13.	Use the mechanics of writing properly.	<ul style="list-style-type: none"> Write a variety of text types using spelling, punctuation, capitalisation, contractions, abbreviations, acronyms, numbers and numerals properly. 	<ul style="list-style-type: none"> Write a variety of text types using spelling, punctuation, capitalisation, contractions, abbreviations, acronyms, numbers and numerals properly.
14.	Use various strategies for generating and organising ideas for writing.	<ul style="list-style-type: none"> Use writing strategies such as brainstorming, making mind maps and spider grams for generating ideas. Gather required information for writing from various printed and online sources. Draft interview questions to collect information. Take notes while reading or interviewing and use the notes for writing. Use a range of organisational strategies such as clustering, webbing, and mapping to present information. Critically analyse the sample writings to find out their structure and styles. 	<ul style="list-style-type: none"> Use writing strategies such as brainstorming, making mind maps and spider grams for generating ideas. Gather required information for writing from various printed and online sources. Draft interview questions to collect information. Take notes while reading or interviewing and use the notes for writing. Use a range of organisational strategies such as clustering, webbing, and mapping to present information. Critically analyse the sample writings to find out their structure and styles.
15.	Apply process approach to writing for producing a variety of creative writings	<ul style="list-style-type: none"> Apply the stages of process approach (i.e. planning, making an outline, preparing the first draft and revising, editing and producing the final draft) for creating a variety of creative writings such as essays, personal experiences and articles. 	<ul style="list-style-type: none"> Apply the stages of process approach (i.e. planning, making an outline, preparing the first draft and revising, editing and producing the final draft) to create a variety of creative writings such as essays, personal experiences and articles.

16.	Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference material.	<ul style="list-style-type: none"> Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials for drafting, revising and editing their writing. Develop personal dictionary. 	<ul style="list-style-type: none"> Use an authentic English dictionary, thesaurus, encyclopedia, and academic reference materials for drafting, revising and editing their writing. Develop personal dictionary.
-----	--	--	--

Note: Self-exploration and self-expression/creative writing should be dealt with as an inherent part while interacting with texts.

4. Scope and Sequence

4.1 Reading

The content of reading section is divided into two parts: Part I and Part II. Part I includes a wide variety of contemporary issue-based thematic texts intended for the practice of (a) intensive reading (b) grammar (c) vocabulary (d) listening and speaking (e) writing. Part II is built on the successful exposition of Part I. Part II includes literary genre-based selected texts of different types for reading for pleasure, for both intensive and extensive purposes so as to enable the learners to discern different aspects of literary texts and practise creative writings, which involves expression of imagination.

Part I (Outlines for the selection of texts)

There will be a wide variety of texts on different issues- both local and global of mainly contemporary concerns, which include gender issues, diaspora, science and technology, depletion of natural resources, etc. **There will be maximum 21 reading texts of moderate length not exceeding 2000 words and technical terms at each grade.** The texts should be taken from various thematic areas that have been proposed below. Around each selected text, specially tailored exercises will be developed for supporting the learners' engagement with the texts.

S. No.	Thematic areas	Possible topics
1.	Education and humanity	ethics, human values, moral values, education, spirituality, animal rights, patriotism, responsibility of citizens
2.	Health, sports and adventure	yoga, travelogue, illness, disease, diet, nutrition, epidemics, hygiene, mental health, physical exercise, traditional and alternative medicine, meditation
3.	Media and society	change in communication and pace of life, advertising, bias in media, the Internet, radio and television, telephone, press
4.	History and culture	identity, language, ethnicity, ethnic groups in Nepal, folk literature, folk songs, folk culture/children's literature diaspora, ethics, cultural diversity, beliefs, values and norms, etiquette, historical events, national customs
5.	Ecology and development	global warming, deforestation, diversity, sustainable development, population, agronomy, forestry, wildlife, weather, ecosystem, food and water, the effect of man on nature, the environment, natural disaster
6.	Science and technology	ethics and science, impact of ICT on society, entertainment, renewable energy
7.	Globalisation and economy	international economy, migration, poverty and famine, global citizenship
8.	Humour and satire	humour, satire
9.	Democracy and human rights	democracy, human rights, gender, law and justice, legal awareness, children's rights, women's rights, rights of senior citizens, non-violence, charity

10.	Home life, family and social relationships	celebrations and social events, friendship, work, family, social acceptance, sex education
11.	Arts, music and creation	painting, arts, music, creation
12.	Fantasy	fantasy, imagination
13.	Career and entrepreneurship	jobs, career, entrepreneurship, problems of unemployment
14.	Power and politics	power, politics, struggle, conflict
15.	War and peace	war, peace
16.	Critical thinking	critical thinking, divergent thinking, logical thinking

Possible text types for part I

A wide variety of texts will be covered for reading purposes. Reading texts for part I will cover the following types:

- interviews
- book/film reviews
- news reports and articles
- literary writings
- reports
- academic publications
- letters
- essays
- news articles
- biographies/auto-biographies
- product guides
- poems
- blogs
- brochures
- emails
- travelogues/memoire

Part II (Outline for the selection of reading texts)

As mentioned before, this part will consist of different types of creative works that involve the expression of imagination and art so that the students can perceive how language functions differently. These are higher functions. This section will expose the students to a different world of imagination and art. This will encourage them to read more, think more and express with individual artistry. There lies infinite possibility of growing independently. In this part, there will be maximum **20** reading texts of moderate length at each grade.

The genres that will be included in this part along with the number of texts of each genre is given below:

S. N.	Genres	Number of texts to be included
1.	Short stories	7
2.	Poems	5
3.	Essays	5
4.	One act plays	3
Total		20

Based on the above genres, different types of reading and writing tasks should be developed so that the students can think more independently, work creatively and develop a good foundation for the university level education.

The tasks incorporated in this part will focus on:

- glossary
- literary devices used in the texts
- comprehension questions (short and long: literature-based reading, reading between the lines, appreciation of texts, interpretation of texts)
- writing a summary
- describing the character
- comparing and contrasting
- critical and creative writing

4.2 Writing

Grade 11	Grade 12
1. Paragraphs	1. Paragraphs
2. Personal letters (letters to friends and relatives) emails, blogs	2. Formal letters (letters to the editors, job application, business letters)
3. Essays (descriptive, narrative, argumentative and expository)	3. Curriculum vitae
4. News articles	4. Essays (descriptive, narrative, argumentative and expository)
5. Formal reports based on project works or mini-research	5. News articles
6. Narratives (personal experiences, stories, events, travelogues, memoirs)	6. Formal reports based on project works or mini-research
7. Descriptions (persons, events)	7. Narratives (personal experiences, stories, events, travelogues, memoirs)
8. Summaries	8. Descriptions (persons, events)
9. Character sketch	9. Summaries
10. Book/film review	10. Character sketch
11. Transferring information from para-orthographic texts	11. Book/film review
12. Communique	12. Transferring information from para-orthographic texts
13. Mechanics of writing	13. Press release
14. Writing strategies	14. Mechanics of writing
15. Process approach to writing	15. Writing strategies
	16. Process approach to writing

4.3 Listening and speaking

As far as possible listening and speaking skills will be practised not in isolation but in the context of reading texts in an integrated way. Listening texts will cover the following types in both grades:

- Lectures
- Talks
- Presentations
- Conversations
- Personal accounts (e.g. oral anecdotes, past experiences, etc.)
- Interviews
- Short discussions
- Narratives (e.g. radio dramas)
- Procedures (e.g. instructions and directions)
- Factual accounts (news reports, eye witness accounts)
- Explanations (e.g. how an engine works)
- Expositions (debates, speech, advertisements)

- Public announcements
- Weather forecast

Speaking skill will be linked with the prescribed language functions. The prescribed language functions will be included in the tasks and topics for speaking. Speaking tasks and topics should be linked directly to the reading texts. Speaking tasks will cover the following main areas in both grades:

- conversations/interactions
- formal and informal discussions
- interviews
- telecommunications
- narrating
- making presentations
- describing

4.4. Language functions

The language functions prescribed in this curriculum should be the basis developing tasks for listening and speaking, and the grammar should be linked to the language functions.

Grade 11	Grade 12
<ol style="list-style-type: none"> Expressing good wishes Giving directions and instructions Expressing agreement/disagreement Expressing decisions, intentions and plans Expressing obligation Requesting and offering Suggesting and advising Describing objects, people and places Asking about opinions/giving opinions Describing experiences Describing hopes, wants and wishes Expressing certainty, probability, doubt Interrupting Generalizing and qualifying Expressing reactions, e.g. indifference Talking about regular actions and activities Encouraging/discouraging Persuading Comparing past and present Narrating past events, actions and experiences Expressing complements Reporting 	<ol style="list-style-type: none"> Expressing feelings, emotions and attitudes Expressing certainty Expressing indifference Making comparisons and contrasts Arguing/defending a point Responding to counter arguments Expressing disappointment Clarifying Describing processes Predicting Expressing degrees of certainty Expressing necessity Speculating Giving reasons Denying Complaining/criticizing Reminding Summarizing Narrating past events, actions and experiences Reporting Announcing

4.5. Grammar

The grammar part of the curriculum will include the following topics:

- a. Adjectives and adverbs
- b. Concord/subject verb agreement
- c. Prepositions
- d. Modal auxiliaries
- e. Tense and aspects
- f. Infinitives and gerunds
- g. Conjunctions,
- h. Relative clause
- i. Voice
- j. Reported speech

The grammar should not be taught separately. It should be dealt with in the texts as far as possible.

4.6. Sounds, vocabulary and dictionary use

- a. Sound system of English
 - Consonants
 - Vowels
- b. Vocabulary study-word formation
 - Stem/root
 - Prefixes
 - Inflexion
 - Parts of speech
 - Nouns-number
 - Spelling
 - Suffixes
 - Derivation
 - Synonyms/antonyms
 - Idioms and phrases
 - Verb conjugation
 - Punctuation
- c. Dictionary use (focus on the use of electronic dictionary)
- d. Idioms and phrasal verbs

The Curriculum has two broad sections : Language Development and literature. The allocation of working hours for language development and literature will be 73 and 55 respectively.

Note: Activities focusing on the specific features of vocabulary e.g. prefixes, suffixes, changing word class, synonyms, antonyms, giving single words, concussing words, etc. should be designed based on the reading texts.

5 Learning Facilitation Process

5.1 Principles of Language Pedagogy

The current grade XI and XII curriculum is based on the following pedagogic principles:

- **Content and language integrated learning:** Language learning becomes effective when the learners develop an awareness of some specific content knowledge. Meaningful content relating to the real world helps learners comprehend not only the content itself but also the accompanying language. Integrating content and language is a clear departure from the mere communication towards a meaningful cognition through the language being learnt.
- **Real world link:** The principle of real world link is about exposing learners to the realities of the world through meaningful information and knowledge. Simulated and real tasks allow learners to envisage how the English language will be used in their real life.

- ***Diversity as a resource:*** In diverse classrooms, with learners from multilingual and multi- cultural backgrounds, exploiting diversity as a resource helps not only in the teaching learning process but also in creating social cohesion. The content from diverse contexts establishes the pluralistic concept first in the classrooms and later in the real world.
- ***Learning through Information and Communication Technology (ICT):*** With the advent of the ICT, language learning has been more accessible to the learners. The mobile and media technologies allow learners to access learning materials from anywhere and anytime. The use of ICT tools in the classroom pedagogy gives learners more autonomy in different ways.

5.2 *Learner engagement:* Language learning becomes enriching as well as fulfilling when learners are fully engaged. Their engagement in the pedagogical process should be ensured with their involvement in the meaningful tasks, projects and out of class activities. Engaged learners are not only successful in developing their language but also become a resource for the class.

5.3 Learning Activities

Based on the above-mentioned pedagogical principles, the following activities have been suggested in order to achieve the competencies of this curriculum:

- Reading and presentation
- Writing projects
- Dramatization, role-play and simulation
- Inquiry-based writing
- Reading for comprehension
- Reading for critical assessment/analysis
- Discussion sessions
- Think - Pair- Share
- RDWS (Read, Discuss, Write and Say/Share)
- Teacher-guided self-study
- Journal writing
- Library visits
- Listening to lyrical poems and songs
- Reciting lyrical poems and songs
- Watching movies (animated/unanimated, comic) and dramas
- Brainstorming and mind mapping
- Quick write/flash writing
- Book/film reviews
- Paraphrasing

5.4 Instructional Materials for Learning Facilitation

Each student must have a textbook. Each teacher should have a teacher's guide and a set of teacher support materials for the appropriate grade, including digital and electronic materials as far as practicable. Teachers should make an extensive and proper use of the board. To make learning easy, effective and interesting, a variety of materials should be used including the following:

- Charts
- Comparison tables
- Role cards

- Newspapers
- Bulletins, brochures
- Pictures/drawings
- Audio-visual materials
- Writing samples (e.g. essay, book/film review, mind mapping, brainstorming, etc.)
- Worksheets
- Flash cards
- Formats (of book review/film review/project work, etc.)
- Dictionaries, computers, audio players and mobile phones
- Multi-media
- Online resources
- Readers
- Additional references
- Sample interpretation/sample summaries/character sketches/poems, etc.

6. Student Assessment

The letter grading system will be used for assessing the students' performance. In order to assess the student's learning achievement as expected by this curriculum, formative as well as summative and internal as well as external assessment will be done.

In order to ensure the learning of the students, informal assessment will be conducted regularly and timely feedback will be provided to the students for improvement. The goal of formative assessment is to help the learners to learn more rather than to check what they have learnt and what they have not. Formative assessment should focus on those areas which pose problems in learning. This can also take the form of remedial teaching. Formative assessment should focus on the development of all the language skills and aspects in the learners. Various classroom activities and techniques should be used to help the learners to learn more. The following techniques/activities can be used as tools for formative assessment:

<ul style="list-style-type: none"> • Observation of students' linguistic behaviour • Anecdotal record • Rating scale • Check lists • Work sample/written samples • Interviews • Home assignments 	<ul style="list-style-type: none"> • Portfolio • Tests (class, weekly, monthly, trimester) • Project works • Creative works • Self-initiation in learning • Class work 	<ul style="list-style-type: none"> • Games • Debates • Story telling/retelling • Poetry recitation • Dramatization/simulation • Role play • Group discussion • Journal writing
---	--	--

As a part of summative assessment, tests for assessing four skills of language, viz. listening, speaking, reading and writing will be conducted terminally. Listening and speaking tests will be conducted on practical basis. There will be both internal as well as external evaluation as part of summative or final assessment.

6.1 Internal Evaluation: The internal evaluation covers 25 marks. The allocation of marks is as follows:

S. N.	Areas	Marks
1.	Participation	3

2	Listening test	6
3	Speaking test	10
4	Score from terminal exams	6
	Total marks	25

6.2 External evaluation: The external evaluation carries 75 marks. The allocation of marks for each language skill and aspect is given below:

S. N.	Language skills and aspects	Marks
1.	Reading	35
2.	Writing	25
3.	Grammar	10
4.	Vocabulary	5
	Total marks	75

6.3 Alternative Evaluation

For the students with disabilities, alternative assessment tools will be used. They are suggested in the test specification grid.

6.4 Elaboration of Internal Assessment

S. N.	Areas	Marks	Guidelines for evaluation
1.	Participation	3	This covers students' attendance, participation in classroom activities and their performance on classwork, homework and project works assigned to them. The teacher needs to maintain the record of students. The same record is to be consulted to award the marks for this aspect.
2	Listening test	6	<p>1. Listening comprehension Types of sound files: (The sound files may contain: lectures, talks, presentations, poetry, interviews, conversations, short discussions, advertisements, personal accounts (oral anecdotes, past experiences) narratives (e.g. radio dramas), instructions and directions, factual accounts (e.g. eye news reports, eye witness accounts) explanations, public announcements operating instructions, weather forecast)</p> <p>There will be two listening tasks on two different sound files. Each task should consist of three questions.</p> <p><i>Note: The sound files should be authentic and clearly articulated with normal speed of delivery. Each sound file should be of 3 minute maximum in length.</i></p> <p>1. Listening constructs to be focused:</p> <ul style="list-style-type: none"> b. Specific information c. Gist d. Main information and supporting details e. Specific information and important details <p>Number of sound files: Two sound files each carrying 3 marks will be used.</p> <p>Length of the sound file: Maximum three minutes</p> <p>Types of test items</p> <ul style="list-style-type: none"> 1. Multiple choice 2. Fill in the blanks 4. Short answer questions

			<p>3. Matching</p> <p>Alternative test methods for students with speech and hearing difficulties</p> <p>For the students with speech and hearing difficulties, any one of the following types of questions can be asked:</p> <ol style="list-style-type: none"> 1. Paragraph writing on a given topic 2. Writing a letter <p>Writing a description of the given picture Time: 20 minutes.</p>
3	Speaking	10	<p>The speaking test will be administered practically. The test starts with greeting and introducing to make the students feel comfortable. This will not carry any marks. The speaking test consists of the following sections:</p> <ol style="list-style-type: none"> 1. Introduction and interview (3 marks) The students will be asked at least any three questions on their personal affairs and immediate situation. (How are you preparing for the exam? What will you study after grade 12? What's your aim in life? Do you like English? Why?/Why not?) 2. Describing pictures (4 marks) The students are given a picture or a set of pictures. They are expected to describe the picture in at least 8 sentences. 3. Speaking on a given topic (3 marks) The students will be given a topic like; my school, my hobby, my family. They will get one-minute time to think over the topic and then they will speak on the topic. This will also be done individually. <p>Time: 10 to 15 minutes for per student</p> <p>Alternative test methods for students with visual difficulties</p> <p>For the students with visual difficulties, ask them to narrate a sequence of events instead of the task 2 'describing pictures' above.</p>
4	Score from terminal exams	6	3 marks from each terminal exams