

Basic Level English Curriculum (Grades 6-8)

1. Introduction

English is a major international language, one of the six official languages of the United Nations and the means of international communication. It is taught from Primary Level to Secondary Level as one of the compulsory subjects. Besides Nepali language, English can also be used as a medium of instruction in all schools as per the provision made by the Education Regulations.

The National Education Policy Commission (1992) laid a great emphasis on the regular updating and improvement of school Curricula; hence this revision is the result of this on-going process.

Teaching English in schools has two main purposes. Firstly, to enable pupils to exchange ideas with people of any nationality who speak or write English. Secondly, to expose them to the vast treasures of knowledge and pleasure available in both printed and electronic forms. Some of the important features of this revised curriculum are as follows:

1. The four language skills: listening, speaking, reading and writing are carefully graded and sequenced.
2. Common language competencies are set for basic level.
3. Language functions are presented with the emphasis on using them for communication.
4. Additional materials are sought for extensive practice.
5. Subject matters to practice the language skills are prescribed from broader spectrum.
6. Students' evaluation is expected to be based on the objectives of language skills outlined in the curriculum.
7. A provision is made for alternative tests items for differently abled students.

This curriculum presents core competencies for the basic level. The learning outcomes are derived from the core competencies for all grades and presented in sequential order. These learning outcomes are categorized under language skills in gradual progression. A separate list of language functions for each grade has been presented with examples.

The next part presents the elaboration matrix which mainly focuses on the language functions. It provides possible teaching technique, teaching materials as well as student assessment procedure. Being a competency based curriculum, it anticipates that the assessment be based on the learners' performance. The skills are divided into four areas listening, speaking, reading and writing, although in practice it is impossible to isolate them in this way. Listening can be followed by speaking or writing, just as writing may follow listening or reading. Whatever may be the order all language learning aspects are to be practised in compliance with the needs of the learners.

2. Competency:

English being an academic language course should help students of this level gain competency at grammatical, discourse, sociolinguistic and strategic level. Hence, the following competencies have been derived from the above mentioned areas.

1. Listen and comprehend spoken English in a variety of personal, social and academic contexts.
2. Communicate in spoken English in a variety of personal, social and academic contexts
3. Comprehend written English in personal, social and academic contexts.
4. Communicate in written English in a variety of personal, social and academic contexts.
5. Develop skills and competencies to use English as a medium for further studies and a tool for obtaining information and enjoyment
6. Learn to think creatively and critically to develop the language skills by promoting tolerance, inclusiveness and socio-cultural harmony

3. Grade wise learning outcomes

3.1 Listening skill

| S.N. | Six | Seven | Eight |
|------|---|---|--|
| 1 | Listen and carry out a short and simple set of instructions. | Listen and carry out instructions commonly used in both school and social environment. | Listen and respond appropriately to multi-step directions/instructions. |
| 2 | Listen and distinguish minimal pairs | Listen and distinguish between similar words and sentences. Listen and identify/guess the topic of oral presentation through verbal responses. | Listen and distinguish between similar words and sentences. |
| 3 | Listen to short dialogue/simple text from teacher/ electronic media and discuss it. | Listen to short dialogues and other text from teacher or electronic media and extract information. | Listen to short texts/news items from the teacher/ electronic media and put down main ideas in note form |
| 4 | Listen to a simple oral presentation/story and demonstrate comprehension through verbal/non-verbal response | Listen to spoken information and transfer it to complete chart or table. | Listen to spoken materials and transfer information to complete a chart, table, etc. |
| 5 | Listen to a formal or informal text and do various types of listening comprehension exercises | Listen to a formal or informal text and do various types of listening comprehension exercises | Listen to a text and respond to varieties of exercises. |
| 6 | | Respond to common queries about personal and immediate surroundings. | Listen, understand and reproduce dialogues with correct stress and intonation |
| 7 | | Listen and identify/guess the topic of oral presentation through verbal responses | Listen and identify the topic and main points of oral presentation |

3.2 Speaking skill

| S.N. | Six | Seven | Eight |
|------|--|--|--|
| 1 | Communicate verbally or nonverbally mainly at home and school environment. | Respond to a stranger about immediate surroundings (school, home, market, etc) | Communicate formally or informally according to the situation |
| 2 | Receive/make phone call in informal situations | Receive/make phone call in informal situations | Receive/make phone call in formal and informal situations |
| 3 | Describe a picture, cartoon or object orally | Interpret a chart, map or table orally | Describe pictures, cartoons, maps, charts and posters orally |
| 4 | Use simple words/phrases to ask/respond to questions | Make and respond to queries politely | Participate in debate or oratory contests/activities |
| 5 | Speak with correct stress and intonation, especially for questions and statements. | Narrate simple story or event/experience with correct stress and intonation | Describe a sequence of actions or events orally with appropriate mood and expression |
| 6 | Engage in short dialogues/ group discussions. | Engage in dialogues/ group discussions | Engage in group discussion to solve a particular problem or come to a decision |
| 7 | Retell short stories | Retell stories, information and events using simple sentences | Speak with coherence and fluency to convey ideas |

3.3 Reading skill

| S.N. | Six | Seven | Eight |
|------|--|---|--|
| 1 | Read public notices or instructions and follow them | Use clues and illustration to understand the main idea of the reading materials | Read and scan important facts/ideas from a variety of reading texts (written, printed, electronic) |
| 2 | Read silently and make notes of important information from the text. | Read a passage silently with understanding (simple structures only) | Read informative texts and show understanding by retrieving important facts and ideas |

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|----------|--|---|--|
| 3 | Guess the meaning of unfamiliar words by its position and context | Guess meanings of words by position in sentence, context or similarity to other words. | Guess the meanings of unfamiliar words while reading |
| 4 | Develop basic skills to use a monolingual dictionary | Enhance skills to use monolingual English dictionary. | Enhance skills to use monolingual dictionary and thesaurus |
| 5 | Understand simple timetables, labels, charts, graphs, simple notices, price-lists, maps, tickets | Figure out pictures, cartoons, charts, diagrams and extract information from them | Understand information/ facts presented in diagrammatic form like chart/cartoon, and sort out the main information |
| 6 | Follow simple written instructions correctly. | Follow written instructions and procedures correctly. | Follow multistep instructions and procedures correctly. |
| 7 | Read text and transfer information (reading comprehension activities) | Read and comprehend electronic texts (emails, short messages, web-materials) | Read and predict the possible consequences of the remaining part of a text or story |
| 8 | Read and enjoy poems, short stories in printed as well as electronic form | Enjoy simple literary texts including poems, picture stories, short essays and short plays. | Comprehend (enjoy) simple literary texts including poem, drama, essay and story. |

3.4 Writing skill

| S.N. | Six | Seven | Eight |
|------|--|---|--|
| 1 | Use punctuation marks (capital letters, full stops, question, exclamation) | Use correct layout, full stops, capitals, commas, apostrophes and inverted commas | Write short paragraphs on given topics with correct layout and punctuation marks |
| 2 | Fill up a form (admission forms) | Fill up an official form with the necessary information | Fill up an official form with the information sought by it |
| 3 | Write a short request, invitation or thank-you-note to a friend. | Write 'thank you letters' post card and short personal letter with correct layout | Write personal letter/ thank you letter and letter of apology |
| 4 | Write short dialogues. | Write short dialogues | Write longer dialogues |
| 5 | Write simple directions | Write simple instructions and double-step directions | Prepare a short news report on a given topic/event |
| 6 | Describe a picture/ real object using 'and', 'but', 'because' | Describe a person, picture or event in two short paragraphs using various connectives | Develop a short story with the help of clues provided |
| 7 | Describe a short sequence of events or actions. | Create paragraphs with the help of guidelines provided. | Prepare curriculum vitae |
| 8 | Write /design posters | Design posters/ advertisements | Prepare simple leaflet/posters about village/town, etc. |
| 9 | Revise or edit one's own writing with pair/teacher support. | Revise or edit one's own writing with pair/teacher support. | Revise or edit one's own writing with pair/teacher support. |
| 10 | | | Transfer information from charts and table to paragraph and vice versa |

4. Scope and sequence

4.1 Grade 6

| S.N. | Language functions | Language /Grammar | Est. Period |
|------|--|---|-------------|
| 1 | Greeting, introducing and leave taking. | Hello, I'm Gopal. Pleased to meet you, see you on..... bye! | 5 |
| 2 | Apologising | I'm very sorry. Sorry. Excuse me. | 5 |
| 3 | Expressing surprise or dismay | Oh! No! Oh dear! Have you ever seen such a big lion? Oh! He has come! | 10 |
| 4 | Identifying people, places and objects | Which book do you need? Who is the girl with long hair? That's the new teacher. The blue one, please. | 15 |
| 5 | Describing narrating/comparing | It is small. The table looks nice. She is taller than me. He's the oldest. It's the highest mountain in the world. | 15 |
| 6 | Narrating events (simple past, direct speech), describing habits | The girls said, "....." It was raining when I came yesterday. We play volleyball on Fridays. The man climbed the tree. | 15 |
| 7 | Asking questions | Is it Sunday today? Do you need a pen? Are you sure? Do you prefer tea or coffee? Did you see it? Can you come? When did you arrive? Why did he go? What are you looking for? | 10 |
| 8 | Answering questions | Yes, I do. No, he can't. I bought a book and a pen. I 'm sorry, I don't like coffee. No, it isn't. | 10 |
| 9 | Expressing ability | Can you touch the ceiling? No, I can't. Can you break this stick? Yes, I can. | 10 |
| 10 | Expressing likes and dislikes | Would you like a glass of milk? I'm afraid, I don't like milk. Do you like mangoes? Yes, I do. | 10 |
| 11 | Expressing possession | Whose book is this? It's mine. It isn't Ram's. | 5 |

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|----|--|--|----|
| 12 | Asking and giving permission/expressing obligation | May I borrow your book, please? Yes, you may. We should be quiet. You ought to go home. | 15 |
| 13 | Requesting and replying politely | Would you open the door, please? Can I borrow your book? Open the door, please. Of course. Could you show me the picture, please? Certainly. | 10 |
| 14 | Predicting | It is going to rain. The situation is going to be tense. | 5 |
| 15 | Stating intention with reason | I'm not going to play today, because I'm tired. I will do it today because I won't be free tomorrow. | 10 |
| 16 | Drawing inferences degrees of probability | He must be ill. It may/might rain today. I might go tomorrow. | 10 |
| 17 | Inviting and suggesting (with suitable replies) | Would you like to come in? Shall we play volleyball? Come in. Sit down. Yes, let's. Why don't we go out? | 10 |
| 18 | Expressing good wishes | Have a good time. Well done! Congratulations! Good luck! | 5 |

4.2 Grade 7

| S.N. | Language functions | Language /Grammar | Est. Periods |
|------|---|---|--------------|
| 1 | Formal greetings, introducing and leave taking | May I introduce you to Mr. X? Nice to meet you. How do you do? Good bye, it was a pleasure to meet you. | 5 |
| 2 | Identifying people, places and objects | The man reading the paper is my brother. The book with the hard cover is mine. The boy wearing blue shirt is my cousin. The lady riding the horse is my aunt. | 10 |
| 3 | Asking question, seeking confirmation, asking for information | You are leaving tomorrow, aren't you? Its holiday tomorrow, isn't it? He lives there, doesn't he? We must go, mustn't we? How long/wide/high/often? Where are you from? How far is Pokhara from Nepalgunj? | 10 |

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|----|--|--|----|
| 4 | Expressing ability/ inability with reasons | Last year, I couldn't swim, but now I can because I have got a training. I know how to type. I 'm sorry, I couldn't come because I was busy. I couldn't pass the exam because I didn't work hard enough. | 5 |
| 5 | Expressing wants and needs | Do you want a new pencil? Yes, please. Excuse me; I want to speak to the headmaster. He wanted to buy a football. I need something to eat. | 5 |
| 6 | Expressing possession | The dog's tail. The back of the car. It belongs to me. | 5 |
| 7 | Asking for and giving permission and expressing obligation | Will you let me stay till tomorrow? You may stay but you mustn't talk. You have to finish by four o'clock. He had to leave early. Must I do every thing? You ought to work hard. I should go now. | 10 |
| 8 | Comparing | It's like a river, but smaller. It isn't as big as a house. It is the biggest of all. | 10 |
| 9 | Requesting and replying politely | Would you mind closing the window, please? Could you possibly come tomorrow? Please help me to lift this. Certainly/Sure. I think that will be possible. I'm afraid, I'm too busy. | 10 |
| 10 | Predicting | It's going to rain. You might be late. | 5 |
| 11 | Stating intention | I'm working late tonight. | 5 |
| 12 | Expressing degrees of probability | Perhaps he's ill. May be he can't come. I'll definitely do it. I certainly won't forget. I'll probably come. | 5 |

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|----|--|--|----|
| 13 | Making suggestions, giving advice and replying | How about playing chess? Why can't we play football? Would you like to look at the photos? You should stay at home. Why don't you stay in bed? That would be great! I think I will. What a good idea! Thank you but I'd prefer to go for a walk. | 15 |
| 14 | Inviting and replying | Would you like to come with us? I'm having a party, can you come? Thank you that would be great. I'm very sorry. I'm going to my uncle's house. | 10 |
| 15 | Sating purpose | I came to see you. He went to see a doctor. | 10 |
| 16 | Expressing wishes | I wish I had a bicycle. | 5 |
| 17 | Instructing | Press the button on the right. Turn the knob. Don't forget to close the door. | 10 |
| 18 | Describing positions | It's at the back of the room. (at the front of , in the middle of , to the left of , inside, out side) | 10 |
| 19 | Measuring height, weight and distance | How tall is the tree? It's about twenty meters high (wide, deep, long). It's very heavy. It's about 30 kg. How far is Pokhara? It is 200 km. It isn't far. It takes 4 hours by car. | 10 |
| 20 | Expressing preference | I'll have either. I like neither tea nor coffee. I don't like either. I prefer rotis. I'd rather play badminton. | 5 |
| 21 | Narrating events | While I was coming to school, I saw a mongoose. I was reading when the light went out. | 15 |

4.3 Grade 8

| S.N. | Function | Language | Est P. |
|------|---|---|--------|
| 1 | Asking formally for information | Excuse me; I wonder if you could tell me the way to the post office. | 5 |
| 2 | Asking for a repeat of information | Excuse me. I beg your pardon. Sorry. Could you please say it again? | 5 |
| 3 | Asking for and giving permission, expressing obligation | Would you mind if I open the window? Am I allowed to borrow a book? You should come on time. I ought to go now. | 10 |
| 4 | Requesting and replying | Can you give me a hand please? I'm sorry; I have to go out right now. Can you please tell me how to solve this problem? Sure. | 5 |
| 5 | Identifying people, places and objects | The man who was waiting here has gone. This is the house which I bought last year. The book that I need is on the shelf. | 10 |
| 6 | Inviting and replying | How about coming for meal tomorrow? I wonder if you are free on Saturday? Thank you very much but I'm afraid that I need to finish my homework. | 10 |
| 7 | Getting things done | Can you make the radio work? She made Gopal stay in. I got/had my food prepared. | 10 |
| 8 | Reporting | He said that he wanted to go. He told her to sit down. She asked me if I was tired. He asked me where I was going. | 10 |
| 9 | Describing people, places, objects and actions | The children in red uniform are waiting for the bus. I've visited Chandan Nath temple twice. This is the place where I was born. They are doing karate in the Dhangadi covered hall. | 15 |

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|----|----------------------------------|--|----|
| 10 | Expressing conditions | If you go there, you can see Mt. Makalu. If the temperature falls, the plants will die. As soon as the bell rings, you can go. If I were the headmaster, I'd make the school a model. | 10 |
| 11 | Comparing | Mt. Everest is the highest mountain in the world. Ahmad is much taller than his brother. Radhika is nearly as beautiful as Ramita. | 5 |
| 12 | Expressing degree of probability | Certainly, may be, perhaps | 5 |
| 13 | Expressing condolences | I'm sorry that you were ill yesterday. I'm sorry to hear that your mother expired. Hard luck! | 5 |
| 14 | Expressing likes/dislikes | What would you like to do? Would you prefer to swim or play volleyball? I'd like to play volleyball. Are you interested in watching TV? | 10 |
| 15 | Stating intention/predicting | You must be feeling hungry! I'm off to work. I'm planning to visit Butwal next week. | 10 |
| 16 | Persuading and reminding | Do come. Don't forget to write! Remember to come next week. | 10 |
| 17 | Describing habits | I used to eat rice but now I eat noodles. | 10 |
| 18 | Expressing ability | I can speak English. I was able to buy a ticket. | 10 |
| 19 | Giving reasons | I came late because it was raining. I came by taxi in order to save time. | 10 |
| 20 | Answering in brief | I hope so. I hope not. So do I. I expect so. Not often. Sometimes. Never. Occasionally. Always. | 10 |

5 Learning facilitation process

5.1 Learning principles:

- a) Learning should be student centered focusing on individual abilities.
- b) Measures should be adopted to make classroom activities inclusive.
- c) Pair work and individual participation should be well facilitated.

- d) Use of mother tongue in the classroom should be minimized as far as possible. To avoid the use of mother tongue, gestures, games, pictures and role-playing should be used.
- e) Listening and speaking practice/tasks should be followed by written tasks and not the vice versa.
- f) Spelling and punctuation marks should be considered equally as important as grammar.
- g) Information-gap activities in a recycled pattern should be organized to avoid drill and rote memorization. (read and match, picture description, elicitation from pictures, listen and write, read and say)
- h) Classroom activities should encourage integrated skill activities.
- i) Task based activities should be encouraged to gain language competency
- j) Multimedia should be utilized as far as possible.
- k) There will be approximately 175 periods each of 45 minutes; however the number of periods can be altered to adjust the needs by keeping strictly within the boundary of 131.25 hours.

5.2 Learning techniques:

- a) Use of pictures cues in conducting classroom activities
- b) Use of language games, puzzles and chants
- c) Use of pictures/graphs/guidelines/clues for production and use of multi-media
- d) Opportunity for creativity and competition
- e) Creative activities to reinforce language learning
- f) Assign project work to enhance language competency

5.3 Classroom activities:

The following classroom activities should be adapted for developing language skills:

- a) Answering questions orally
- b) Story telling/retelling
- c) Role play

- d) Demonstration
- e) Pair work/project work
- f) Group discussion/presentation
- g) Reading aloud/silent reading
- h) Completing sentences
- i) Filling the blanks in a cloze exercise
- j) Matching, copying into answer books
- k) Answering comprehension questions
- l) Matching meanings with words
- m) Dictation
- n) Finding the odd one out
- o) Following instructions
- p) Language games
- q) Answering questions
- r) Describing a given picture
- s) Parallel writing
- t) Listen and carry out different activities

5.4 Learning resources:

Each student must have a textbook. Each teacher should consult/refer to the Teacher's Guide. Schools should have access to the audio cassette/CD developed by CDC for listening practice. Provision of additional reading materials, computers and multi-media projector will enhance and motivate pupils' learning. Use of visual aids like flashcards, pictures and the chalk board should be a part and parcel of teaching.

6. Assessment:

For grades six and seven, there will be a terminal (summative) examination covering 60% and the remaining 40% will be done through Continuous Assessment System. CAS should be done on the basis of classroom participation, class/unit tests, use of expressions learnt in the class, project work, etc. This will take place in both formal and informal modes. The whole assessment procedures of these two grades will be based on teacher made tests. The practice of listening and speaking and its assessment should take place on regular basis. It is assumed that out of 25% practical test, 15% is

allotted for terminal test and remaining 10 % is given for CAS. The teachers are given full responsibility to give due focus on designing the type and number of questions for listening and speaking skills.

Assessment is considered as an integral part of learning for grade 8, too. However, there will be a final terminal test as per the provision made in the table of specification. Oral comprehension tests as well as dictation will also be used in addition to the usual exercises provided in the textbook. The use of pictures will prove to be highly motivating and reliable for composition work (describing persons, places, things, objects and actions, etc.) both for discussion, dictation and finally for writing. Serious attention should be given to differently abled students by designing assessment tools to such students.

6.1 Assessing listening and speaking:

Listening and speaking should be assessed by using language games, oral activities like discussion, interviews as well as activity sheets and supervising students' pair work and group work.

6.2 Assessing reading and writing:

Reading aloud as well as silent reading should be assessed. Reading aloud should be assessed in order to measure students' pronunciation, rising and falling tones (statements, questions, etc.) and with correct stress pattern achieved by the end of Grade Eight. Written work should be assessed as per the written exercises in the textbooks. Spelling mistakes and punctuation mistakes should be carefully considered and necessary corrections should be done.

6.3 District level examination:

There will be a district level examination at the end of Grade Eight in which 25% mark is allocated to listening and speaking skills and 75% mark is allocated to reading and writing skills. For differently abled students, alternative questions can be asked depending on the condition of the students. Candidates should obtain pass marks (40%) separately for both listening/speaking and reading/writing to pass the examination.

6.4 Table of Specifications

| Listening (10) | Speaking (15) | Reading (40) | Writing (35) |
|--|---|--|--|
| <p>Question Types:</p> <ol style="list-style-type: none"> Multiple Choice Fill in the gaps True/False Tick the correct answers Ordering <p>Materials:</p> <ol style="list-style-type: none"> Cassette/Monitors' voice Pictures, maps, diagrams, etc. <p>Note: The monitor plays listening text and provides any 2 types of questions mentioned above each carrying 5 marks</p> | <p>Question Types:</p> <ol style="list-style-type: none"> Interview- 5 M Describing, persons, pictures, , charts, a sequence of events or retelling a story- 10 marks <p>Materials:</p> <p>Questions for interview, pictures, maps, diagrams, etc.</p> <p>Note:</p> <p>The monitor/ teacher requires to relate the language functions while assessing students' speaking performance</p> | <p>Question Types:</p> <ol style="list-style-type: none"> Short-answer questions Ordering True/False Matching Multiple choice Fill in the blanks <p>1. Two seen texts (10+10)20 Marks</p> <p>2. Two unseen texts (10+10) = 20 Marks</p> <p>Note: Short-answer questions can be asked from both seen and unseen texts. However, the other types of questions should not be repeated. Vocabulary items can also be asked in matching, fill in types.</p> | <p>Question Types</p> <p>1. Guided writing 2x5 = 10 Marks</p> <p>Ask any two questions. Interpreting charts and diagrams, dialogues, biographies, news stories, curriculum vitae, leaflet</p> <p>2. Free writing 1x15=15 Marks</p> <p>Personal letter or letter of apology, essay: (150 words)</p> <p>3. Grammar 10 marks</p> <p>Tense, preposition, articles, relative clauses, voice, reflexive pronouns, reported speech, subject verb agreement, question tag and connectives.</p> <p>Type of questions:</p> <p>Fill in the gaps, Multiple choice, transformation</p> <p>There will be 10 questions each carrying 1 mark.</p> |

Note: Test items for grades 6 & 7 too, can be made on the basis of this table and later convert from 100 % to 60%.

7. Elaboration matrix

7.1 Grade Six

| S . N | Language functions | Language /Grammar | Topics | Activities | Evaluation | Per-iod |
|-------|---|--|---|--|---|---------|
| 1 | Greeting, introducing and leave taking. | Hello, I'm Gopal. Pleased to meet you, see you on..... | Introducing friends Visiting new places First day in school | Group work Pair work Comparing pictures Writing | Listen to a text and show their understanding by: performing actions, | 5 |

| | | | | | | |
|---|--|---|--|---|--|----|
| 2 | Apologising | I'm very sorry. Sorry. Excuse me. | Job description Being late for the meeting At home, school, travelling | Role play Comparing pictures Pair work Group work | Drawing pictures Writing T/F Matching items Fill in the blanks Completing charts Completing a dialogue of speech bubble | 5 |
| 3 | Expressing surprise or dismay | Oh! No!, Oh dear! Have you ever seen a lion? Oh! He has come! | At a party Visiting a new place | Pair work Role play Oral question answer | | 10 |
| 4 | Identifying people, places and objects | Which book do you need? Who is the girl with long hair? That's the new teacher. The blue, one please. | At a shop In a museum Guessing objects | Pictorial presentation Group work Role play Read and write | Oral and written comprehension | 15 |
| 5 | Describing narrating/ comparing | It is small. The table looks nice. She is taller than me He's the oldest. It's the highest mountain in the world. | Descriptive presentation of people, place and things Visiting a factory | Pair work Letter writing Comparing the picture | Informal simple conversation in the classroom | 15 |
| 6 | Narrating events (simple past, direct speech), describing habits | The girls said, "....." It was raining when I came yesterday. We play volley ball on Fridays. The man climbed the tree. | Describing events Reporting about accident Daily routine of a student | Pair work Pair work | Individual/group interview Describing picture, object and event | 15 |

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|---|---|---|---|---|--|----|
| 7 | Asking questions | Is it Sunday today? Do you need a pen? Are you sure? Do you prefer tea or coffee? Did you see it? Can you come? When did you arrive? Why did he go? What are you looking for? | Visit report Festivals At public place (bus stop, airport, teashop) | Pair work Pair work Project work | Listen and respond Listen to his/her pair reading followed by written exercises | 10 |
| 8 | Answering (Yes/no, short/long answer, affirmative / negative) | Yes, I do. NO, He can't. I bought a book and a pen. I 'm sorry, I didn't like coffee. No, it isn't. Yes I did. | In the classroom Description of a person, place or object | Pair work Role play Listen and write Pictorial description Project work | Student will be given seen/ unseen reading texts which may include stories, advertisements, newspaper articles and will be asked to do the suitable activities to show their understanding | 10 |
| 9 | Expressing ability | Can you touch the ceiling? No, I can't. Can you break this stick? Yes, I can. | Conversation between a tourist and a guide Sports Kitchen | Pair work Group work Discussion | MCQ, TF, Completing charts, cloze, short answers. | 10 |

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|----|---|---|--|---|---|----|
| 10 | Expressing likes and dislikes | Would you like a glass of milk? I'm afraid, I don't like milk. Do you like mangoes? Yes, I do. | Arranging a picnic Parents day/sports day | Role play Letter writing Game like activities Comparing pictures | Asking questions Answering Listening task: Completing a specific task based on chart of given cues | 10 |
| 11 | Expressing possession | Whose book is this? It's mine. It isn't Ram's. | In a village At the shop School | Role plays Group work Question and answer | Students will be given the task to cover the objectives of language skills | 5 |
| 12 | Asking and giving permission /expressing obligation | May I borrow your book, please? Yes, you may. We should be quiet. You ought to go home. | In a library At the hospital, School events Traffic rules | Conversation Group work Role play Report writing | Letter writing Paragraph writing (small paragraphs about things, places and persons) | 15 |
| 13 | Requesting and replying | Would you open the door, please? Can I borrow your book? Open the door, please. Of course. Could you show me the picture, please? | With friends Households duties On a bus At the airport | Role play Pair work Games showing chain of activities | Describing pictures Some grammatical items in multiple choice form. | 10 |

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|----|---|--|---|--|--|----|
| 14 | Predicting (going to future) | It is going to rain. The situation is going to be tense. | Going shopping Description of a place/ picture | Guided writing Group work Pair work | Parallel writing Guessing games Constructing sentences | 5 |
| 15 | Stating intention/reason | I'm not going to play today, because I'm tired. I will do it today because I won't be free tomorrow. | On a farm Journey Sports | Group work Pair work Role play Discussion | Oral/written exercises Conversation | 10 |
| 16 | Drawing inferences degrees of probability | He must be ill. It may/might rain today. I might go tomorrow. | Arranging a party Sightseeing Exam preparation | Listen to the text and do the activity Group work Guessing games | Written comprehension Filling up the gaps using 'may', 'might', etc | 10 |
| 17 | Inviting and suggesting (with suitable replies) | Would you like to come in? Shall we play volleyball? Come in. Sit down. Yes, let's. Why don't we go out? | At a dinner party School rules Household function | Role play Question answer Group work | Dramatization Questioning and answering | 10 |
| 18 | Expressing good wishes | Have a good time. Well done! Congratulations! Good luck! | Prize distribution day Parents day Birthday party | Role play Question answer Group work | Drafting greeting cards Dramatization | 5 |

7.2

| S. N. | Language functions | Language /Grammar | Topics | Activities | Evaluation | Period |
|-------|--|---|--|---|--|--------|
| 1 | Formal greetings, introducing and leave taking | May I introduce you to Mr. X? How do you do? Good bye, it was a pleasure to meet you. | First day in school Meeting a new friend | Role play Asking & answering Completing incomplete dialogue | Completing incomplete dialogue Matching | 5 |
| 2 | Identifying people, places and objects | The man reading the paper is my brother. The book with the hard cover is mine. The boy wearing blue shirt is my cousin. | In the library A journey, travel A visit to temple | Reading Completing incomplete sentences Pair work | Completing incomplete sentences Answering questions orally as well as in written form | 10 |
| 3 | Asking question, seeking confirmation, seeking confirmation to a supposition, asking for information | You are leaving tomorrow, aren't you? Its holiday tomorrow, isn't it? He lives there, doesn't he? We must go, mustn't we? How long/wide/high/often? How far is Pokhara from Nepalgunj? | A day before dashain At the bus station At the wedding party | Question/answer Completing sentences Constructing sentences Eliciting Matching sentences Question tags | Written activities: answering questions Listening comprehension activities | 10 |

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| 4 | Asking with alternatives / reasons | Sorry, I can't. But I can come on Sunday. No, thank you. I would like some fruit. Sorry I can't because I am not free. | Waiting for a bus At the market | Constructing sentences from a substitution table | Constructing sentences from a substitution table Oral exercises | 5 |
| 5 | Expressing ability with reasons | Last year I couldn't swim, but now I can. I know how to type. I 'm sorry, I couldn't come because I was busy. I couldn't pass the exam because I didn't work hard enough. | Sports Drama (expressing ability through different characters) Reports | Reading comprehension Asking and Answering questions | Written/oral work Answering questions Listening comprehension activities | 5 |

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| 6 | Expressing wants and needs | Do you want a new pencil? Yes, please. Excuse me; I want to speak to the headmaster. He wanted to buy a football. I need something to eat. | Biography of a social worker/teacher, leader, etc Essays | Pair work Reading comprehension | Written/oral work Answering questions Listening comprehension activities | 5 |
| 7 | Asking for and giving permission and expressing obligation | Will you let me stay till tomorrow? You may stay but you mustn't talk. You have to finish by four o'clock. He had to leave early. Must I do everything? You ought to work hard. I should go now. | A festival A social event | Group work Reading Developing a small paragraphs Language games Project work | Written/oral work Answering questions Listening comprehension activities | 10 |

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| 8 | Comparing | It's like a river, but smaller. It isn't as big as a house. It is the biggest of all. | Seasons of the year A passage with different pictures | Group work: reading/ writing Describing a pictures | Developing paragraphs Listening comprehension activities | 10 |
| 9 | Requesting and replying politely | Would you mind closing the window, please? Could you possibly come tomorrow? Please help me to lift this. Certainly/sure.. No I'm afraid not, because I'm busy. | At the headmaster's desk At the school canteen At the hospital | Reading and writing Completing incomplete sentences Matching | Developing a short dialogue with 6 exchanges Completing an incomplete dialogue | 10 |
| 10 | Predicting | It's going to rain. You might be late. | Going on a picnic Trekking | Elicitation Guessing Pair/individual work | Sentence construction on the given structure | 5 |
| 11 | Stating intention | I'm working late tonight. | Writing a diary | Elicitation Guessing Pair/individual work | Cloze exercises Substitution table Paragraph writing | 5 |

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| 12 | Expressing degrees of probability | Perhaps he's ill. May be he can't come. I'll definitely do it. I certainly won't forget. I'll probably come. | Swimming Plane crash Disappearance of wild animals Accident | Reading Writing | Comprehension questions | 5 |
| 13 | Making suggestions, giving advice and replying | How about playing chess? Why can't we play football? Would you like to look at the photos? You should stay at home. Why don't you stay in bed? I think I will. What a good idea! | Sports day School day Mountaineering | Role play on dialogues Essay competition | Questions answers Observation on students' performance during role play Listening comprehension activities | 15 |
| 14 | Inviting and replying | Would you like to come with us? I'm having a party, can you come? Thank you that would be great. I'm very sorry. I'm afraid I'm busy. | Celebrations Father's day Mother's day Birthday Anniversary Family get together. | Practice on drafting invitation letters Composing telephone dialogues | Writing competition Observing students' performance | 10 |
| 15 | Sating purpose | I came to see you. He went to see a doctor. | At the zoo At any offices/ organization | Writing and enacting dialogues | Elicitation Guessing Pair/individual work | 10 |

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| 16 | Expressing wishes | I wish I had a bicycle. | A poem An essay | Developing sentences to paragraphs | Sentence constructions | 5 |
| 17 | Instructing | Press the button on the right. Turn the knob. Don't forget to close the door. | Leaflet on doing/preparing something | Role play Group work Individual work | Observation on students' performance | 10 |
| 18 | Describing positions | It's at the back of the room. (at the front of, in the middle of, to the left of, inside, outside) | My village A place where many tourists visit | Reading Writing Group work Project work | Observation on students' performance | 10 |
| 19 | Measuring height, weight and distance | How tall is the tree? It's about twenty meters high (wide, deep, long). It's very heavy. It's about 30 kg. How far is Pokhara? It is 200 km. It isn't far. It takes 4 hours by car. | Geographical description of a place Bhimsen Stambha | Reading comprehension Role play Developing dialogue in groups | Oral /written answers Observation on students' performance | 10 |
| 20 | Expressing preference | I'll have either; I like neither tea nor coffee. I don't like either. I prefer rotis. I'd rather play badminton. | A visit to a restaurant | Reading Role play Developing dialogue in groups | Oral /written answers Observation on students' performance | 5 |
| 21 | Narrating events | While I was coming to school, I saw a mongoose. I was reading when the light went out. | A narrative story An experience | Reading Narrating Oral games Ordering Chain story | Skeleton story Reading comprehension activities | 15 |

7.3 Grade 8

| S.N. | Function | Language/grammar | Topics | Activities | Evaluation | period |
|------|---|---|--|---|--------------------------------------|--------|
| 1 | Asking formally for information | Excuse me; I wonder if you could tell me the way to the post office. | The post office Visiting a new place | Role play Field visit Group work | Observation on students' performance | 5 |
| 2 | Asking for a repeat of information | Excuse me. I beg your pardon. Could you please say it again? | Telephone conversation Extract of drama | Role play | Observation on students' performance | 5 |
| 3 | Asking for and giving permission, expressing obligation | Would you mind if I open the window? Am I allowed to borrow a book? You have got to come now. I ought to go now. | A visit to a zoo/library/science exhibition hall | Demonstration and discussion | | 10 |
| 4 | Requesting and replying | Can you give me a hand please? I'm sorry but I have to go out. Can you tell me how to solve this problem? | At bus park/supermarket In classroom | Pair work Problem solving Role play | Observation on students' performance | 5 |

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| 5 | Identifying people, places and objects | The man who was waiting here has gone. This is the house which I bought last year. The book that I need is on the shelf. | A national hero A famous place A laptop, computer, etc | Reading comprehension Question answer Substitution table | Written tasks for reading comprehension Observation for spoken skills And exercises for listening comprehension | 10 |
| 6 | Inviting and replying | How about coming for meal tomorrow? I wonder if you are free on Saturday. Thank you very much but I'm afraid that I need to finish my homework. | Festivals Social celebration | Reading comprehension Question answer Substitution table | For reading comprehension: Short question Matching Fill in the space True false MCQs | 10 |
| 7 | Getting things done | Can you make the radio work? She made Gopal stay in. I got/had my food prepared. | Profession (mechanics, plumber, electrician, tailor, etc) | Group work Project work Role play Grammar exercise | Observation on students' performance | 10 |

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| 8 | Reporting | He said that he wanted to go. He told her to sit down. She asked me if I was tired. He asked me where I was going. | News report/story Radio report Hostel rules | Group work Project work Role play Grammar exercise | Written tasks for reading Observation for spoken skills And exercises for listening comprehension | 10 |
| 9 | Describing people, places, objects and actions | The children in red uniform are waiting for the bus. I've visited Chandan Nath temple twice. | Sports persons Literary personality Famous place | Group work Project work Role play Grammar exercise | For reading comprehension: short question Matching Fill in the space True falseMCQ | 15 |
| 10 | Expressing conditions | If you go there, you can see Mt. Makalu. If the temperature falls the plants will die. When the bell rings, you can go. | Health population and environment | Project work Group work Writing activities | Observation on students' performance | 10 |
| 11 | Comparing | Mt. Everest is the highest mountain in the world. Ahmad is much taller than his brother. Radhika is nearly as beautiful as Ramita. | A story of two brothers/sisters Tourism Mountaineering | Group work Project work Role play Grammar exercise | Written tasks for reading Observation for spoken skills And exercises for listening comprehension | 5 |

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| 12 | Expressing degree of probability | Certainly , may be, perhaps | Debate on a current issues | Reading comprehension on Sentence construction | Observation on students' performance | 5 |
| 13 | Expressing condolences | I'm sorry that you were ill yesterday. I'm sorry to hear that your mother died. Hard luck! | Accident, death, Air crash | Reading newspaper, Group work Practice on writing condolence | Observation on students' performance | 5 |
| 14 | Expressing likes/dislikes | What would you like to do? Would you prefer to swim or play volleyball? I'd like to play volleyball. | Me and my friend Hobby Games/sports | Debate contest Writing practice | Observation on students' performance | 10 |
| 15 | Stating intention/predicting | You must be feeling hungry! I'm planning to visit Butwal next week. I'm off to work. | Weather forecasting Travelling | Reading Writing | Writing tasks Reading comprehension | 10 |

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| 16 | Persuading and reminding | Do come. Don't forget to write! Remember to come next week. | Counseling My grandfather | Speaking on a particular issues Role play | Observing the way of speaking : pronunciation, tone | 10 |
| 17 | Describing habits | I used to eat rice but now I eat noodles. | My childhood Changing society | Reading comprehension Writing paragraphs | Comprehension questions | 10 |
| 18 | Expressing ability | I can speak English. I was able to buy a ticket. | Tourism in Nepal Playing musical instrument | Reading Writing Oratory contest Games | Performance in language games Written tasks | 10 |
| 19 | Giving reasons | I came late because it was raining. I came by taxi in order to save time. | Village or town Science or culture An experience | Debate competition | Observation on students' performance | 10 |
| 20 | Answering in brief | I hope so. I hope not. So do I. I expect so. Not often. Sometimes. Never, Always. Occasionally. | At a hotel/ Restaurant | Role play Simulation Reading | Observation on students' performance | 10 |