EDUCATION OF SECONDARY LEVEL ENGLISH TEACHERS

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HIS MAJESTY'S GOVERNMENT
MINISTRY OF EDUCATION AND SPORTS
SECONDARY EDUCATION DEVELOPMENT PROJECT

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OF
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N1640

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Foreword

The Secondary Education Development Project' English section trains in-service English teachers of both lower and secondary levels from all districts of Nepal.

The ultimate objectives of this course are to familiarise the English teachers with the up-to-date teaching/testing methodologies and techniques set out in the new secondary English curriculum.

In order to meet these objectives, this manual has been the product of a year's work where it has undergone two major revisions based on the training feedback received from ELT trainers and teachers involved in using the manual.

Although there may still be a number of complex lessons, it is hoped that this manual is easier to manage and can be adapted to suit the particular of the individual training.

The whole manual has been the work of a large team of writers and advisors, editors and computer staff. I would like to take this opportunity to thank all those involved in the production of this manual and hope that those involved in the future use of this manual will continue to provide necessary feedback for continual improvement.

Gauri Narayan Bachar

(Director)

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❶ Introduction

The principal aim of the English language teaching (ELT) programme of the SEDP is to give one-month intensive training courses of study to English teachers teaching classes 6-10. The course comprises approximately 144 working hours; i.e. there are altogether 96 sessions of 1½ hours' duration each for 24 working days. The most important features of this manual are:

- ⇨ It is a training manual for trainers where a workbook for trainee is also made available.
- ⇨ It is a manual intended for the professional development of the secondary level English teachers.

The manual can be used either as it is or it can be used simply as a guide with plenty of flexibility or leniency on the part of the trainer. Each session in this manual is focussed on a particular topic with the emphasis on three areas of expertise –English language development (ELD); English language methodology; and Practice teaching.

English language development intends to develop the teachers' own English language competence and performance. Sessions for this are selected from Meanings into Words, Intermediate level.

Teaching methodology sessions concentrate on particular topic mainly on how to teach all four language skills –listening, speaking, reading and writing–, develop tests, design teaching materials, use textbook, curriculum and examination grid, etc. Beside these there are micro and practice teaching sessions which will help trainees practice the newly learnt skills teaching methods and techniques with their colleagues.

Micro and practice teaching are done after each skill session/skill teaching is finished. In these, it is intended to supervise what trainees have achieved, and then to see how effectively they can apply the training practices in actual/classroom situations.

Miscellaneous sessions are meant to enhance professional development of the trainees in terms of designing the sessions on use of blackboard, caring students, gender issues, classroom language/management, a good teacher, etc.

Furthermore, this course includes both the written and spoken examinations of the trainees.

Evaluation of the training session on the other hand will give SEDP feedback on the training manual, organisation of the training and trainers.

❷ Using the manual

The following suggestions are made in using this manual:

- ☞ There should be at least two trainers to run this course. They should be competent to satisfy the language demanded by the trainees. And also they should be well-trained in SEDP training materials and new curriculum, textbook, teacher's guide, etc.

- ☞ The trainers should work out who does what at least three days earlier prior to the training.

- ☞ Each trainer should be involved in opening session, micro teaching, peer teaching sessions, practice teaching time, examination sessions, evaluation and closing sessions.

- ☞ Trainers must consult their colleagues when they face content and language problem in handling the sessions. They also must submit their lesson plan to the responsible training co-ordinator before going into the class.

- ☞ There are altogether 24 full working days and each day carries almost 7 hours (6 hours and 50 minutes) working time with four major sessions of 1½ hours duration each with one lunch break and two tea breaks. Each of the courses lasts for six days when there is a '*free-day*'. This free day has been left '*floating*' however. If one wishes one can also work on Saturdays. No training session/days should be missed out. The course lasts a total of 28 days with four free days.

❸ Day-wise sessions

Trainees' Manual

Day one

Session 2 – Orientation

Training Schedule

Day	Session One	Session Two		Session Three	Session Four
1	**Registration + Opening**	Course orientation	LUNCH	Library	
2	Introduction to English curriculum			Curriculum materials – textbooks, teacher's guides, cassettes, etc.	
3	ELD (1)	SLC examination and testing	LUNCH	Use of blackboard	
4	ELD (2)	Caring students		A good teacher	
5	ELD (3)	Integrated skills		Lesson planning	
6	ELD (4)	Listening (1)	LUNCH	Listening (2)	Micro teaching listening
7	ELD (5)	Listening (3)		Micro teaching listening	Prep for practice teaching
8	Practice teaching and feedback			Practice teaching and feedback	Testing listening
9	ELD (6)	Vocabulary (1)	LUNCH	Vocabulary (2)	Micro teaching vocabulary
10	ELD (7)	Speaking (1)		Speaking (2)	Micro teaching speaking
11	ELD (8)	Speaking (3)		Micro teaching speaking	Prep for practice teaching
12	Practice teaching and feedback			Practice teaching and feedback	Testing speaking
13	ELD (9)	Reading (introduction)	LUNCH	Reading (1)	Preparation and discussion
14	ELD (10)	Micro teaching		Reading (2)	Reading (3)
15	ELD (11)	Preparation and discussion	LUNCH	Micro teaching	Reading (4)
16	ELD (12)	Preparation and discussion		Micro teaching	Reading (5)
17	Preparation and Discussion	Micro teaching		Testing reading	Prep for practice teaching
18	Practice teaching and feedback		LUNCH	Practice teaching and feedback	Grammar (1)
19	Writing (1)			Micro teaching writing	Grammar (2)
20	Writing (2)			Micro teaching writing	Preparation for practice teaching
21	Practice teaching and feedback		LUNCH	Practice teaching and feedback	Testing writing
22	Classroom management			Test item production	
23	Gender issues			Written examination	
24	Oral examination			Training evaluation	**CLOSING**

Evaluation Criteria

The evaluation will be of 100 marks total. The marks is divided as:

1. Attendance (5%)

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24

Each training day is divided into two halves –first and second. The co-ordinator gives a (✓) to each half to indicate presence and uses a (✖) in the case of absence.

2. Training activities (5%)

Group involvement		**Leadership**		
Active	Passive	Once	More than once	None

The trainers record each trainee's participation and give (✓) in the appropriate boxes.

3. Examination (90%)

The trainers will record the oral and written test marks. Tick in the appropriate boxes.

Oral

Excellent (Over 80%)	Very good (Over 60%)	Good (Over 40%)	Poor (Below 40%)

Written

Excellent (Over 80%)	Very good (Over 60%)	Good (Over 40%)	Poor (Below 40%)

[Note: The examination days are Day 23 and 24.]

Sessions 3 and 4 – Library

Handout 1

Examine your own library

How many books are there?
Where are they?
Who is responsible?
Are students involved in running the library?
How many students can use the library at one time?
Are there newspapers and magazines?
Does it provide material for all ages?
When is it open?
Can students take books away?
Do students use the library? Do teachers use the library?

Handout 2

How to treat a book

Because of lack of experience, many students have no idea how to treat a book so as to preserve its life.

These things need to be taught before students start using the library.

1 Always make sure that your hands are clean before handling a book.
2 You can ruin a book if you force back the covers.
3 Use a bookmark to make pages-never turn down pages or write in books.
4 Do not put heavy items on top of books in your bag.
5 Do not eat or drink while reading.
6 Return books on time or renew them.
7 Report at once any damage to a book so that it can be repaired
8 Protect a book from rain.

You may like to ask students to make a "Save the Book" poster.

Handout 3

Library quiz

1 Give the title of a book written by R L STEVENSON
2 What is the meaning of "eccentric"?
3 Where in the UK is Bristol?
4 When did Pythagoras live and why is he famous?
5 Give an example of poisonous fungus.
6 Draw a plesiosaur.
7 Give the title of an English poem.
8 Name three members of the English cricket team.
9 What is the population of Nepal?
10 How would you treat a serious burn?
11 When did Pratap Malla rule in Nepal?
12 What is "osmosis"?

The object of this quiz is to take students to every section of the library. You would obviously have to set questions which could be answered from your library stock.

Day two

Sessions 1 and 2 – Introduction to English curriculum

Handout

Write T or F against these statements.

1. Curriculum is a master plan.
2. It is a frame of what you can teach to each grade even without a textbook.
3. It helps you to plan and check how much students have learned.
4. It helps you to set good exams to find out how well students have learned.
5. It helps you know the way to teach.
6. Textbooks are written from the curriculum.
7. Students can be taught with a curriculum. It is not necessary for you to have a textbook.

Sessions 3 and 4 – Curriculum materials – textbooks, teacher's guides, cassettes, etc.

Jhamak Kumari Ghimire

Day three

Session 1 – English Language Development (1)

Use Meaning into Words Intermediate

(1) Teacher's book
(2) Student book
(3) Workbook

Unit 1

Focus of the unit
Grammar: Location prepositions, non-defining relative clauses, causative
Function: Describing

Exercises: 1.2, 1.3, 1.4, 1.5 and 1.8

Session 2 – SLC examination and testing

Handout 1

Old	New
* Textbook items	Curriculum objectives
* RW	RWLS
* Memory power	Practical abilities
* Grammar	Functions
* – Validity and Reliability	+ Validity and Reliability

Requirements	
* Training	Examiners Monitors
* Materials	New Improved

Materials:	QPs, M. scheme (RWLS) Pictures, maps (RWLS) Cassette, C. player (L) Scoring sheet (S)
Tools/Tec.:	Read and ------(R) Listen and -----(L) Description, explanation ----(W) Description, interview ---- (S)
Q. type:	Objective (RL) Subjective (WS)
Manpower:	Invigilators (RW) Monitors (LS)
Marking:	Delayed (RWL) Instant (S)
Management:	- complex (RWL) + complex (S)

Handout 2

Dummy examination

Preparation

* Selection of districts

Mountain	Hill	Terai
Solakhumbu	Ilam	Morang
Mustang	Bhaktapur	Dhanusha
Jumla	Kathmandu	Kapilvastu
	Lalitpur	Banke
	Kaski	
	Baitadi	

- Number of schools: 87
- Number of students: 2000
- Number of monitors: 70
- Question papers: Version 1 and 2
- Materials: Cassette and cassette players, pictures, etc.

Administration:

- RW in groups
- Listening in groups (25)
- Speaking individually
- Morning and afternoon sessions

Morning Afternoon

RW →

← LS

Result:

- 43% got through
- V2 better than V1
- L better than S
- Private schools better than Government ones

Feedback on oral test

Students:

- **Interesting (57%)**
- **Good though difficult (14%)**
- **Complained not taught (18%)**
- **Tapes not clear (10%)**

Teachers:

- **Not appropriate (4%)**
- **Appropriate but difficult: should be separate (29%)**
- **V2 Preferable**

Supervisors and markers:

- **Most monitors OK**
- **V2 Preferable**

Requirements

Oral examinations committee:

- **Responsible for conducting the exam by inviting the trained teachers, for collecting oral exam fee and for providing the teachers with their remuneration**

Training:

- **A two-day training to the selected teachers (800)**

Materials:

- **200 cassette players**

Recommendation

First option

- **Who?**

A group of teachers in each district: number of teachers depending upon the number of students in the districts.

- **When?**

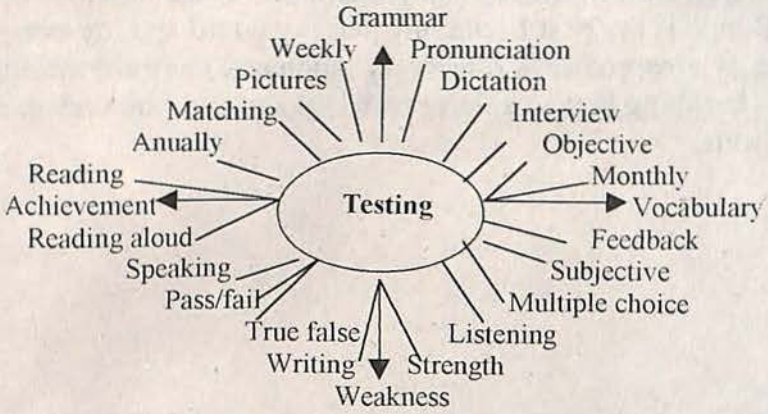
After the final SLC exam

- **Where?**

In a school (students from 2-3 schools can be invited there)

Handout 3

Read the following brain map and then answer questions about testing.



Why do you test?	What do you test?	When do you test?	How do you test?

Handout 4

Read the following and mark out of 10.

My best friend

Permit me to introduce my best friend his name is Bingo. A cute little dog will silky hair and sparkling eyes. Bongo is my best friend, my pet, my guard and my everything He always lived with me. We learned each other very much and he is a very king of fried. He is very firenly too but thing him as a fierceness log. He could be very dangerous and fierce with the other sons.

Handout 5

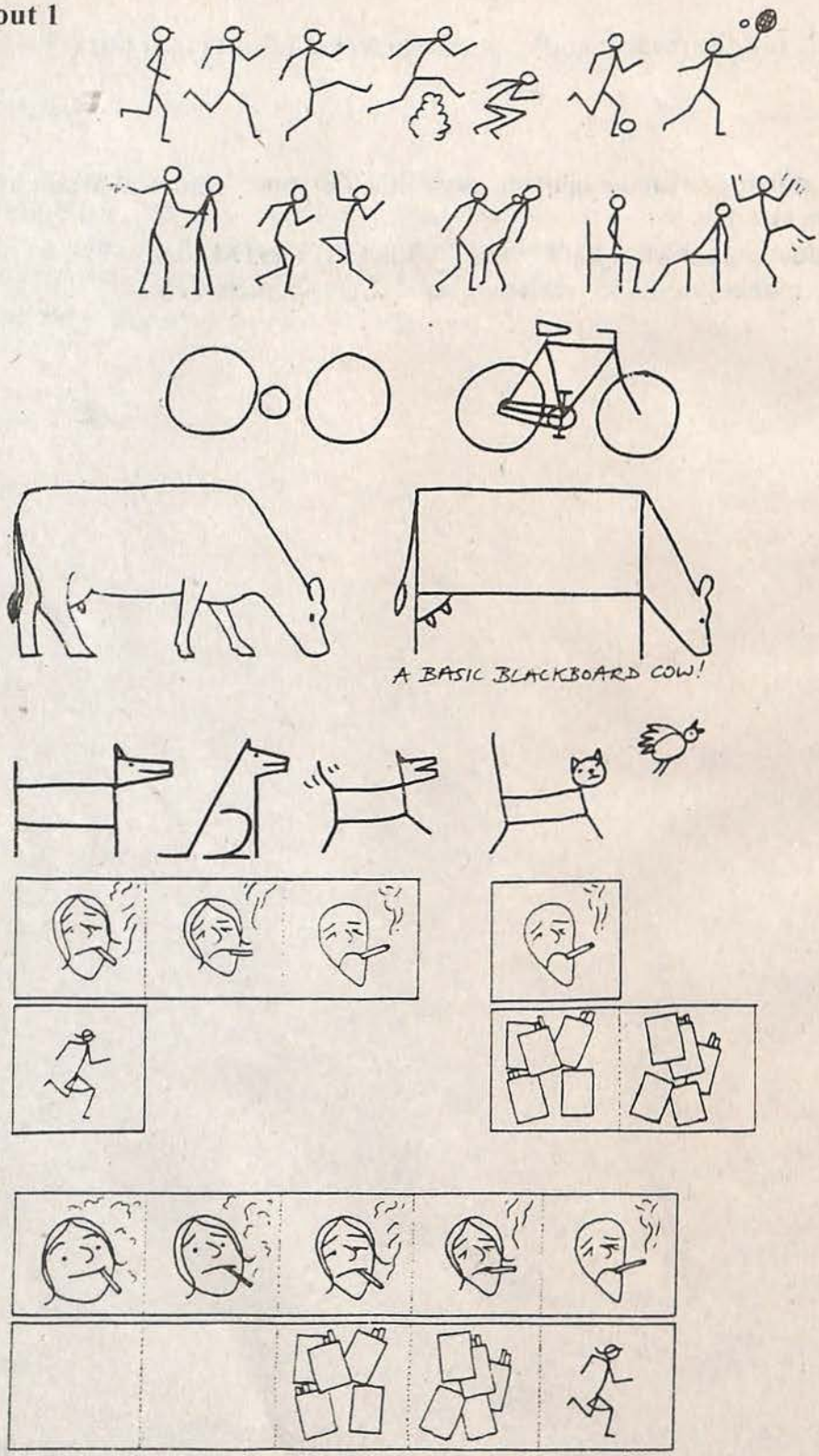
Does the following test the reading ability of the students? What does it test?

Attempt any two.

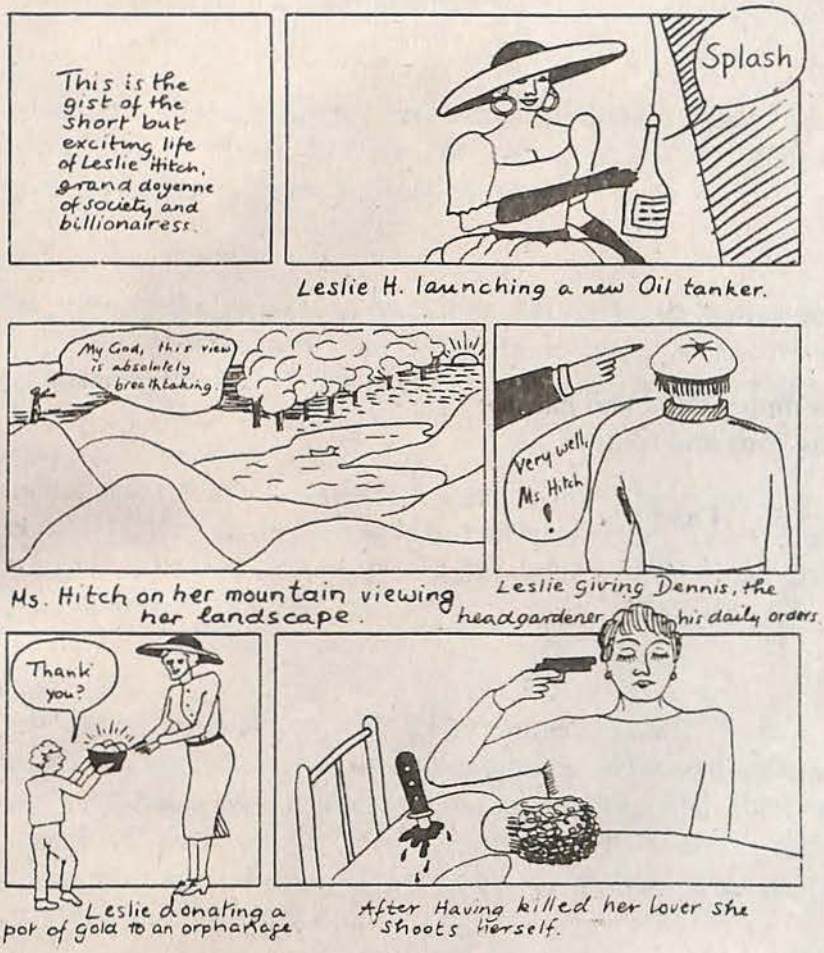
(1) What did the athletes do on the opening day of the Olympic Games in Munich? (The Olympic Games)
(2) How did the doctor treat Miss Rai's eyes? (A Visit To The Doctor)
(3) Why were the monkeys used to teach to speak? (Can Animals Talk)

Sessions 3 and 4 – Use of blackboard

Handout 1



Handout 2



Leslie H. launching a new Oil tanker.

Ms. Hitch on her mountain viewing her landscape.

Leslie giving Dennis, the headgardener his daily orders.

Leslie donating a pot of gold to an orphanage

After having killed her lover she shoots herself.

Day four

Session 1 – English Language Development (2)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 1

Focus of the unit
Exercise: 1.1

Unit 3

Focus of the unit
Grammar: Present simple active and passive
Function: Describing jobs and routine

Exercises: 3.1, 3.2, 3.3, 3.4 and 3.5

Session 2 – Caring students

Chart

1. Guide

A teacher's role is to guide his her learners. Without a guide a tourist is (most of the time) lost. A guide's job is to take the right route to reach the destination. S/he not only chooses a right path but also a short and safe one.

2. Authority

A teacher also acts as an authority. Here, authority doesn't mean a powerful person who misuses his/her power. Here it refers to two things: (a) authority for maintaining discipline and (b) authority in the subject matter.

3. Friend

It's a teacher who could be both an authority and friend to his/her learners. S/he has to be friendly if she wants to know their students. Unless s/he knows their students, their teaching cannot be effective. A few friendly words or a friendly touch can do miracles.

4. Counsellor

A good teacher always advises his/her students how they could do better, how could they overcome their difficulty or solve their problems. This is not only related to teaching but life. S/he not only gives advice which is confined to the classroom but which help them in their real life.

5. Evaluator

A teacher should be an evaluator, not an examiner or critic. In most cases, the teacher examines his/her learners' conduct or achievements which are followed by criticism. A good teacher evaluates the learners' conduct, appreciated their achievements, and provides a positive criticism for their weaknesses. It makes a lot of difference to a learner whether you say, "Hari, you are good for nothing: you can never improve" or "That's a good try, Hari. Keep it on!"

6. Mediator

Sometimes a teacher has to play the role of a mediator. S/he has to bring compromise between two learners or two groups of learners. S/he must have a diplomatic insight so that s/he could bring them or the two groups together without damaging the self-pride of either of them. The teacher must be careful to impartial so that s/he won't be blamed for biases.

7. Listener

Teachers are great talkers. But a good teacher is also a patient listener. Most teachers go on talking and don't let the learners talk in the class. How can they learn to speak if they are not given an opportunity to speak? Besides, if a teacher lends his/her ears to his/her

learners s/he knows them better which helps him/her to improve his her teaching techniques.

8. Preacher

A teacher sometime has to play the role of a preacher, but this does not mean that s/he will always be asking the learners to be good. Young learners are boisterous by nature. Most often, their mischievous conduct is not deliberately intended. A good teacher should know their psychology and preach only that much which they can digest.

9. Facilitator

A teacher's job is to help learners do better. S/he does this by helping them do things by themselves. S/he doesn't take them as empty vessels which are to be filled with the teacher's knowledge (jug and mug theory). S/he helps them to bloom as the sun and the wind help a flower to bloom.

10. Resource person

For most students, a teacher is the only reliable source of knowledge. Whenever they come across problems, puzzles and ambiguous statements, they will look for the teacher. Therefore, s/he must develop him/her as a resource person to quench the thirst of the learners.

11. Nose cleaner

This role is related to the teachers of the beginners. It not only refers to actual nose cleaning, but looking after them as well.

12. Care taker

A teacher's job is not only to teach her students but also take care of them. S/he looks after them in every sense, e.g. their all-round development.

13. Umpire

Today, teaching/learning is fun. Learners learn by playing games, and group works: they contest and compete with each other. A teacher has to act as an impartial umpire.

14. Organiser

A teacher also acts as an organiser or manager. His/her role is not only to go onto the class and start lecturing. Instead s/he has to organise the class, furniture, groups etc. so that whatever activities s/he is going to introduce will be effective. Most good teaching activities and games fail due to bad organisation.

15. Encourage

A teacher's role is to encourage the learners and not to discourage them by harsh criticism. Less bright learners need more encouragement and attention from the teacher. They should never be neglected at the cost of the intelligent ones.

18. Role model

A teacher is the ideal of his/her learners. S/he is the model not only for such things as pronunciation, handwriting, etc. but also for good conduct. Therefore, a teacher should behave the way s/he wants the learners to behave.

Worksheet

Out of the list below which do you feel is the most serious problem in your school. Add more to the list if you have any. Share your ideas with your colleagues and discuss it in your group.

Problems

- Poor nutrition
- Lack of interest
- No books
- Troubled family life
- Disability
- Adolescence
- Drugs
- Child labour
- Peers
- Poverty
- Poor clothing
- Lack of cleanliness
- No lunch
- Homework not done
- Travelling to school
- Lack of interest
- Death
- Poor eyesight
- Lack of support
- ----------

Handout

Some principles of guidance and counselling

Counselling is the means by which a teacher can help a student through individual conversation. This help or guidance could be either a) chiefly academically oriented or may be b) more personal or socially directed or more commonly c) may involve both academic and personal issues.

Counselling usually involves a problem-solving discussion where two people explore together personal problems and identify possible practical solutions to those problems

Principles of Counselling

Principles of Counselling	**Implications for the teacher**
Empathy between two people	Try to understand student's situation
Good relations between two people	Non-threatening approach
Limit discussion to the immediate problem	Be sure to identify the real problem
Freedom to say what they like	Put the student at ease
Atmosphere of mutual trust	Try to give the student confidence
Rapport is essential	Listening and confidentiality are important
No one has all the answers	Seek advice if necessary

Counselling Skills Check-list: a) Listening b) Reflection of feeling c) Reflection of content d) Challenging e) Coping with feelings f) Starting and ending the guidance g) Timing h) Giving information i) Supporting

If you are unable to cope with the student's problem situation, seek advice from a senior teacher, head-teacher, chairman of school management, or another member of the community, but do not divulge any personal confidences of the student.

Handout 1

A good teacher

- ❍ keeps in contact with the parents of his/her pupils and lets them participate in the life of the school
- ❍ is able to maintain discipline and order
- ❍ lets the students share his/her own life with all its ups and downs
- ❍ works hard to remain up-to date in his/her subject
- ❍ openly admits when s/he has made a mistake or does not know something
- ❍ is interested in his/her students, asks them about their homes and tries to help where possible
- ❍ makes the students work hard and sets high standards
- ❍ is friendly and helpful to his/her colleagues
- ❍ uses a lot of different materials, equipment and teaching methods and attempts to make his/her lessons interesting
- ❍ helps the students become independent and organise their own learning

(M. Spratt, 1994)

Handout 2

ACK OF CONFIDENCE
ISOLATION
DESPAIR
DISCUSSION
COOPERATION
PRESSURE
TRAINING
SUPPORT
STRESS
ADVICE
GUIDANCE
DEPRESSION

Handout 3

The first two or three years in this school were very difficult for me, even though I'd already done quite a lot of teaching. The children didn't know how to act in a classroom situation: their socialisation wasn't complete. They couldn't sit at their desks and work, but wanted to make friends with the children around them. There was a lot of talking and moving about. They weren't actually destroying the ceilings, but the relationship deteriorated to such an extent that there was no way in which I liked them and some of them disliked me. It needs a lot of work to recover from that situation. A teacher is very isolated. You can go to a colleague and say, "They're a hell of a bunch", and get a sympathetic hearing, but you've got to work it out for yourself ultimately. I overcome it by trail and error. There is no prescription for getting control. Maybe it's a shout or a threat or just waiting there with the right expression on your face. There were times when not of these worded. Teaching is an art, having an eye for the types of movements and an ear for the sound that indicates the machine is not running properly.

I like teaching much better now and I want to stay in this school because I'm reaping the benefits of all the hard work I've put into the relationship. I still have a yearning to set up another business, although that will probably remain a dream. A lot of teachers see their work as a vocation, but I could never feel that. In some ways I see myself as a performer, an entertainer, setting up activities for the children at their level. If they enjoy them, then the job is done.

(Teachers' Frank E. Hugger)

Handout 4

DYNAMISM
THOUGHTFULNESS
CARE FOR PEOPLE
LOVE FOR PERFORMING
SENSE OF HUMOR
GENEROSITY
TOUGHNESS
INTELLIGENCE
DETERNIMATION
ENTHUSIASM
PATIENCE
CALMNESS
FLEXIBILITY
SESITIVITY
IMAGINATION

Handout 5

1. Reflection on his/her teaching

- ☞ Have I had any problems with the lesson?
- ☞ What parts of the lesson were most successful?
- ☞ Was I able to accomplish my goals?
- ☞ How might I teach differently?

2. Reflection on his/her students

- ☞ Did my students contribute actively to the lesson?
- ☞ What did they like most about the lesson?
- ☞ Were they challenged by the lesson?
- ☞ Did I help my students to learn?
- ☞ Did I encourage my students to learn?

3. Reflection on him/herself

- ☞ What does it mean to be a teacher?
- ☞ Is the teacher the person I am?
- ☞ Where am I in my professional development?
- ☞ What are my strengths and limitations as a language teacher?
- ☞ How am I developing as a language teacher?

Checklist

Inflated ego

Some teachers have very high opinion about themselves. They believe that they know everything about their job, and need nothing more. This inflated ego prevents them from reflecting on their work objectively.

Fear and insecurity

Teachers do not want to think critically about their teaching because they feel insecure. They want to disclose the findings of their reflection, who knows what comments they would have from their students, colleagues, and/or superiors.

Self-image spoilt

They are not willing to reflect on themselves because they are afraid of what they find. They do not want to look foolish in their own eyes.

Lack of experience/knowledge

Young and inexperienced (green) teachers are willing to think critically about their teaching, but they do not know how, since they are green they want to learn more. On the other hand, aged and experienced teachers are not willing to look themselves objectively. They think that they know every trick of their job. This 'I know everything' attitude prevents them from reflecting on themselves. It is always better to be self critical, but it takes will and courage for teachers to look at themselves objectively.

Day five

Session 1 – English Language Development (3)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 4

Focus of the unit
Grammar: Preposition of direction
Function: Giving directions

Exercises: 4.1, 4.2, 4.3, 4.5 and 5.8

Session 2 – Integrated skills

Handout

Last Saturday Mary was listening to a programme on Radio Nepal. She was listening to the 8 o' clock news in English. Everything in the news was about American presidential election. She was confused why Al Gore didn't win the election – Gore's lead against George W. Bush was more than 3 million votes. She then went to her father's library, read a book on Constitution of the United States, and knew the reason why Gore's lead in popular vote didn't help him to win the Presidential election.

Worksheet

Arati plans to go to	
She'll spend a couple of days in	
She'll go to the	
Neelam's going to	
She'll spend a couple of days in	
She'll stay in a	
She'll go trekking to	

Sessions 3 and 4 – Lesson planning

Handout 1 [Text A]

1. **What are *variety* and *flexibility*?**
2. **How do you relate *variety* and *flexibility* to lesson planning?**

The two overriding principles behind good lesson planning are *variety* and *flexibility*. Variety means involving students in a number of different types of activity and where possible introducing them to a wide selection of materials, it means planning so that learning is interesting and never monotonous for the students. Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that class on that particular day. The flexible teacher will be able to change the plan in such a situation. Flexibility is the characteristic we would expect from the genuinely adaptable teacher.

We have already commented on the danger of routine and monotony and how students may become de-motivated if they are always faced with the same type of class. This danger can only be avoided if the teacher believes that the learning experience should be permanently stimulating and interesting. This is difficult to achieve, but at least if the activities the students are faced with are varied there will be the interest of doing different things. If new language is always introduced in the same way (e.g. if it is always introduced in a dialogue) then the introduction stages of the class will become gradually less and less challenging. If all reading activities always concentrate on extraction of specific information and never ask the students to do anything else, reading will become less interesting. The same is true of any activity that is constantly repeated. Our aim must be to provide a variety of different learning activities which will help individual students to get to grips with the language. And this means giving the students a purpose and telling them what the purpose is. Students need to know why they are doing something and what is supposed they will achieve. We have stressed the need for a purpose particularly with communicative activities and receptive skills: but teachers must have a purpose for all the activities they organise in a class and they should communicate that purpose to their students.

In any one class there will be a number of different personalities with different ways of looking at the world. The activity that is particularly appropriate for one student may not be ideal for another. But teachers who vary their teaching approach may be able to satisfy most of their students at different times.

(*Harmer, J*)

Handout 1 [Text B]

What are the examples of *variety* and *flexibility*?

Variety is a principle that applies especially to a series of classes. Over a two-week period, for example, we will try and do different things in the classes. Variety also applies to a lesser extent to a single class period. Although there are some activities that can last for fifty minutes it seems generally true that changes of activity during that time are advisable. An introduction of new language that lasted for fifty minutes would probably be counter-productive, and it is noticeable how an over-long accurate reproduction stage tires students and fails to be very effective. We should not expect, either, to ask the students to engage in reading comprehension for a whole class. We might, however, be able to base a whole class on one reading passage, but only if we varied the activities that we could use with it. Thus we might get students to read to extract specific information; this could be followed by some discussion, some intensive work and some kind of written or oral follow-up. Children, especially, need to do different things in fairly quick succession since they will generally not be able to concentrate on one activity for a long stretch of time.

The teacher who believes in variety will have to be flexible since the only way to provide variety is to use a number of different techniques: not all of these will fit into one methodology (teachers should be immediately suspicious of anyone who says they have the answer to language teaching for this will imply a lack of flexibility).

Good lesson planning is the art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class. In a general language course there will be work on the four skills (although a teacher will probably come to a decision about the relative merits of each skill): there will be presentation and controlled practice, roughly-tuned input (receptive skill work) and communicative activities. Different student groupings will be used.

If teachers have a large variety of techniques and activities that they can use with students they can then apply themselves to the central question of lesson planning: 'What is it that my students will feel, know or be able to do at the end of the class (or classes)?' We can say, for example, that they will feel more positive about learning English at the end of the class than they did at the beginning as a result of activities that were enjoyable; we can say that they will know some new language that they did not know before; we can say that they will be able to write a type of letter that they were not able to write before, for example.

In answering the central question teachers will create the objectives for the class. Students may be involved in a game-like activity because the teacher's objective is to have them relax and feel more positive about their English classes. The students may be

given a reading passage to work on because the teacher's objective is to improve their ability to extract specific information from written texts. New language may be introduced because the objective is that students should know how to refer to the past, for example.

(*Harmer, J*)

Handout 2 [Text A]

The job of teaching

Clearly well-prepared teachers need to know a lot about the job they are to do before they can start to make successful plans. There are six major areas of necessary knowledge.

(a) The language for the level

Clearly teachers must know the language that they are to teach. By 'know' we mean that teachers must be able to use the language themselves and also have an insight into the rules that govern its form and factors which affect its use. This is obviously the result not only of the teacher's own knowledge of English but also of preparation and study where facts about language can be absorbed.

(b) The skills for the level

Teachers need to 'know' the skills they are going to ask their students to perform. It is no good asking students to do a report if you cannot do it yourself!

(c) The learning aids available for the level

We need to know what aids are available and appropriate for the level we are teaching. These may include wall pictures, flashcards, flipcharts, cards, charts, tapes, tape recorders, video playback machines, overhead projectors, computer hardware and software, sets of books and materials and, of course the board.

(d) Stages and techniques in teaching

We need to know and recognise different teaching techniques and stages. We need to know the difference between accurate reproduction and communicative activities so that we do not, for example, act as controller in both cases. We also need to be able to recognise stages in the textbook we are using so that we realise when an activity is controlled rather than free and vice versa. In particular, then, we must have a working knowledge of the issues and the principles behind the teaching of receptive skills.

(e) A repertoire of activities

Well-prepared teachers have a large repertoire of activities for their classes. They can organise presentation and controlled output practice; they can direct students in the acquiring of receptive skills and organise genuinely communicative activities. This repertoire of activities enables them to have varied plans and achieve an activities balance.

(f) Classroom management skills

Well-prepared teachers will have good classroom management skills. They will be able to adopt a number of different roles, will be able to use different student groupings, and will be able to maintain discipline.

These areas are all vitally important for a teacher and they all imply a lot of work particularly where a level is being taught for the first time. Without these areas of knowledge a teacher is in a poor position to make decisions about lesson planning.

(*Harmer, J*)

Handout 2 [Text B]

The institution

Teachers need to know a lot about the institution in so far as it is involved with their teaching. The following five areas of knowledge are crucial.

(a) Time, length, frequency
It sounds silly to emphasise that the teacher should know at what time, for how long and how often classes take place. Nevertheless this is clearly important since it will affect planning.

(b) Physical conditions
Teachers need to know what physical conditions exist in the place(s) that they are going to teach. It is no good taking in an electrically powered tape recorder if there is no socket for a plug in the classroom! When planning it will be important to bear that kind of detail in mind as well as more major considerations like the condition of the chairs and blackboard, the brightness of the lighting, the size of the room, etc.

(c) Syllabus
It is clearly important to be familiar with the syllabus the institution has for the levels that are being taught. We will have to be sure in general terms that we can cover the majority of the syllabus where possible. It is impossible to plan within an institution without such knowledge.

(d) Exams
It is also extremely important to know what type of exams (if any) the students will have to take and when, since clearly a major responsibility of the teacher will be to try and ensure that the students are successful in tests and exams.

(e) Restrictions
Teachers should be aware of any restrictions imposed by the institution upon their teaching apart from the objectives restrictions of physical size and shape of the classroom, there are also the limitations of class size, availability of aids and physical conditions [see (b) above].

Clearly a knowledge of all these things is vital if the teacher is to make plans that are realistic in the circumstances.

(Harmer, J)

Handout 2 [Text C]

The students

Teachers need to know a considerable amount about their students. Each class is unique and therefore each class will need to be treated differently. Nowhere is this more true than in planning, where we select the activities that will be suitable for out students. In order to do so we obviously need to know a lot about them.

Teachers need to know *who the students are, what the students bring to the class* and *what the students need.*

(a) Who the students are
It is obviously necessary for teachers to know about the following things:

Age: How old are the students? Are they children? Adolescents? In each case they will nee to be treated differently from each other and from an adult class. Are they all more or less the same age?

Sex: Are they all girls/women? Is there a mixture of the sexes? Are they all men? In an ideal world the sex of the students should make no difference to the activities and content of the lesson. In practice, however, there are still countries where a teacher may well feel that what if suitable for one sex is not suitable for the other.

Social background: It is important to know if your students are rich or poor; whether or not they are used to luxury or are oppressed by it. What kind of behaviour is usual in the social class to which they belong? In a classless society where Wealth was adequately shared this might not be so important. Such societies do not, exist, however! Especially where a small minority of the students come from a different social background to the rest of the class it will be vital to take this fact into account when planning the content of your class.

Occupation: Clearly the occupation of your students will help you to make decisions about your planning. Where a teacher is fortunate enough to have thirty students who all have the same occupation the task will be considerably easier since assumptions can be made about what things the students know and want activities they are used to. Certainly this is the case with secondary school classes, etc., but with adults there is usually a variety of different occupations represented by the students.

(b) What the students bring to the class
Teachers need to know how the students feel about learning English and what they 'know'. Again there are four major areas for them to investigate:

Motivation and attitude: How do the students feel about learning English? Are they generally positive about coming to class? Do they feel friendly or hostile towards the culture that English represents for them? What is their attitude to teachers and to their English teacher in particular? Clearly efforts will have to be made with hostile students having negative attitudes and teachers might well place a greater emphasis on motivation the students on anything else, at least for a time.

Educational background: Closely tied to motivation and attitude is the educational background of students. Clearly the content of the class will be different if the students are postgraduates than if they have never got beyond primary education. At the same time the educational experiences of the students are important. Some students who have been previously unsuccessful may need more encouragement than usual. The style of their previous learning is also important. Students who have been rigidly disciplined in a classroom where the teacher is the only person speaking may mind the sudden insistence on communication and interaction difficult to take (and vice versa). Again the teacher may think it a good idea to issue a questionnaire –or at least talk to the students informally – at the beginning of the term.

Knowledge: Teachers will want to know about various aspects of the students' knowledge. For example we will obviously want to know how much English each student knows. At the same time, though, we will want to know how well the students perform in their own language: can they write academic papers, do they write informal letters fluently?, etc.

Another important major area of knowledge concerns the world in general. How much do students know about current affairs? Are there parts of the world about which they appear to be largely ignorant? Are there large areas of knowledge they do not have? It is vital to know this since much planning will be unsuccessful if we assume knowledge of current events, etc. which the students do not have. It might be worth adding here that teachers are often scathing about their students' apparent ignorance; if this is the case they should try and work out what world knowledge *they* are unfamiliar with. It is salutary experience.

Interests: Teacher will want to know what the students' interests are (and we will be lucky if we can find a majority interest in various subjects). Often we will take planning decisions on the basis of student interest rather than anything else: it should not be forgotten that interest is a primary ingredient of motivation.

(c) What the students need

We have said the different types of student will need to be treated differently: we also saw that people learn languages for a variety of different reasons. Particularly in the light of why our students are studying language we must analyse what their needs are. (*Harmer, J*)

Handout 3

Put the following features of a good lesson planning into a possible order.

Timing

Objectives

Revision

Presentation

Production

Extension

Practice

Materials

Warm-up

Handout 4

Objectives

There should be as specific as possible –for example, "improving students' English" is not a precise enough objective for a lesson; "presenting and practising *for* and *since* with the Present Perfect Tense" is much better. It would be better still if you said what skills and what kinds of activity you were planning to use in your lesson. So you could add "through oral practice (pair work)" to your objectives.

Materials

Are you going to use the textbook? If so, which sections of which units are you going to use? Again, be as precise as possible. If you are not going to use the textbook, what material of your own are you going to use –pictures, flash-cards, photographs and cassettes/your own voice? You can, of course, use a combination of the textbook and your own materials.

Timing

The lesson lasts for 40/45 minutes. How are you going to split this time between the various different sections of the lesson? Remember to allow time for the unexpected (latecomers, interruptions) and realise that is general things take longer than you think they will. Timing is very important in lesson planning. Nothing is more frustrating than running out of time at the end of a lesson because you have spent too long on an earlier part of the lesson. So, you must divide your lesson time between the various lesson components, e.g. presentation, practice, production, etc.

Revision

Look at the language you are going to present: what other, previously learned language would it be helpful for you to revise first? For example, if you are going to present *for* and *since*, it would be helpful to start by going over the Present Perfect Tense first.

Warm-up

How are you going to introduce the topic of the lesson? If you are going to get students to read a text about kites, for example, your warm-up could consist of questions like these: Who flies kites? Do you fly them in the rainy season? When do you fly them? What are they made of? How high do they fly?

Presentation

What language are you going to present? How are you going to present it? For instance, what examples of that structure are you going to use?

Practice

How are students going to practice the language you have presented? Are you going to use a textbook exercise or have you prepared some practice material yourself? Are students going to work in chorus, in groups, in pairs, or individually?

Production

Production is a freer kind of practice where students are encouraged to create language in a more open situation, such as role-play or simulation. Thus, for example, students may have practised the language of greeting in an exercise, you may now want them to produce that language by acting out a realistic situation, e.g. meeting a friend you haven't seen for three years at Kathmandu airport.

Extension

Extension involves students using the language they have had presented to them and have practised in a situation that is close to their own interests and experiences. For example, having read a tourist guide to Australia, they could be asked to write a similar guide to Nepal.

(*Harmer, J*)

Worksheet

Lesson plan format

(a) Topic:

(b) Objectives:

(c) Function and structures:

(d) Vocabulary:

(e) Materials:

(f) Total time:

(g) Teaching activities:

(1) How will you start your lesson? What will you say/do first, second, -----? How will you end your lesson.

(2) What materials are you going to use while teaching the particular lesson you have in mind?

(3) How long are you going to teach?

(4) What function and structures will the students learn in the lesson?

(5) What skill or sub-skill are you going to teach in that particular lesson of yours?

(6) What new words do the students learn in the lesson?

(7) What do students learn by the time your lesson is finished? Start like this, "By the end of this lesson students will ------."

Day six

Session 1 – English Language Development (4)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 5

Focus of the unit

Grammar: Past simple active and passive
Function: Relating past events
Exercises: 5.1, 5.2, 5.3, 5.5 and 5.6

Session 2 – Listening (1)

Handout 1

Principle 1: The tape recorder is just as important as the tape.

However good your tape is, it will be useless if the tape recorder has a poor speaker or if the motor speed keeps changing and the tape goes faster or slower. You need to be sure that the tape recorder can be heard all around the classroom.

Another vital feature is a tape counter that is easy to see. When you find the right place on the tape, you can either remember the number which the counter is showing or press the counter at that point so that it now shows 000. In both cases, you can find your way back when you want to play the tape for the second or third time – instead of going backwards and forwards all the time trying to find the right place. With longer tapes, you can also note the counter number for each part or section you may need to return to.

- to find right place
- to remember the number the counter shows
- easier to play

Remember too that if you want to use your tape recorder for music as well as speech you may need a better machine.

Principle 2: Preparation is vital.

Teachers and students need to be prepared for listening because of the special features we discussed above.

Teachers need to listen to the tape all the way through before they take it into class. That way, they will be prepared for any problems, noises, accents etc., that come up. That way, they can judge whether students will be able to cope with the tape and the tasks that go with it.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, to be in a position to predict what is coming. Teachers will do their best to get students engaged with the topic and the task so that they really want to listen.

Principle 3: Once will not be enough.

There are almost no occasions when the teacher will play a tape only once. Students will want to hear it again to pick up the things they missed the first time. You may well want them to have a chance to study some of the language features on the tape.

The first listening is often used just to give students an idea of what the listening material sounds like (see principle 5) so that subsequent listenings are easier for students. Once students have listened to a tape two or three times, however, they will probably not want to hear it too many times more.

Principle 4: Students should be encouraged to respond to the content of a listening, not just to the language.

As with reading, the most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students. Questions like 'Do you agree?' are just as important as questions like 'What language did she use to invite him?'

Principle 5: Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task needs to be fairly straightforward and general (and almost certainly of the Activate type). That way, the students' general understanding and response can be successful – and the stress associated with listening can be neutralised.

Later listening, however, may focus in on detail – of information, language use, pronunciation etc.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening task – and if they themselves have spent time choosing and preparing the listening – then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play of a tape, the teacher can play it again for various kinds of study before using the subject matter, situation or tape-script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself

(Penny Ur)

Handout 2

Text

Man:	Don't think I want meat today.
Woman:	There's is fish if you like.
Man:	Don't like it.
Woman:	Could you just move the ..... thanks.
Man:	Cheese Pakoda sounds good.
Woman:	Should be cheaper Rs. 45. Mm..... Spring Roll – do you think that's meat?
Man:	You're not vegetarian, are you?
Woman:	No, not really. Sort of 50/50. Excuse me. Is the Spring Roll vegetarian?
Waitress:	We do a vegetable one.
Woman:	Can I have that please?
Man:	And one cheese Pokoda please.
Waitress:	Sorry. The Spring Roll's finished. We do have Momo left.
Man:	Oh – Well – I will have the same as her.
Waitress:	Any thing to drink with the meal?
Man:	I'll stick to wine, I think.
Woman:	I'll join you.
Man:	A bottle of House Red please.
Waitress:	Thank you.

Session 3 – Listening (2)

Handout 1

Here is a lesson to exemplify the techniques described above. The tape is a conversation between two people in a bus station. At one point we hear the announcer list the buses about to depart.

The lesson plan is out of order; put the items back into their original order.

(a) Play tape; students then compare answers in pairs; tell me their answer. If correct – continue; if not play tape again, etc.
(b) Play tape; students then compare answers in pairs; tell me their answer. If correct – continue; if not play tape again, etc.
(c) Show picture of bus station. *Where do you think this is? What's happening?* etc.
(d) Lead into a communicative activity based around the topic of travel problems.
(e) Set task; *How many people are speaking? Where are they?*
(f) Introduce topic; long distance buses; discuss a little – *Anyone been on one in England or the United States?*
(g) Set task; *Here is your bus ticket* (different destinations for different students). *Which bus number must you catch?*
(h) Set task; *Why is the old lady worried? What suggestion would you make?* (The task requires listening to and interpreting a longish section of the tape.)
(i) Play tape; students then compare answers in pairs and give their answer. If correct – continue; if not play tape again, etc.

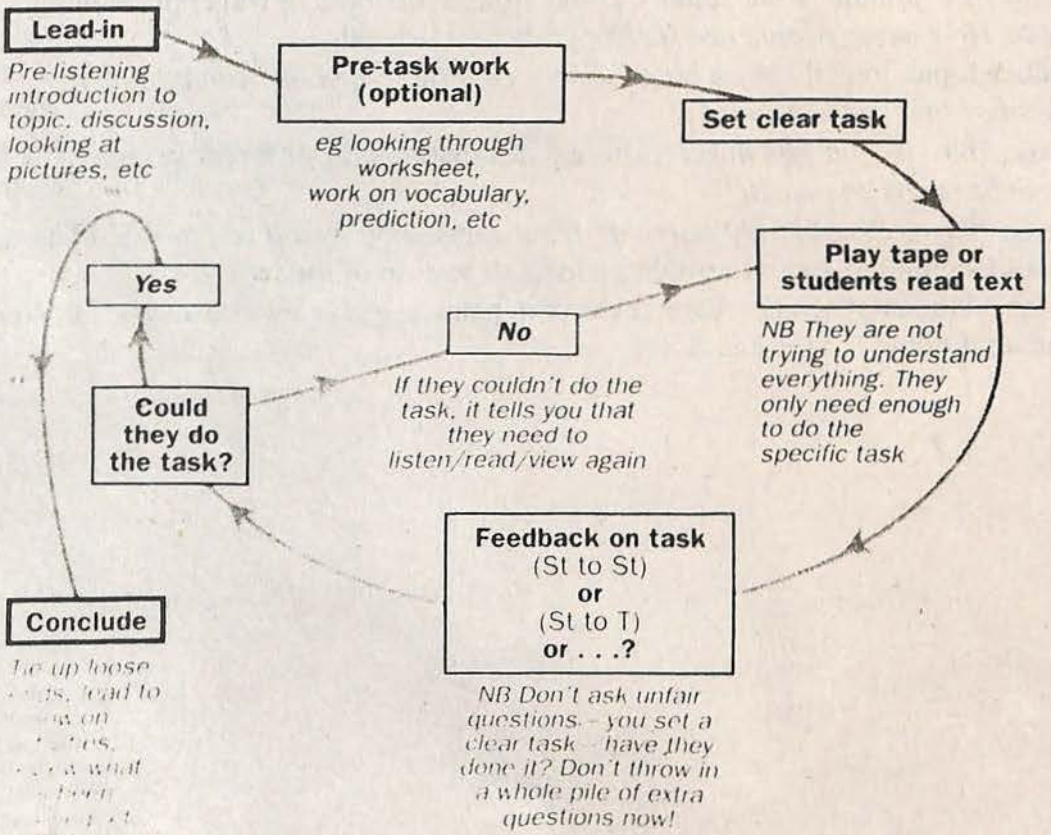
Handout 2

Feedback circle

The task text / tape / video **feedback circle**

A basic working procedure for lessons on reading and listening skills

Three guidelines:
- Grade the task rather than the material
- Task *first* – then text or tape
- Process rather than product!!!



Please follow the trainer instructions.

Day seven

Session ' - English Language Development (5)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 7

Focus of the unit

Grammar: Reported speech
Function: Requests and offers

Exercises: 8.1, 8.2, 8.3, 8.4 8.5 and 8.7

Please follow the trainer instructions

Please follow the trainer instructions

Day eight

Sessions 1, 2 and 3 – Practice teaching and feedback

Please follow the trainer instructions

Observation forms

Trainee name: Grade taught:

Number of students: Number of girls:

SN	Questionnaire	Comment
1	How clear were instructions of the teacher?	
2	How clear was the teacher's voice?	
3	Was the teacher's language (speed) appropriate to the level of students?	
4	High or low was the student involvement in the lesson?	
5	Did the lesson have learning motivation throughout?	
6	Was there any teacher movement in the class? Was it sufficient?	
7	Was there any materials use? Was it appropriate and effective?	
8	Were there any group or pair work activities? Were the activities appropriate and effective?	
9	Did the teacher encourage students to participate in the learning activities?	
10	Did the teacher encourage weak students to participate in the learning activities?	
11	Did the teacher encourage girls to participate in the learning activities?	
12	Was the aim of the lesson clear?	
13	Was the aim of the lesson fulfilled?	
14	Did the teacher have variety in his/her lesson?	
15	Was the lesson a balance of both student and teacher centred?	
16	Did the teacher observe and monitor students' learning?	
17	Did the teacher help students to participate in the learning activities?	
18	Was the teacher smiling? Did it encourage students to be active participants?	
19	Did the teacher use blackboard? Was it effective?	
20	Was the lesson well planned in terms of time?	
21	Were the students happy with the teacher's lesson?	
22	Were the students happy with the textbook lesson?	
23	Is the teacher's pronunciation intelligible?	
24	Did the teacher put both the weak and strong students into groups?	
25	Did the lesson seem to have sufficient input, practice and output?	

Teaching listening (specific observation)

Go through the questionnaire and tick the appropriate boxes while observing the class.

SN	Questionnaire	Yes	No
1	Did the teacher warm-up the class?		
2	Did the teacher foreground learners by creating a learning context?		
3	Did the teacher teach/model new words?		
4	Did the teacher introduce the topic?		
5	Did the teacher ask pre-questions?		
6	Did the teacher set a task?		
7	Was the task comprehensive?		
8	Were the questions referential ones?		
9	Did the teacher allow learners to listen sufficiently?		
10	Did the teacher let the learners re-do the task if there were different and inconsistent answers among themselves?		
11	Were there any inferential questions to check the overall understanding of the students?		
12	Was the free practice related to the main lesson?		
13	Did the teacher move round the class to observe how the students are progressing?		
14	Did the teacher allow learners to continue to participate in the activity even if they are making grammatical mistakes?		
15	Did the teacher help those learners who need guidance to participate in the activity?		
16	Did the teacher check the students' progress in the free practice?		
17	Is the teacher using positive role models from both sexes?		

Session 4 – Testing listening

Handout

1. Listen to the teacher and tick the best answer. (3 Marks)
   (a) The people talking are
   husband and wife
   shopkeeper and customer
   doctor and patient
   (b) The woman is
   arguing
   describing
   complaining
   (c) The man is
   asking and checking
   warning and threatening
   persuading

2. Listen to the teacher and write in the table what these people say.

Woman	Man
She feels ----------	She should ----------
She is ----------	She should ----------
She has ----------	

(OCE Examination Grid)

Day nine

Session 1 – English Language Development (6)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 8

Focus of the unit

Grammar: Present perfect with past tenses and present tenses
Function: Talking about recent actions and activities

Exercises: 8.1, 8.2, 8.3, 8.4 8.5 and 8.7

Session 2 – Vocabulary (1)

Handout 1

What do you know when you know a word?

Which aspect of vocabulary causes each of the following problems?

1. He was a very norty child.
2. /naʊti/
3. Naughty!
4. She's a naughty, isn't she!
5. He naughtied the cat
6. Later, he was told to be unnaughty.
7. Tommy is a naughty boy who never misbehaves or does anything wrong.
8. He was a very naughty king.
9. The two boys who murdered the baby were very naughty.
10. The report documents the increase in naughty behavior among primary school children.

Handout 2

Teaching vocabulary

Teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues, too. For example, students see a lot of words in the course of a week. Some of them are used straight away, others are not. Should we teach some words (which we need for structure practice, for example) and not teach others (which occur incidentally in reading texts, for example)? Is there any way in which we can encourage students to really learn a word? We will look at *Active and passive, Interaction with words,* and *Discovery techniques.*

Active and passive

A distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to vocabulary that students have been taught or learnt – and which they are expected to be able to use – whilst the latter refers to words which the students will recognise when they meet them but which they will probably not be able to produce.

This distinction becomes a bit blurred, however, when we consider what 'knowing a word' means and when we consider the way students seem to acquire their store of words.

It is true that students 'know' some words better than others, but it has not been demonstrated that these are necessarily the words which teachers have taught them, especially at higher levels. They might be words that are often used in the classroom or words that have appeared in the reading texts which students have been exposed to. If we have any belief in language acquisition theories it is clear that many words which students know do come through that route rather than through learning. Other words may be those that students have looked up because they wanted to use them. Or they may be words that students have met and somehow 'liked'.

At beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which students can learn. Most of these early words will be constantly practised and so can, presumably, be considered as 'active'. But at intermediate levels and above the situation is rather more complicated. We can assume that students have a store of words but it would be difficult to say which are active and which are passive. A word that has been 'active' through constant use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs.

Interaction with words

The students who remembered the word 'cuddle' because they liked the experience of learning it and because they liked the word seem to provide another example of how students learn and retain words. We could predict that 'cuddle' is a word they are going to remember for a long time – though it may eventually fade through lack of use. This

word touched them in some way. They had some kind of a relationship with it. It was not just a word they had repeated because it referred to a picture they had been shown, e.g. 'It's . apple'. It was a word that had personal meaning for them.

Not all vocabulary items have the warmth of a word like 'cuddle', however. But it would be nice if we could provoke the same kind of relationship with the words we teach as those students seemed to have had with their word.

Experiments on vocabulary seem to suggest that students remember best when they have actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun an adjective, putting words together, etc. help to fix the words in the learners' minds.

Somehow or other, then, it seems that we should get students to interact with words. We should get them to 'adopt' words that they like and that they want words. We should get them to do things with words so that they become properly acquainted with them. Vocabulary learning needs deep learning.

Discovery techniques

Especially at intermediate levels and above, discovery techniques (where students have to work out rules and meanings for themselves rather than being given everything by the teacher) are an appropriate alternative to standard presentation techniques. This is certainly true of vocabulary learning where students will often be asked to 'discover for themselves' what a word means and how and why it is being used.

At intermediate levels we can assume that students already have a considerable store of vocabulary. Rather than teach them new words we can show them examples of words in action (in texts, etc.) and ask them to use their previous knowledge to work out what words can go with others, when they should be used and what connotations they have.

Even at beginner levels, however, we may want to ask students to try to work out what words mean, rather than just handing them the meanings: when students have 'had a go' with the words we can lead feedback sessions to see if they have understood the words correctly.

Discovery techniques used with vocabulary materials allow students to activate their previous knowledge and to share what they know (if they are working with others). They also provoke the kind of interaction with words which we have said is desirable.

The conclusions we can draw from this discussion about active and passive vocabulary and about interacting (and about discovery techniques) are best summed up by a quote form Adrian Underhill:

> '. . engaging the learner ... is essential to any activity that is to have a high learning yield ' (Underhill 1985:107

We know that learners will select the words they want to learn. We know that the words they have acquired seem to move between active and passive status, and we know that involvement with words is likely to help students to learn and remember

them. In other words, if we provide the right kind of exposure to words for the students and if we provide opportunities for students to practise these words then there is a good chance that students will learn and remember some or all of them. As Richard Rossner writes:

> The factors that are crucial, surely, are those least easily controlled, such as the relevance of a word to an individual's immediate wants, needs and interests, the impact on his or her 'affect' on the first few encounters, and the number of opportunities to bring it into active use.

(Harmer, J)

Session 3 – Vocabulary (2)

Do the following activities.

Activity 1: Anagrams

What are the following countries?

LEPAN – Nepal	AJNPA
MIRAECA	NADII
HANIC	GLANEND

Activity 2: Missing letters

The following adjectives are all used to describe GOOD or BAD things. Write in the missing letters.

GOOD	B-D
N-STY	-WF-L
H-RR-BL-	BR-LL--NT

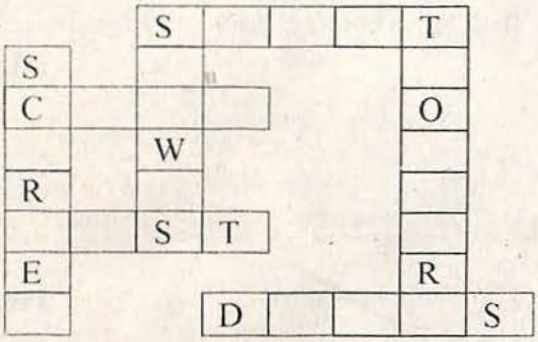
Activity 3: Word squares

Find the words NURSE, TEACHER, SECRETARY, DOCTOR, STUDENT

R	I	T	D	R	S	O	S	T	I	W
I	R	E	K	H	E	R	L	N	S	H
L	O	A	N	U	C	R	O	U	C	O
D	O	C	T	O	R	Y	W	R	U	A
L	N	H	I	T	E	B	L	S	S	N
H	T	E	F	S	T	U	D	E	N	T
A	W	R	E	F	A	O	Y	I	S	E
M	O	P	O	R	R	R	T	B	I	B
E	N	N	S	T	U	T	G	Y	I	A
D	A	B	H	E	R	I	R	H	O	S

Activity 4: Cross word puzzle

What are these words? They are all articles of clothing.



Activity 5: Rhyming words

Which words rhyme (vowel sound) with *clock* and which rhyme with *ball*?

or	sock	claws	wash	four	wrong	York
holiday	fork	box	audience	bottle		

Activity 6: Matching word pairs

The words in the box A go with the words in the box B. Write two words together: one from box A and the other from box B.

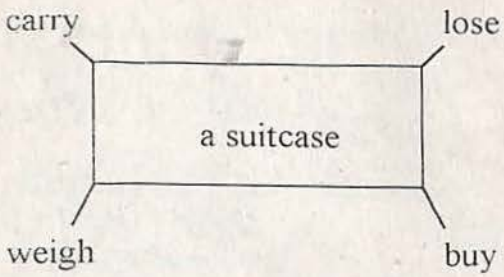
famous	overcast
fast	fat
interesting	curly

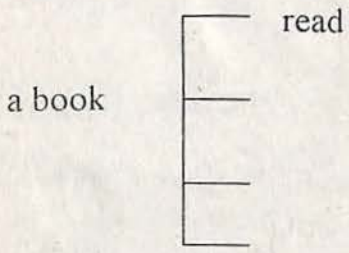
motorcycle	book
stomach	musician
hair	weather

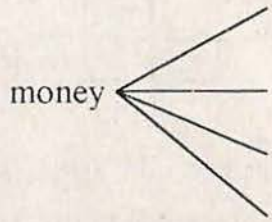
Activity 7: Word beetles/forks/spidergram

Aim: To practice and record common collocations, e.g. verbs and nouns

Complete the "words beetles" by finding more verbs that can be used with each noun.



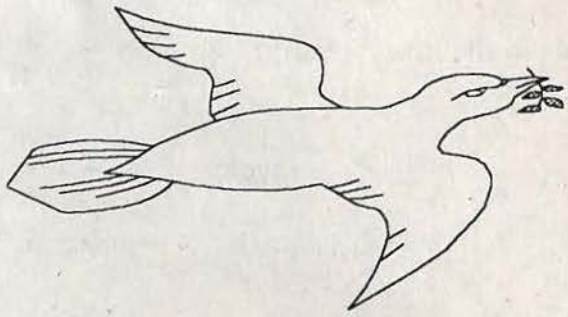




Activity 8: Labelling

Aim: To check recognition of meaning. If the words are not given, this becomes a memory test

head wing claw beak tail



Activity 9: Classification

Aim: Extending knowledge.

Write the following words next to the correct animal (some words can be used with both animals).

tail	trunk	ears	fur
tusks	paws	nose	feet
claws	teeth		whiskers

Tiger	**Elephant**	**Both**
1)	1)	1) tail
2)	2)	2)
3)	3)	3)
4)	4)	4)

Activity 10: Odd one out

Aim: Checking understanding of meaning.

Circle the odd one out in each group of words.

1. blouse, jeans, shouts, hair
2. winter, tennis, football, swimming
3. French, Korean, Japan, English
4. twenty, twelve, first, thirteen

Please follow the trainer instructions

Day ten

Session 1 – English Language Development (7)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 11

Focus of the unit

Grammar:	Likes and dislikes verbs; active and passive gerund forms
Function:	Expressing likes and dislikes and preferences
Exercises:	11.1, 11.2, 11.3 and 11.4

Session 2 – Speaking (1)

Handout

Stages in language learning/teaching

We divide productive skills into three major stages, introducing new language, practice and communicative activities.

Introducing new language

The introduction of new language is frequently an activity that falls at the 'non-communicative' end of our continuum. Often, here, the teacher will work with controlled techniques, asking students to repeat and perform in drills (through the use of 'discovery techniques'). At the same time we will insist on accuracy, correcting where students make mistakes. Although these introduction stages (often called presentation) should be kept short, and the drilling abandoned as soon as possible, they are nevertheless important in helping the students to assimilate facts about new language and in enabling them to produce the new language for the first time.

Practice

While students performing them may have a communicative purpose, and while they may be working in pairs, there may also be a lack of language variety, and the materials may determine what the students do or say. During practice stages the teacher may intervene slightly to help guide and to point out inaccuracy.

Practice activities, then often have some features of both non-communicative and communicative activities.

Communicative activities

Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy.

A point can be made here about the use of the students' own language (rather than English) during practice and communicative activities. Particularly where students working in pairs and groups share the same native language there is a tendency for them to revert to that language when they find a task hard. To some extent it will be their responsibility to make sure this does not happen, and the teacher will have to explain the importance of the activities (and the use of English) to the students.

The relationship between the different stages

There is a clear relationship between the introduction and practice stages whereas the relationship between communicative activities and the introduction and practice stages is not so clear.

If teachers introduce new language they will often want to practise it in a controlled way. After and introduction stage, therefore, they may use one of the practice techniques to give the students a chance to use the new language in a controlled environment. However, the practice stage will often not follow the introduction stage immediately; other activities might intervene before students again work on the same language.

By the nature of communicative activities, they are not tied to the other stages since they are designed to elicit all and any language from the students. Two points can be made, though. Firstly, teachers listening to a communicative activity may notice that a majority of students find it difficult to use the same language. By noticing this fact the teacher is in a position to design a subsequent class in which the language the students could not use is focused on. There is, therefore, a natural progression from communicative activity to the introduction of new language.

Sometimes, of course, the teacher may have been working on a certain area of language which will be useful for a future communicative activity. Thus if students have been looking at ways of inviting, for example, they will then be able to use that knowledge in a communicative activity that asks them to write each other letters of invitation.

It will of course be the case that while not all presentation activities fall exclusively at the 'non communicative end' of continuum, neither will all the activities will have exactly the characteristics of communicative activities, although in general they will be followed.

It is probably true that at the very early stages of language learning there is more introduction of new language and practice than there are communicative activities. This balance should change dramatically, however, as the standard of students' English raises. Here one would expect there to be a heavier emphasis on practice and communicative activities than on presentation. However, this balance is often more the result of decisions about what the students need on a particular day in a particular situation than it is a decision about the interrelation of stages. It should be remembered, too, that beginners should receive a large amount of roughly tuned input.

(*Harmer, J*)

Please follow the trainer instructions

Day eleven

Session 1 – English Language Development (8)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 14

Focus of the unit

Grammar: If I were you ...., You should ...., etc. Reported speech
Function: Giving advice

Exercises: 14.1, 14.2, 14.3, 14.4, 14.5 and 14.8

Session 2 – Speaking (3)

Role-play card 1

You and your friend lost way in a big forest. The forest is very dangerous. There is no map with you. You are very nervous. Ask your friend to find out the way out.

Role-play card 2

You and your friend lost way in a big forest. You have heard that the forest is very dangerous. But you are not worried about it because you like such places. Ask your friend to be there for the night.

Simulation card 1

You are the VDC chair. You are responsible to organise a meeting on "How can VDC provide heath care to everyone in the VDC"
Invite the vice-chair and members of the VDC.
Announce the agenda for discussion.
Give time to vice-chair and members to speak.
Set time limit.
Emphasise the good points.
Intervene if necessary.
Vote if necessary.
Conclude the discussion by thanking the participants.

Simulation card 2

You are the VDC Vice-chair. Listen to the chair and do accordingly.

Simulation card 3

You are a member of the VDC. Listen to the chair and do accordingly.

Handout

Topic: Teaching speaking
Objectives: By the end of this lesson students will be able to express conditions using second and third conditionals.
Function: Expressing conditions
Grammar: Second and third conditionals
Material: Grade 10 Textbook, Unit 10 and Exercise 6.

Activities

Step 1. Teacher greets the class and then warm-ups by asking few questions to the students. The questions are related to the main lesson.

T: Have you ever found any money? Who has found? How much was it? When? Where was it?

T: Listen there are three friends talking about what they would do if they found 60000 rupees.

Step 2. Teacher presents the dialogue on board:

Ram:	Krishna, what would you do if you found 60000 rupees?
Krishna:	I'd buy a mountain bike. And you?
Ram:	I'd go to the UK to study. What about you, Christy?
Christy:	I'd deposit the money in a bank.

Teacher models these two times.

T: Now listen to me first and then, repeat after me, ok?

T: Krishna, what would you do if you found 60000 rupees?

Teacher drills the dialogue twice.

Step 3. Teacher divides the class into two groups and numbers them 1 and 2.

T: I am going to act as Ram, group 1 as Krishna and group 2 as Christy. Lets make the dialogue, are you ready?

T:	Krishna, what would you do if you found 60000 rupees?
Group 1:	I'd buy a mountain bike. And you?
T:	I'd go to the UK to study. What about you, Christy?

Group 2: I'd deposit the money in a bank.

T: This time I become Krishna, Group 1 Christy and Group 2 Ram. Lets do it again.

Group 2: Krishna, what would you do if you found 60000 rupees?
T: I'd buy a mountain bike. And you?
Group 2: I'd go to the UK to study. What about you, Christy?
Group 1: I'd deposit the money in a bank.

T: This time I become Christy, Group 1 Ram and Group 2 Krishna. Lets make the dialogue once more.

Group 1: Krishna, what would you do if you found 60000 rupees?
Group 2: I'd buy a mountain bike. And you?
Group 1: I'd go to the UK to study. What about you, Christy?
T: I'd deposit the money in a bank.

Step 4. Now teacher divides students into three groups and names them – A B and C.
T: Group A becomes Krishna, B Ram and C Christy. Make the dialogue.

Students make the dialogue, teacher observes how groups and members in the groups participate and perform.

When finished, teacher asks them to change their role and continue the process as done in the step 3.

When finished, teacher picks up a student from each group to come in front ofthe class and perform the dialogue.

Step 5. Teacher deletes parts of the dialogue on blackboard like this.

Ram: Krishna, what ----- --- -- if you found 60000 rupees?
Krishna: --- --- a mountain bike. And ---?
Ram: I'd -- -- the UK to study. ---- ----- you, Christy?
Christy: I'd ------- --- money in a bank.

T: Sita, can you complete the first line.
Sita: Krishna, what would you do if you found 60000 rupees?
T: Excellent! Pratap, can you complete the second one?
Pratap: I'd buy a mountain bike. And you?

T: Well done. You're wonderful.

Teacher does couple of times encouraging strong and weak learners and from different corners of the classroom.

Step 6. Teacher deletes more parts this time and continues the same process. Similarly for the third time teacher deletes every thing and asks students to continue.

Step 7. Teacher divides students into pairs. Numbers them 1 and 2. Teacher asks them to look at Grade 10 English, unit 10, exercise 6 and pp. 75. Teacher asks students to look at the pictures.

T: You practised out one of these situations. Now work in your pair to ask you friend similar question using the clues given, e.g.

What would you do if you found --------?

T: One asks and two replies.

When students finish working with all the given situations, teacher asks them to reverse their role and continue the process.

Step 8. Now teacher calls some pairs to perform the activity to the class.

Please follow the trainer instructions

Please follow the trainer instructions

Day twelve

Sessions 1, 2 and 3 – Practice teaching and feedback

Please follow the trainer instructions

Observation forms

Trainee name: Grade taught:

Number of students: Number of girls:

SN	Questionnaire	Comment
1	How clear were instructions of the teacher?	
2	How clear was the teacher's voice?	
3	Was the teacher's language (speed) appropriate to the level of students?	
4	High or low was the student involvement in the lesson?	
5	Did the lesson have learning motivation throughout?	
6	Was there any teacher movement in the class? Was it sufficient?	
7	Was there any materials use? Was it appropriate and effective?	
8	Were there any group or pair work activities? Were the activities appropriate and effective?	
9	Did the teacher encourage students to participate in the learning activities?	
10	Did the teacher encourage weak students to participate in the learning activities?	
11	Did the teacher encourage girls to participate in the learning activities?	
12	Was the aim of the lesson clear?	
13	Was the aim of the lesson fulfilled?	
14	Did the teacher have variety in his/her lesson?	
15	Was the lesson a balance of both student and teacher centred?	
16	Did the teacher observe and monitor students' learning?	
17	Did the teacher help students to participate in the learning activities?	
18	Was the teacher smiling? Did it encourage students to be active participants?	
19	Did the teacher use blackboard? Was it effective?	
20	Was the lesson well planned in terms of time?	
21	Were the students happy with the teacher's lesson?	
22	Were the students happy with the textbook lesson?	
23	Is the teacher's pronunciation intelligible?	
24	Did the teacher put both the weak and strong students into groups?	
25	Did the lesson seem to have sufficient input, practice and output?	

Teaching speaking (specific observation)

Go through the questionnaire and tick the appropriate boxes while observing the class.

SN	Questionnaire	Yes	No
1	Did the teacher warm-up the class?		
2	Did the teacher teach/model new words?		
3	Did the lesson have lead-in stage?		
4	Did the teacher elicit the idea from the students?		
5	Did the teacher model the key function (orally) in a situation?		
6	Was there any reproduction of key function by students?		
7	Did the teacher allow students reproduce or repeat the key function sufficiently		
	(a) In groups		
	(b) In pairs		
	(c) Individually		
8	Did the teacher check whether learners are able to reproduce/repeat the task individually?		
9	Did the teacher check understanding of the students?		
10	Did the teacher move round the class to observe how the students are progressing?		
11	Did the lesson have sufficient practice (group/pair/individual)?		
12	Did the teacher check that the learners have internalised the function they have just learnt?		
13	Was/were there		
	(a) Role-play?		
	(b) Games?		
	(c) Other activities?		
14	Did the teacher allow learners to continue to participate in the activity even if they are making grammatical mistakes?		
15	Did the teacher help those learners who need guidance to participate in the activity?		
16	Did the teacher check the students' progress in the free practice?		
17	Is the teacher using positive role models from both sexes?		

Session 4 – Testing speaking

Handout 1

Instruction to the tester:

(a) Taking an oral test is a stressful experience. Therefore, try to make students feel comfortable.
(b) Greet the student with a smile and ask a few preliminary questions (e.g. say good morning/afternoon ----, ask his/her name, etc.
(c) Do not frighten them either by your words, gestures or looks.
(d) Be friendly and encourage them to respond by smiling at them.
(e) Do not rush. Give them some time (15 seconds) to think and then answer.
(f) Never interrupt them when they are trying to answer, even if the answer is wrong.

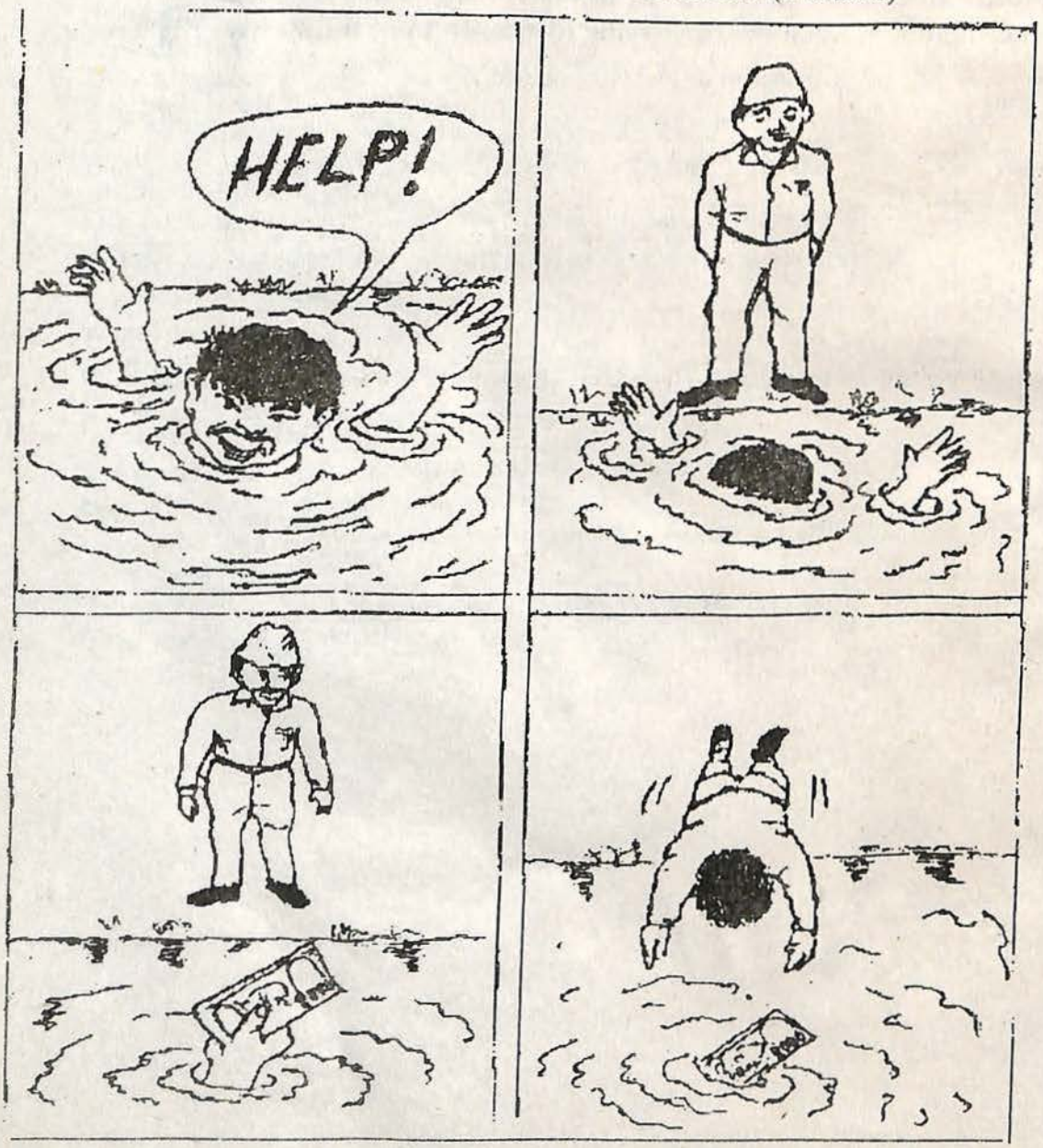
(OCE exam grid)

Handout 2

1. Look at the schedule of the Minister of Education and Sports. Describe what will she be doing in the coming week. (4 marks)

2 February	Kathmandu	address a meeting in a school
3 March	Kathmandu	inaugurate a seminar at Hotel Everest
4 July	US	visit the President
5 July	Nepal	back from the US

2. Loot at the pictures and describe them in 8 sentences. (8 marks)



Handout 3

Question no. 1 carries 4 marks. Students are expected to answer in simple future, going to future or future continuous tenses. They are also expected to answer in not less than 4 sentences.

- Give 1 mark for each grammatically correct as well as situationally appropriate sentence.
- Give ½ mark if the answer is situationally appropriate. Do not penalise the students for only grammatical mistakes.
- Mark 0 if the student does not say anything or whatever s/he says does not make sense.

Possible answers:

The Minister for Education and Sports will/will be/is going to address a meeting in a school on the 2nd Feb. On the 3rd March, s/he will inaugurate a seminar in Hotel Everest. On the 4th of July, s/he will meet the US president and on the following day s/he will be back to Nepal.

Question no. 2 carries 8 marks: 2 marks for the description of each picture. It is to test the function *describing the past event*.

- Students are expected to answer either in the simple past or in the past progressive tense.
- Give 2 marks for a grammatically correct, coherent and situationally appropriate description of each picture.
- Give 1 mark for a situationally appropriate description with some grammatical mistakes.
- Mark 0 for no response, and/or irrelevant/wrong description of the picture.

Day thirteen

Session 1 – English Language Development (9)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 18

Focus of the unit

Grammar:	Models of obligation and permission; 'make' and 'let'
Function:	Requests and offers

Exercises: 18.1, 18.2, 18.3 and 18.4

Session 2 – Reading (Introduction)

Handouts

Activity 4 Texts from *The Fishing Boat Picture. By Alan Sillitoe* (Modern British Short Stories)

Text no.1

(a) Where did the two people use to meet?
(b) Did they enjoy meeting?
(c) What type of drinks did he use to offer her?

She came to see me every week, all through the war, always on Thursday night at about the same time. We talked a bit, about the weather, the war, her job and my job, never anything important. Often we'd sit for a long time looking into the fire from our different stations in the room, me by the hearth and Kathy a bit further away at the table as if she'd just finished a meal, both of us silent yet not uneasy in it. Sometimes I made a cup of tea, sometimes not. I suppose now that I think of it I could have got a pint of beer in for when she came, but it never occurred to me. Not that I think she felt the lack of it, for it wasn't the sort of thing she expected to see in my house anyway.

She never missed coming once, even though she often had a cold in the winter and would have been better off in bed. The blackout and the shrapnel didn't stop her either. In a quiet off-handed sort of way we got to enjoy ourselves and looked forward to seeing each other again, and maybe they were the best times we ever had together in our lives. They certainly helped us through the long monotonous dead evenings of the war.

blackout: period when all lights must be covered or put out, especially as a precaution during an air attack
shrapnel: small pieces of metal from exploded bombshells

Text no.2

(a) Did she like the picture?
(b) How much money did he normally give her?
(c) Did he give her the picture?

On every visit she would glance from time to time at the fishing-boat picture, the last of the fleet, hanging on the wall above the sideboard. She often mentioned how beautiful she thought it was, and how I should never part with it, how the sunrise and the ship and the woman and the sea were just right. Then a few minutes later she'd hint to me how nice it would be if she had it, but knowing it would end up in the pawnshop I didn't take her hints. I'd rather have lent her five bob instead of half-a-crown so that she wouldn't take the picture, but she never seemed to want more than half-a-crown in those first

years. I once mentioned to her she could have more if she liked, but she didn't answer me. I don't think she wanted the picture especially to sell and get money, or to hang in her own house; only to have the pleasure of pawning it, to have someone else buy it so that it wouldn't belong to either of us any more.

pawnshop: a shop which can lend money in exchange for things of value left as a deposit

Session 3 – Reading (1)

Handout 1

Text from *A Family Supper. By Kazuo Ishiguro* (Modern British Short Stories. Edited by Malcolm Bradbury. 1987)

Fugu is a fish caught off the Pacific shores of Japan. The fish has held a special significance for me since my mother died through eating one. The poison resides in the sexual glands of the fish, inside two fragile bags. When preparing the fish, these bags must be (1) *bleebed* with caution, for any clumsiness will result in the poison leaking into the veins. Regrettably, it is not easy to tell whether or not this operation has been carried out (2) *bleebfully.* The proof is, as it were, in the eating.

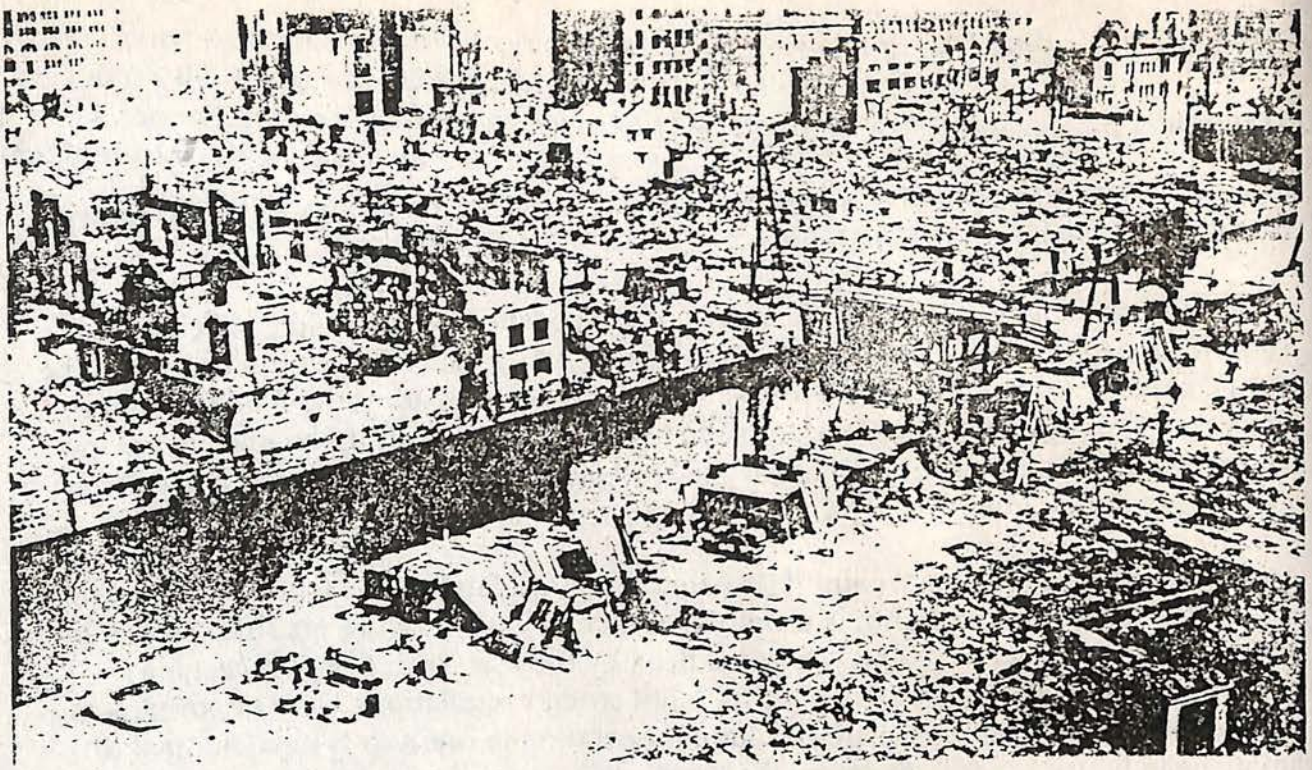
Fugu poisoning is hideously painful and almost always fatal. If the fish has been eaten during the (3) *bleeb*, the victim is usually overtaken by pain during his sleep. He rolls about in agony for a few (4) *bleebs* and is dead by the morning. The fish became extremely popular in Japan after the war. Until stricter regulations were imposed, it was all the rage to perform the hazardous gutting operation in one's own kitchen, then to invite neighbours and friends round for the feast.

At the time of my mother's death, I was (5) *bleebing* in California. My relationship with my parents had become somewhat strained around that period, and consequently I did not learn of the circumstances surrounding her (6) *bleeb* until I returned to Tokyo two years later. Apparently, my mother had always refused to eat fugu, but on this particular occasion she had made an (7) *bleeb*, having been invited by an old (8) *bleeb* whom she was anxious not to offend. It was my father who supplied me with the details as we drove from the airport to his house in the Kamakura district. When we finally arrived, it was nearing the end of a sunny autumn day.

Answer key:

Handout 2

Work in groups. Do one of these activities before you read the text.



A

You are going to read a text about the earthquake in the picture. What would you like to know about the earthquake? Write down at least five questions, which you hope the text will answer.

B

You are going to read a text about the earthquake in the picture. Try to imagine what the text will tell you about:
(i) Building (ii) Boats (iii) People (iv) Hills around the city (v) Trains (vi) The land and the sea

C

Your are going to read a text about the earthquake in the picture. Here are some words and phrases from the text. Can you guess how they are used in the text?
the sea bed the Richter Scale a huge wave tremors massive shocks
having a bath Tokyo and Yokohama

Text

At two minutes to noon on 1 September, the great clock in Tokyo stopped. Tokyo Bay shook as if a huge rug had been pulled from under it. Towering above the bay, the 4000 metre Mt. Fuji stood above a deep trench in the sea. It was from this trench that the earthquake came, at a magnitude of 8.3 on the Richter Scale.

The sea drew back for a few moments. Then a huge wave swept over the city. Boats were carried inland, and building and people were dragged out to sea. The tremors dislodged part of a hillside, which gave way, brushing trains, stations and bodies into the water below. Large sections of the seabed sank 400 metres; the land rose by 250 metres in some places and sank in others. Three massive shocks wrecked the cities of Tokyo and Yokohama and, during the next six hours, there were 171 aftershocks.

The casualties were enormous, but there were also some lucky survivors. The most remarkable was a woman who was having a bath in her room at the Tokyo Grand Hotel. As the hotel collapsed, she and her bath gracefully descended to the street, leaving both her and the bath water intact.

Please follow the trainer instruction

Day fourteen

Session 1 – English Language Development (10)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 19

Focus of the unit

Grammar: Probably/certainly; may/might/could; etc.
Function: Predicting

Exercises: 19.1, 19.2, 19.3, 19.5 and 19.8

Please follow the trainer instructions

Session 3 – Reading (2)

Handout

Text from *The Canterville Ghost. By Oscar Wilde* (Complete Short Fiction. 1994)

Instructions: Read the guiding questions first and then the text. Decide which are good and which are poor guiding questions, and why.

Guiding questions:

1. Why did Mr. Otis change his mind on the subject of ghosts?
2. Do you believe in ghosts?
3. When did they find the stain?
4. What is so unusual about the bloodstain of this story?
5. Was the family interested in the stain?
6. In which country is the story based?

The storm raged fiercely all that night, but nothing of particular note occurred. The next morning, however, when they came down to breakfast, they found the terrible stain of blood once again on the floor. 'I don't think it can be the fault of the Paragon Detergent,' said Washington, 'for I have tried it with everything. It must be the ghost.' He accordingly rubbed out the stain a second time, but the second morning it appeared again. The third morning also it was there, though the library had been locked up at night by Mr. Otis himself, and the key carried upstairs. The whole family were now quite interested; Mr. Otis began to suspect that he had been too dogmatic in his denial of the existence of ghosts, Mrs. Otis expressed her intention of joining the Psychical Society, and Washington prepared a long letter to Messrs. Myers and Podmore on the subject of the Permanence of Sanguineous Stains when connected with Crime. That night all doubts about the objective existence of phantasmata were removed for ever.

Session 4 – Reading (3)

Handouts

Text from *Lonely Planet Nepal.*

Guiding questions:

1. Where can we find many beggars in Nepal?
2. How many street kids are in Thamel?
3. Has Kathmandu got good facilities for women beggars?
4. What types of beggars are there in Pashupatinath?

Begging

Begging of various kinds is relatively common in Nepal, partly because both Hinduism and Buddhism encourage the giving of alms. This presents many visitors with a heart-rending moral dilemma. Should you give? Sometimes, especially if you've just spent Rs. 500 (around US$10) on drinks, it seems grotesque to ignore someone who is genuinely in need. It is often worth checking to see how the local Nepalis react; if they give, it's a reasonably safe assumption that the beneficiary is genuine.

Around the main religious shrines, especially Pashupatinath, there are long lines of beggars. Pilgrims customarily give a coin to everyone in the line (there are special moneychangers nearby who will change notes for small-denomination coins). This is a culturally sanctioned and traditional form, but most westerners find it difficult to deal with, and are not really expected to give. Sadhus are another special case, and are usually completely dependent on alms. There are plenty of con men among their ranks, but equally, plenty of genuine holy men.

The main tourist centres, especially Thamel and Durbar Marg, have also attracted numbers of beggars. Here, westerners are expected to give, although whether they should is another matter.

Thamel attracts many of Kathmandu's estimated 1000 street kids. Giving to them, however, is, at best, a double-edged sword. Firstly, the lure of easy money actually attracts kids onto the streets in the first place, and then gives them a powerful incentive to remain. Secondly, it's a dog-eat-dog world, children who are seen receiving money may well be beaten up and have it stolen.

Also highly visible are women, usually clutching one or two children. Rumours suggest that these women are often part of organised begging rings, and that the money they receive is passed on to a Fagan figure. By giving to them, you are encouraging a further influx of people into Kathmandu where very few facilities exist for them. In this case,

your money could be profitably used by a number of craft shops that specialise in marketing handicrafts produced by low-income women. These are nonprofit development organisations, so the money actually goes to the craftspeople in the form of fair wages (as opposed to charity), and also in training, product development, and rehabilitation programs.

Comprehension questions:

1. Why is begging common in Nepal?
2. What is suggested a tourist should do when in doubt about giving money?
3. Are all Sadhus genuine?
4. Why is giving to street kids seen as a potential problem?
5. Why is the influx of people into Kathmandu not to be encouraged?
6. What should a tourist do if he/she wants to give money to poor women?
7. How do nonprofit development organisations use the money they receive?
8. To whom do street women with children often give their money?

Day fifteen

Session 1 – English Language Development (11)

Use Meaning into Words Intermediate
(1) Teacher's book
(2) Student book
(3) Workbook

Unit 23

Focus of the unit

Grammar: Should/shouldn't + infinitive forms; if + Pas tense; etc.
Function: Criticising

Exercises: 23.1, 23.2, 23.5 and 23.6

Please follow the trainer instructions

Session 3 – Micro teaching

Please follow the trainer instructions

Session – 4 Reading (4)

Handouts

Text 1 (from *The Great Gatsby. By F.Scott Fitzgerald.* 1926)

The 'death car' as the newspapers called it, didn't stop; it came out of the gathering darkness, wavered tragically for a moment, and then disappeared around the next bend. Mavromichaelis wasn't even sure of its colour- he told the first policeman that it was light green. The other car, the one going toward New York, came to rest a hundred yards beyond, and its driver hurried back to where Mystle Wilson, her life violently extinguished, knelt in the road and mingled her thick dark blood with the dust

Michaelis and this man reached her first, but when they had torn open her shirtwaist, still damp with perspiration, they saw that her left breast was swinging loose like a flap, and there was no need to listen for the heart beneath. The mouth was wide open and ripped a little at the corners, as though she had choked a little in giving up the tremendous vitality she had stored so long.

We saw the three or four automobiles and the crowd when we were still some distance away.

'Wreck!' said Tom. 'That's good. Wilson'll have a little business at last.'

He slowed down, but still without any intention of stopping, until, as we came nearer, the hushed, intent faces of the people at the garage door made him automatically put on the brakes.

'We'll take a look,' he said doubtfully, 'just a look.'

I became aware now of a hollow, wailing sound which issued incessantly from the garage, a sound which as we got out of the coupé and walked toward the door resolved itself into the words 'Oh, my God!' uttered over and over in a gasping moan.

'There's some bad trouble here,' said Tom excitedly.

Questions to the whole class:

1. How many cars were involved in the accident?
2. What was the colour of the first car?
3. Where was the second car heading to?
4. How many people died?
5. Was it a man or a woman who died?
6. Did the writer stop to look at the accident?
7. Was the accident featured in the newspapers?
8. What did the driver of the second car do?

Inferential questions:

1. Why do you think the accident happened?
2. Who, in your opinion, is the man in the second car?
3. Have you ever seen an accident?

4. If you drove past an accident, would you stop? Why?
5. What are most of the car accidents caused by?
6. How would you improve safety on the streets?

Text 2 (from *The Alchemist. By Paulo Coelho.* 1988)

"I have had the same dream twice," he said. "I dreamed that I was in a field with my sheep, when a child appeared and began to play with the animals. I don't like people to do that, because the sheep are afraid of strangers. But children always seem to be able to play with them without frightening them. I don't know why. I don't know how animals know the age of human beings."

"Tell me more about your dream," said the woman. "I have to go back to my cooking, and, since you don't have much money, I can't give you a lot of time."

"The child went on playing with my sheep for quite a while," continued the boy, a bit upset. "And suddenly, the child took me by both hands and transported me to the Egyptian pyramids."

He paused for a moment to see if the woman knew what the Egyptian pyramids were. But she said nothing.

"Then, at the Egyptian pyramids,"- he said the last three words slowly, so that the old woman would understand-"the child said to me, 'If you come here, you will find a hidden treasure.' And, just as she was about to show me the exact location, I woke up. Both times."

The woman was silent for some time. Then she again took his hands and studied them carefully.

"I'm not going to charge you anything now," she said. "But I want one-tenth of the treasure, if you find it."

The boy laughed- out of happiness. He was going to be able to save the little money he had because of a dream about a hidden treasure!

"Well, interpret the dream," he said.

"First, swear to me. Swear that you will give me one-tenth of your treasure in exchange for what I am going to tell you."

The shepherd swore that he would.

Day sixteen

Session 1 – English Language Development (12)

Use Meaning into Words Intermediate
(4) Teacher's book
(5) Student book
(6) Workbook

Unit 24

Focus of the unit

Grammar: Because/in order to/so that; although/even though; etc.
Function: Giving explanations

Exercises: 24.1, 24.2, 24.3, 24.5 24.6 and 24.7

Please follow the trainer instructions

Please follow the trainer instructions

Session 4 – Reading (5)

Handouts

Activity 1 (Poem from *1914 and Other Poems. By Rupert Brooke)*

Home

I came back late and tired last night
Into my little room,
To the long chair and the firelight
And comfortable gloom.

But as I entered softly in
I saw a woman there,
The line of neck and cheek and chin,
The darkness of her hair,
The form of one I did not know
Sitting in my chair.

I stood a moment fierce and still,
Watching her neck and hair.
I made a step to her; and saw
That there was no one there.

It was some trick of the firelight
That made me see her there.
It was a chance of shade and light
And the cushion in the chair.

Oh, all you happy over the earth,
That night, how could I sleep?
I lay and watched the lonely gloom;
And watched the moonlight creep
From wall to basin, round the room.
All night I could not sleep.

Activity 2 (Poem by *Robert Frost)*

Stopping by woods on a Snowy Evening.

Stopping by woods on a snowy evening
Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bell a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods rare lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Day seventeen

Session 1 – Preparation and discussion

Please follow the trainer instructions

Please follow the trainer instructions

Session 3 – Testing reading

Handout

Read and answer.

Hari is about forty-five and his hair is starting to go grey. Everybody knows Hari because he reads the news on television. He has done this for ten years and enjoys it very much. He likes it when people stop him in the street or when they point at him and whisper to their friends.

Yesterday Hari's boss suggested to him that he change the job. Hari knows his boss wants a younger man to take his place and doesn't care what happens to Hari. The new job could never be as good as his old one. He has no one to discuss the problem with at home and this makes it worse.

(a) Why does everybody know Hari?
(b) Hari is known by everybody. T F
(c) Everybody knows Hari because (i) he is a pop star (ii) he is a newsreader (iii) he lives in their street (iv) he likes everybody.
(d) Why is Hari likely to lose his job?
(e) Hari will probably have to resign as newsreader because he does not appear to have sufficient strength of character to stand up to his boss. Do you agree on this statement or not?
(f) To what extent does the passage lead one to believe that television work is a 'cut-throat' type of profession with little regard for personal feelings or loyalty?

Please follow the trainer instruction

Day eighteen

Sessions 1, 2 and 3 – Practice teaching and feedback

Please follow the trainer instructions

Observation forms

Trainee name: Grade taught:

Number of students: Number of girls:

SN	Questionnaire	Comment
1	How clear were instructions of the teacher?	
2	How clear was the teacher's voice?	
3	Was the teacher's language (speed) appropriate to the level of students?	
4	High or low was the student involvement in the lesson?	
5	Did the lesson have learning motivation throughout?	
6	Was there any teacher movement in the class? Was it sufficient?	
7	Was there any materials use? Was it appropriate and effective?	
8	Were there any group or pair work activities? Were the activities appropriate and effective?	
9	Did the teacher encourage students to participate in the learning activities?	
10	Did the teacher encourage weak students to participate in the learning activities?	
11	Did the teacher encourage girls to participate in the learning activities?	
12	Was the aim of the lesson clear?	
13	Was the aim of the lesson fulfilled?	
14	Did the teacher have variety in his/her lesson?	
15	Was the lesson a balance of both student and teacher centred?	
16	Did the teacher observe and monitor students' learning?	
17	Did the teacher help students to participate in the learning activities?	
18	Was the teacher smiling? Did it encourage students to be active participants?	
19	Did the teacher use blackboard? Was it effective?	
20	Was the lesson well planned in terms of time?	
21	Were the students happy with the teacher's lesson?	
22	Were the students happy with the textbook lesson?	
23	Is the teacher's pronunciation intelligible?	
24	Did the teacher put both the weak and strong students into groups?	
25	Did the lesson seem to have sufficient input, practice and output?	

Teaching reading (specific observation)

Go through the questionnaire and tick the appropriate boxes while observing the class.

SN	Questionnaire	Yes	No
1	Did the teacher warm-up the class?		
2	Did the teacher foreground learners by creating a learning context?		
3	Did the teacher teach/model new words?		
4	Did the teacher introduce the topic?		
5	Did the teacher ask pre-questions?		
6	Did the teacher set a task?		
7	Was the task comprehensive?		
8	Were the questions referential ones?		
9	Did the teacher encourage learners to read silently?		
10	Did the teacher let the learners re-do the task if there were different and inconsistent answers among themselves?		
11	Were there any inferential questions to check the overall understanding of the students?		
12	Was the free practice related to the main lesson?		
13	Did the teacher move round the class to observe how the students are progressing?		
14	Did the teacher allow learners to continue to participate in the activity even if they are making grammatical mistakes?		
15	Did the teacher help those learners who need guidance to participate in the activity?		
16	Did the teacher check the students' progress in the free practice?		
17	Is the teacher using positive role models from both sexes?		

Handout 1

This is 2680239. We are not at home right now. Please leave a message after the beep.

Please leave a message after the beep. This is 2680239. We are not at home right now.

Handout 3

Beep after a leave the please message.

Handout 4

There is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together. But there has been some discussion in recent years of the question: do we have to have 'grammar exercises'? Isn't it better for learners to absorb the rules intuitively through 'communicative' activities than to be taught through special exercises explicitly aimed at teaching grammar?

If you are (voluntarily!) reading this book, then your answer to the last question is probably either a straight 'no' or at least a cautious 'not necessarily'. The fact that a learning process is aiming for a certain target behaviour does not necessarily mean that the process itself should be composed entirely of imitations of that behaviour. In other words, ability to communicate effectively is probably not attained most quickly or efficiently through pure communication practice in the classroom – not, at least, within the framework of a formal course of study.

In a 'natural learning' – such as the learning of a first language by a child – the amount of time and motivation devoted to learning is so great that there is no necessity for conscious planning of the learning process: sooner or later the material is absorbed. However, in a formal course of study, there is very much less time available, and often less motivation, which means that learning time has to be organised for optimum efficiency. This means preparing a programme of study – a syllabus – so that bits or the total corpus of knowledge are presented one after the other for gradual, systematic acquisition, rather than all at once. And it also means preparing an organised, balanced plan of classroom teaching/learning procedures through which the learners will be enabled to spend some of their time concentrating on mastering one or more of the components of the target language on their way to acquiring it as a whole. These components may be things like spelling or pronunciation or vocabulary – or grammar.

Grammar, then, may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective. But the key word here is temporarily. The learning of grammar should be seen in the long term as one of the means of acquiring a through mastery of the language as a whole, not as an end in itself. Thus, although at an early stage we may ask our students to learn a certain structure through exercises that concentrate on virtually meaningless manipulations of language, we should quickly progress to activities that use it meaningfully. And even these activities will be superseded eventually by general fluency practice, where the emphasis is on successful communication, and any learning of grammar takes place only as incidental to this main objective.

(*Penny Ur*)

Handout 5

Find the rule

Look at these sentences:

You **know** Norma and Joe, don't you?
They **work** every day.
Joe **talks** to tourists, and Norma **writes** letters.
We always **go** to their travel agency.
The agency **offers** tours to many different countries.
I **like** the service there too.

There is a final **s** on the verb only with certain subjects. What are they?

Now apply the rule!
Circle the right verb.
I **see/sees** Norma almost every day, or she **call/calls** me. She and Joe sometimes **come/comes** to my house on weekends. Joe usually **tell/tells** us some funny stories.

Handout 6

Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. This is true of words taken out of the context of sentences. It is also true of sentences taken out of the context of texts. The following sentences are almost meaningless out of context:

1. The ones that don't, seem to think so.
2. It's a drink.

Here are the contexts from which these sentences were taken:

1. It is important that a gin comes from London? The ones that don't, seem to think so. Because, though they all have 'London Dry Gin' on their labels, only one premium gin is actually distilled in London, the city of great gin making.
2. 'Are you going to that Hodders party?'
   I said that I didn't know anything about it.
   'It's for that boring woman who writes picture books about Nash terraces.
   Every twin in London will be there.
   'So are you going?'
   'It's a drink,' Musprat said, meaning yes.

(from Therous, P. *Lady Max*, Granta 40)

Handout 7

Grammar and function

So far, we have talked about meaning as if the meaning of a sentence was simply a case of unpacking its words and its grammar. But look at this exchange (from the film *Clueless*) between a father and the young man who has come to take his daughter out:

Father: Do you drink?
Young man: No, thanks, I'm cool.
Father: I'm not offering, I'm asking IF you drink. Do you think I'd offer alcohol to teenage drivers taking my daughter out?

Why did the young man misunderstand the father's question, misconstruing a request for information as an offer? Was it the words he didn't understand? Or the grammar? Or both? Clearly not. What he misunderstood was the father's intended meaning. He misunderstood the **function** of the question.

There is more than one meaning to the question *Do you drink?* There is the literal meaning – something like *Are you a drinker of alcohol?* And there is the meaning that the question can have in certain contexts – that of an offer of a drink. When we process language we are not only trying to make sense of the words and the grammar; we are also trying to infer the speaker's (or writer's) intention, or, to put it another way, the **function** of what they are saying or writing.

Day nineteen

Session 3 – Micro teaching

Please follow the trainer instructions

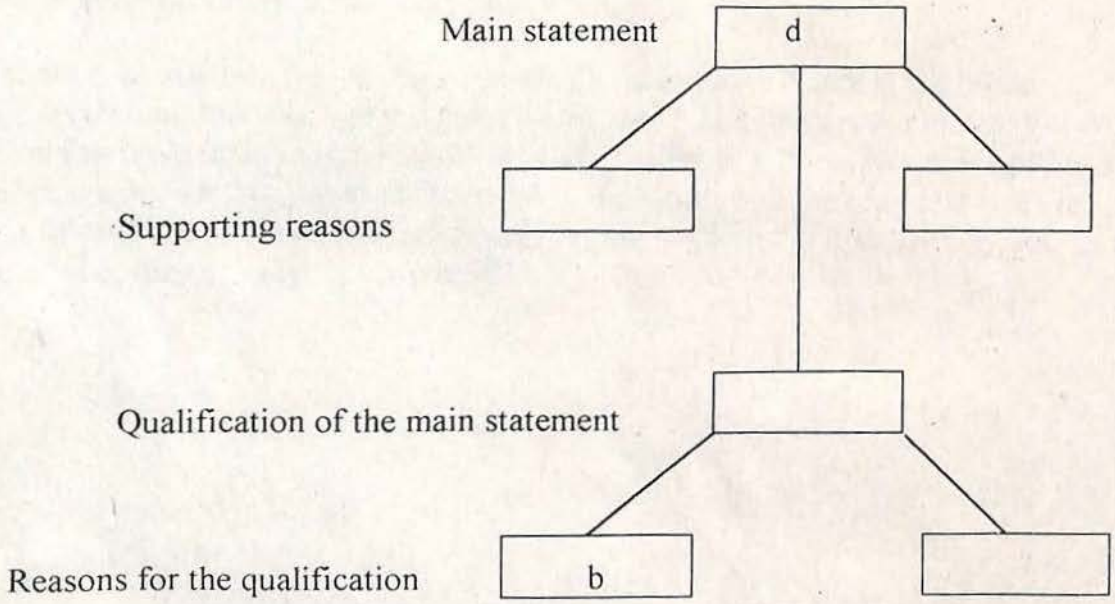
Day twenty

Session: 1 and 2 – Writing (2)

Handout of technique 4

Put these sentences in the correct order to make a paragraph which has the meaning structure shown. Copy the diagram and write the letter of each sentence in the correct box.

a. More people can read and write.
b. There are more schools but more pupils to fill them.
c. The farmers can grow much more food.
d. It seems that the developing nations have made great progress.
e. There is more food but more mouths to eat it.
f. Real progress is prevented by population growth.



Handout of technique 5

he said I didn't see them I really hate waiting for hours for nothing said he Why didn't you telephone them then was my question.	He said, "I didn't see them." "I really hate waiting for hours for nothing," said he. "Why didn't you telephone them then?" was my question.

Please follow the trainer instructions

Please follow the trainer instructions

Day twenty-one

Sessions 1, 2 and 3 – Practice teaching and feedback

Please follow the trainer instructions

Observation forms

Trainee name: Grade taught:

Number of students: Number of girls:

SN	Questionnaire	Comment
1	How clear were instructions of the teacher?	
2	How clear was the teacher's voice?	
3	Was the teacher's language (speed) appropriate to the level of students?	
4	High or low was the student involvement in the lesson?	
5	Did the lesson have learning motivation throughout?	
6	Was there any teacher movement in the class? Was it sufficient?	
7	Was there any materials use? Was it appropriate and effective?	
8	Were there any group or pair work activities? Were the activities appropriate and effective?	
9	Did the teacher encourage students to participate in the learning activities?	
10	Did the teacher encourage weak students to participate in the learning activities?	
11	Did the teacher encourage girls to participate in the learning activities?	
12	Was the aim of the lesson clear?	
13	Was the aim of the lesson fulfilled?	
14	Did the teacher have variety in his/her lesson?	
15	Was the lesson a balance of both student and teacher centred?	
16	Did the teacher observe and monitor students' learning?	
17	Did the teacher help students to participate in the learning activities?	
18	Was the teacher smiling? Did it encourage students to be active participants?	
19	Did the teacher use blackboard? Was it effective?	
20	Was the lesson well planned in terms of time?	
21	Were the students happy with the teacher's lesson?	
22	Were the students happy with the textbook lesson?	
23	Is the teacher's pronunciation intelligible?	
24	Did the teacher put both the weak and strong students into groups?	
25	Did the lesson seem to have sufficient input, practice and output?	

Teaching writing (specific observation)

Go through the questionnaire and tick the appropriate boxes while observing the class.

SN	Questionnaire	Yes	No
	PRE WRITING		
1	Did the teacher warm-up the class?		
2	Did the teacher create a learning context?		
3	Did the teacher teach/model new words?		
4	Did the teacher introduce the topic?		
5	Did the teacher present new function and structure?		
6	Did the teacher familiarise content and structure of the lesson?		
7	Did the teacher familiarise the format of writing to the students?		
	ORGANISING AND DRAFTING		
8	Did the teacher encourage learners to collect materials?		
9	Did the teacher allow learners to organise materials?		
10	Did the teacher allow learners to draft their materials?		
	EDITING		
11	Was there any activity that let students correct their written work (within groups or pairs or with the teacher?)		
	FINALISING		
12	Was there any activity that let students re-write their correct work (in groups or pairs or individually)		
13	Did the teacher check what or how learners have written?		
	POST WRITING		
14	Was the free activity related to the main lesson?		
15	Did the teacher move round the class to observe how the students are progressing?		
16	Did the teacher allow learners to continue to participate in the free activity even if they are making grammatical mistakes?		
17	Did the teacher help those learners who needed guidance to participate in the activity?		
	Did the teacher check the students' progress in the free practice?		
18	Is the teacher using positive role models from both sexes?		

Session 4 – Testing writing

Handout 1

1. Read the following advertisement and apply for the post.

Wanted

Post: Secondary Level English Teacher
Qualification: M Ed. or equivalent.
Experiences: 5 years working experience in the related field, preferably able to use computer programmes
Age: 25-40
Interested candidates can apply along with a copy of a recent photo and C V with 15 days from the date of advertisement. Only short listed candidates will be called for interview. Apply to:

The Principal, PO Box 100000 Kathmandu

5. Your younger sister Prabina passed the SLC examination in first division. Write her a congratulation message using the following clues.

Prabina
SLC passed in first division
Year 2000
Balika Adarsha Ma. Vi. Biratnagar

6. Write a news-story using the following clues.

A wealthy heir kidnapped in Bhairahawa.
Cheten Agrawal,
8 years old
returning from school
kidnapped by a gang
Rs. 100,000 ransom
police investigating.

Handout 2

The following areas should be considered while marking writing.

(a) Content
(b) Grammar
(c) Coherence
(d) Spelling
(e) Original ideas
(f) Range of vocabulary
(g) Well organized correct register
(h) Clear instructions
(i) Fluency

Handout 3

To The Principal
PO Box 100000 Kathmandu

Dear Sir
I saw an article in a newspaper. I am happy to apply for the past of Secondary Level English Teacher.

I am qualified for the post because I have been teaching for more than 6 years in a Secondary school and have passed M.Ed. I am very much interested to work in your school. If you give an opportunity to serve in your school I will work hard and honestly.

I have herewith attached my CV with a recent passport size photo.

I am looking forward to your positive response.

Yours faithfully,

Ram Krishna

Day twenty-two

Sessions 1 and 2 – Classroom management

Handout 1

The role of teacher

The way teacher behaves in different kinds of activities will change according to the nature of the activities, e.g. from tightly controlled accurate reproduction work to free communicative activities; from controlled reading to extract specific information to the more communicative activities.

Perhaps the most important distinction to be drawn here is between the roles of controller and facilitator, since these two concepts represent opposite ends of a cline of control and freedom. A controller stands at the front of the class like a puppet-master or mistress controlling everything; a facilitator maintains a low profile in order to make the students' own achievement of a task possible. We will represent these extremes in the following way.

Controller _____ Facilitator

We will indicate where the different roles we are about to discuss can be placed on this cline. We will examine the roles of controller, assessor, organiser, prompter, participant, resource, tutor and investigator.

1. The teacher as a controller

As we have said, teachers as controllers are in complete charge of the class. They control not only what the students do, but also when they speak and what language they use. On our diagram this role is placed at the extreme end of the cline.

2. The teacher as a assessor

Clearly a major part of the teacher's job is to assess the student's work, to see how well they are performing or how well they performed. Not only is this important pedagogically, but the students quite naturally expect it, even after communicative activities.

3. The teacher as organiser

Perhaps the most important and difficult role the teacher has to play is that of organiser. The success of many activities depends on good organisation and on the students knowing exactly what they are to do. A lot of time can be wasted if the teacher omits to give students vital information or issues conflicting and confusing instructions.

The main aim of the teacher when organising an activity is to tell the students what they are going to talk about (or write or read about), give clear instructions about what exactly their task is, get the activity going, and then organise feedback when it is over. This sounds remarkably easy, but can be disastrous if teachers have not thought out exactly what they are going to say beforehand.

4. The teacher as a prompter

Often the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next. This is one of the teacher's important roles, the role of prompter.

5. The teacher as participant

There is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place. Clearly on a lot of occasions it will be difficult for us to do so as equals (since we often know all the materials and all the details, etc. such as with information gap exercises, jigsaw listening, etc.). Teachers might join simulations as participants, sometimes playing roles themselves.

6. The teacher as a resource

We have stressed the importance of teacher's non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the teacher is left, to some extent, with nothing to do. There are still two very important roles, however. One is to be aware of what is going on as an assessor – although discreetly – and the other is to be a kind of walking resource centre. In other words the teacher should always be ready to offer help if it is needed. After all we have the language that the students may be missing, and this is especially true if the students are involved in some kind of writing task. Thus we make ourselves available so that students can consult us when (and only when) they wish.

7. The teacher as tutor

We can talk about the teacher as a tutor in the sense of someone who acts as a coach and as a resource where students are involved in their own work, and call upon the teacher mainly for advice and guidance. This is the role the teacher adopts where students are involved in self-study or where they are doing project work of their own choosing. The teacher will be able to help them clarify ideas and limit the task, for example; the teacher can help them by pointing out errors in rough drafts; the teacher can also offer the students advice about how to get the most out of their learning and what to do if they want to study more.

8. The teacher as investigator

All the roles we have mentioned so far have had to do with the teacher's behaviour as it relates to the students. But teachers themselves will want to develop their own skills and they will hope for a gradually deepening insight into the best ways to foster language learning.

Of course it is possible to go on teacher training courses and to attend teachers' seminars. These will certainly help teachers to come across new ideas and keep abreast of what is happening. But teachers can develop by themselves or with colleagues, too. The best way to do this is by investigating what is going on, observing what works well in class and what does not, trying out new techniques and activities and evaluating their appropriacy.

Handout 2

(1) Jigsaw group

Divide trainees into three groups. Everyone in the same group will have the same text to read. So – Three groups three different texts to read.

When finished, number the people in the groups – 1 2 3.

Then ask all number ones, twos and threes from different groups to form new groups. Ask them to share what they read.

When finished, ask the groups to report to the whole class.

(2) Reaching consensus

Students are divided into pairs. Ask them to prepare a menu for a picnic. Students in pairs discuss and decide the menu.

Now ask every three pairs to form a group. Ask them to prepare a menu for a picnic.

Students in their group discuss and decide the menu.

When the groups decide their menu, they report to the whole class giving the best rationale for their own selection.

(3) Discussion

Students are divided into pairs. Give some controversial topics to pairs. Ask pairs to rate them by circling the numbers given in the scale. The justification of numbers is 0=totally disagree and 3=totally agree.

Topics:

(a) Schools should not collect any fees from students.	0 1 2 3
(b) Education should not be made free and compulsory up to class 10.	0 1 2 3
(c) Women are weaker than men.	0 1 2 3

When finished, two pairs join each other and form a group. They compare and discuss their justification by giving rationale.

Then ask them to come to an agreement. When they come to the agreement ask groups to report to the class.

Handout 3

(a) The teacher

The teacher is not prepared, i.e. no lesson plan
The teacher's teaching is pre-occupied by traditional teaching technique
The teacher is not ready to change
The teacher thinks that fun itself disrupts the class
The teacher lacks fun making ideas
The teacher does not give clear instructions
The teacher lacks classroom management skills
The teacher's teaching is ineffective, i.e. there is no eye contact, no classroom movement, no encouragement to students
The teacher is untrained
The teacher is unfair
The teacher has negative attitude to learning
The teacher issues threats
The teacher is inconsistent
The teacher is not punctual
The teacher is involved in politics
The teacher is politically biased
The teacher is ignorant of students' potential and personality

(b) The lesson

The lesson is not well planned in terms of time and management
There is no flexibility in the lesson
There is no variety in the lesson
The lesson is beyond students' level of understanding
There is lack of teaching materials

(c) The students

The students have negative attitude toward the teacher and learning
They have a desire to be noticed or be recognised
They have disruptive company

(d) The institution

There are no resources available
There is lack of head-teacher's efficiency, commitment and leadership
There is lack of co-ordination and co-operation among the school staff
There is lack of good environment

Day twenty-three

Session 1 and 2 – Gender issues

Guidance-note

1. The government is concerned that there should be equity within the public schooling system, and that all children should have access to school.

2. Currently, more boys than girls are enrolled in school and attendance rates (the number who actually attend rather than are enrolled) for boys are also much higher. The rates vary around the country. The Terai generally having a higher enrolment rate for all children and a higher proportion of the total being girls- at the primary level- compared to the mountain or the hill areas. The poorest attendance is in the mountains where physical accessibility makes a higher impact or overall attendance. At secondary level, the proportion of girls who drop out from schooling tends to be higher in the Terai than in the mountains. It is probable that this has more to do with traditional values than with physical accessibility. In the Terai, the gender divisions of activities is much more marked, and girl's freedom of action is more constrained. Early marriage is common in all communities; however restrictions on girls' appearance in public and mixing with boys are more typical of the traditional Hindu areas than in the Buddhist Mountain areas.

3. This lack of equity is therefore displayed in terms of geographical location and gender. This is also typical of the distribution of female teachers-there are generally very few female teachers and this is most marked in the remote areas. There is also a gender difference in distribution of teachers by subject-there are more female teachers in Social science and Nepali and fewest in Science and Mathematics.

4. The results of SLC examinations can be seen from the handout sheet. There is a very clear indication of the relative success rates of boys and girls. Even where girls do go to school, their performance does not equal that of boys. On the other hand it indicates that if given opportunity, girls can perform better than boys (see the data of far – western region). There is no inherent reason why this should be so (the poor performance of girls): the reverse pattern is often found in countries with equitable systems.

Handouts

National SLC Examination

Female as percentage of male

2000

TABLE 1

Total pass percent in 2ooo

Appeared		**Passed**	
Boys	Girls	Boys	Girls
100	66.47	100	54.11

TABLE 2

Pass percent in English

Region	**Boys**	**Girls**
Eastern	89.75	87.51
Central	88.68	85.19
Western	83.80	78.02
Mid-western	78.22	74.38
Far-western	86.63	83.53

TABLE 3

Average marks in English

Region	**Boys**	**Girls**
Eastern	45.09	42.77
Central	47.16	45.09
Western	43.14	39.95
Mid-western	38.69	36.52
Far-western	42.12	41.07

TABLE 4

Selected districts SLC English result

District	SLC appeared			**English pass percent**		**Mean Score (English)**	
	Total	Girls	Pass % of girls	Girls	Boys	Girls	Boys
Ramechap	1912	605	31.64	98.18	97.09	48.73	48.01
Kapilvastu	2699	998	36.98	93.79	91.18	44.63	43.89
Jajarkot	677	122	18.02	90.16	88.83	41.07	40.61

Checklist

Reasons why fewer girls go to school, and do poorly in examination:

1. Social and cultural norms:

- traditional division of labour
- early marriage
- domestic duties in parental home
- contributing to raising younger siblings
- no value perceived in schooling
- purdah system (in some communities)

2. Access to school (Note that access does not only mean physical access. It refers to any reason that stops or discourages pupils from going school):

- distance an difficulty in travelling
- direct cost: uniform, transport, books, other learning materials
- indirect cost (opportunity cost): loss of help at home, work on agricultural land or with animals

3. Schooling

- attitude of teachers
- few or no female teachers
- textbook and support materials are poor, and provide biased image of boys and girls inherent abilities and capacities.

Day twenty-four

Session 3 – Training evaluation

Please answer the following questions honestly and frankly. Do not write your name or/and favour to any one. This will enable us to improve future SEDP ELT course.

Please tick the appropriate box.

SN	Topics					
1	ADMINISTRATION	Poor	Not bad	Good	Very good	Excellent
	The payment was made in time					
	The training centre facilities					
	Catering arrangements (lunch, drink)					
	Accommodation (if relevant)					
2	EDUCATION					
	General relevance of the course to your needs					
	Training manual, handouts, worksheets					
	Quality of listening materials tape, player, etc.					
	The standard of lecturing; i.e. trainer's competence and performance					
3	OTHERS					
	The ELD sessions					
	Listening sessions					
	Speaking sessions					
	Reading sessions					
	Writing sessions					
	Testing skills sessions					
	Miscellaneous sessions					
	Library management					

Please write any bad and good things about the training you attended. ----------

---

Have you collected the things you got from the training office?
Have submitted the training office property?

❹ Appendixes

Secondary English Curriculum
SLC exam Grid

[Appendix i]

CONTENTS

1. Preface
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   8.5 National examinations

1. Preface

A curriculum constructed at a certain time produces skilled manpower for the following generations. Social needs and necessities are continuously changing, depending on the current social context. That is why Nepal must revise or reconstruct the curriculum taught in its schools regularly. For this reason curriculum development has to be seen as a continuous process within five-year and ten-year cycles.

After the restoration of multi-party democracy in Nepal changes have taken place in many areas of national life. In this evolving context many changes are occurring in the education sector.

Since curriculum revision is a continuous process, school curricula are being revised or reconstructed in order to achieve desirable goals. This curriculum is presented in this spirit.

As part of this process, it is thought that suggestions from parents, educationists, teachers and other interested people representing all sectors of Nepali society, will be valuable for future revisions. The Curriculum Development Centre invites the users of this curriculum to send constructive written suggestions to make future curricula more appropriate and effective.

Ministry of Education
Curriculum Development Centre
Sanothimi, Bhaktapur

2. Introduction

English is the appropriate international language for Nepal and a vital tool for any student to become successful in local, national and international communication. Undoubtedly English is the means of international, communication and it is also the major world language.

English language is taught as a foreign language in all the schools of Nepal, starting form primary level because it is the medium of instruction for further education. During secondary education students will spend 80% of their time on the five core subjects: English, Nepali, Mathematics, Science and Social Studies and the remaining 20% on optional subjects. The importance of English in Nepali education is also indicated by the fact that Additional English is one of the optional subjects.

The structure of the Nepali education system is outlined below:

Pre-primary	a preparatory phase for primary education
Primary	Classes 1-5
Lower secondary	Classes 6-8
Secondary	**Classes 9-10**
Higher secondary	Classes 11-12

two-year English curriculum for Grades 9 and 10 has two main purposes: one is to enable students to exchange ideas with people of any nationality that speak or write English and the other is to expose them to the vast treasures of knowledge and pleasure available in written and spoken English.

With these purposes in mind, this curriculum has been prepared in order to make the Grade 9 and 10 courses more applicable to society, both in Nepal and in outside world. Language here is seen as a skill that allows one to get things done. The things that can be done through language are described as functions, such as expressing likes and dislikes, good wishes etc. A single language function can usually be expressed through more than on grammatical structure or set of vocabulary items. For this reason English introduced at the primary level is much simpler than the English used at the Grade 9 and 10 level. Functions remain the same at this advanced level but they are recycled with an increasing expansion of structure, vocabulary and register. The curriculum also includes instructional objectives and skills in content areas, and a scope and sequence chart specifying the number of periods for each unit. Further assessment procedures have also been established to assist in the students' educational development.

In short, it is hoped that this curriculum will support, promote and strengthen the aspirations and interests of the Nation.

3. The national goals of education

This Grade 9 and 10 English curriculum has been developed to support the following national goals of education:

- to nurture and develop the personality and inherent talents of each person
- to instil respect for human values and the will to safeguard national and social beliefs so as to help develop a healthy social unity
- to help the individual to socialise, enhancing social unity
- to help the individual deep his or her identity in the national and international context and to help his/her lead a socially harmonious life in the modern world
- to help the modernisation of the country by creating able human resources for its development
- to teach the thoughtful protection and wise use of Nepal's natural resources
- to help bring those that are underprivileged into the mainstream of the nation.

4. The aims of secondary education

The following aims of secondary education focus the national goals of education within the Grade 9 and 10 age range. The aims of secondary education are to produce healthy citizens who are:

- familiar with national traditions, culture and social environment and with democratic values
- able to use language in daily life
- aware of scientific issues
- creative, co-operative, industrious and independent
- able to contribute to economic development.

5. General objectives

The general objectives of teaching English are to enable students to:

1. develop an understanding of and competence in spoken English
2. communicate fluently and accurately with other speakers of English
3. develop competence in understanding a variety of reading texts
4. gain the skills necessary to write English appropriately and effectively
5. develop an ability to use simple reference materials
6. read, appreciate and enjoy literary texts
7. develop an awareness of cultural and ethical values relevant to Nepal.

6. Specific objectives

At the end of secondary level (Grade 9 and 10) students should be able to integrate receptive and productive work in the four major skills (listening, speaking, reading, and writing)

6.1 Listening

Students should be able to show understanding of a variety of authentic listening texts. Specifically, they should be able to:

L1 listen to spoken texts, understand the gist and retrieve specific information form them
L2 record in note or summary from the main points of spoken messages
L3 respond appropriately to spoken directions or instructions.

6.2 Speaking

Students should be able to speak fluently and accurately in a variety of authentic situations. Specifically, they should be able to:

S1 speak intelligibly within the structural and lexical levels of the secondary curriculum
S2 engage effectively in informal spoken discourse, using appropriate discourse devices (e.g. pauses, tag questions, hedges, etc.)
S3 communicate appropriately in a variety of formal and informal situations
S4 engage in group discussions, expressing opinions and arguing a point of view effectively
S5 narrate a sequence of events
S6 describe an object or a process
S7 convey simple messages effectively
S8 produce and respond to different question types (e.g. close, open, alternative, etc.)
S9 express a range of emotions, using the appropriate phonological features to do so.

6.3 Reading

Students should be able to apply different silent reading techniques in order to comprehend a variety of authentic texts. Specifically, they should be able to:

R1 read short texts intensively for detail understanding
R2 read longer texts extensively for general understanding

R3 show understanding of the underlying themes and ideas of texts
R4 show understanding of an argument
R5 retrieve specific information from texts by means of a variety of reading techniques, e.g. skimming, scanning and synthesising
R6 recognise the structure and organisation of paragraphs and longer texts, through developing an awareness of cohesive devices
R7 anticipate the likely continuation of interrupted texts
R8 appreciate literary texts of an appropriate level
R9 deduce the meaning of unfamiliar lexical items by means of contextual, syntactic, and semantic clues
R10 use an appropriate English-English dictionary effectively
R11 understand and interpret information presented in diagrammatic form.

6.4 Writing

Students should be able to produce a variety of written texts: cues for the production of these texts will range from controlled to free. Specifically, students should be able to:

W1 express ideas in clear and grammatically correct English, using appropriate punctuation
W2 plan, organise, and develop an argument
W3 describe an object or a process
W4 narrate a sequence of events
W5 use a variety of styles appropriate to different texts
W6 transfer information from diagram to prose and vice versa
W7 produce a variety of authentic text types (e.g. postcards, questionnaires, phone messages, letters, CVs, bio-data, job applications, notices, advertisements, etc.)
W8 make notes on a variety of texts
W9 produce summaries based on such notes
W10 write creatively about personal experiences

7. Scope and sequence

The content of the secondary English curriculum can be seen as a set of functions which are realised linguistically by grammatical structures and lexical items. A matrix showing the relationship between these elements, together with the approximate number of periods to be allocated to each, is given below.

Grade 9 (180 periods)

SN	Functions	Language	Periods
1	Making plans and expressing intentions	Simple present will -future going to -future -ing –future	
2	Suggesting and advising	You'd better… How about…? If I were…	
3	Making requests	Please/please don't… Wound you mind not…ing? Could you possibly stop…ing? I wonder if you… I'd appreciate it if you…	
4	Expressing condolence/sympathy	I'm/I was sorry to hear… That's too bad. What a pity! I know how you feel.	
5	Apologising and responding to an apology	I'm sorry…/I didn't realise…/Excuse me… Never mind.	
6	Asking for permission	May I…? Can I? Do you mind if I…? Is it all right if I…? Is it okay/all right if I…? Would it be possible for me to…?	
7	Making, accepting and rejecting offers	Shall I…?/Would you like me to…? I'll…, if you like. Thank you./That would be very nice. I'm sorry, I can't/I'd love to, but…	
8	Describing (1)	Defining relative clauses: Hotels which cater for tourists are very expensive. We pay women who work here the same as men.	
9	Describing (2)	Causative: I made him do it. Passives: The best cloth is made in Tansen./This song was written by Ravi Shankar.	

10	Locating places	Prepositions of place: at, on, in, opposite, beside, in front of, across, form, etc.	
11	Giving instructions	First… then…	
12	Giving directions	Turn left/right… Go straight on for… The… is on your right/left.	
13	Describing purpose and function	This machine is for…/This is a camera which…/To start the machine you…/This machine is meant to…/Gita got a licence in order to…	
14	Talking about the past (1): narrating past events	Ram walked over the bridge. The bridge broke and Ram fell in the river.	
15	Talking about the past (2): comparing then and now	I used to… but now I…	
16	Talking about the past (3): interrupted continuous action	Sita was walking along the road when she saw an elephant. While Ram was playing, it started to rain.	
17	Talking about the past (4): past actions with present significance	How long have you lived/been living in Kathmandu? I've lived/been living in Kathmandu for six years.	
18	Giving advice/warnings	You should…?You ought to…/Why don't you…?You'd better (not)… You're not allowed to…/You can't…/It's forbidden to…	
19	Persuading someone to do something	I wouldn't … if I were you./Wouldn't it be better if you…?	
20	Expressing (in)ability to do something	I can/can't… be able to…/Do you know how to…?	
21	Expressing degrees of certainty	It's certain that…/I'm sure/certain that…/There's no doubt that…	
22	REVISION AND RECYCLING OF THE ABOVE		24

Grade 10 (180 periods)

SN	Functions	Language	Periods
1	Reporting statements	He told me (that) he was leaving.	
2	Reporting questions	Gita asked (me) where Hari was.	
3	Reporting commands	The headteacher told me to come at five o'clock.	
4	Giving and withholding permission	You can..., but you mustn't... Let her sit here. Don't let him sell the book.	
5	Reporting, giving and withholding permission	I'm allowed to stay at home on Saturdays. They're not permitted to enter through this gate.	
6	Expressing conditions (1)	If you play volleyball you'll be late. If you don't eat, you'll be hungry.	
7	Expressing conditions (2)	If Sita could sing, she would be very popular. If Prasad weren't (the) captain, the team would play better. Had you worked harder, you would have got better marks.	
8	Asking for, and giving reasons	Why did you walk into the room? I walked into the room because...	
9	Criticising	You shouldn't have...	
10	Expressing preferences	My dog likes being washed. He doesn't like being combed.	
11	Talking about the past (1): narrating past events	Maya had lived in Kathmandu twenty years ago.	
12	Talking about the past (2): interrupted continuous action	He had been living here for five years before he met Gita.	
13	Agreeing and disagreeing	They come from London. So do I./So does Bill. She didn't wear jeans then. Neither did I./Neither did Anju. I don't agree./I'm not sure (that) I agree./I don't think so.	

14	Expressing degrees of probability	He'll probably come. He may/might come. I don't think he'll come. He probably won't come.	
15	Interpreting tables, charts, diagrams, etc.	The table/diagram shows that… According to the table/diagram…	
16	REVISION AND RECYCLING OF BOTH GRADE 9 AND 10		

8. Teaching and assessment

Teaching principles, methods, materials and resources.

8.1 Principles of teaching English

Teaching English at this level should follow the following principles:

- Teaching and learning in the classroom should be learner-centred. Children lean by doing. Language learners learn to speak by speaking, listen by listening, and so on. Teachers should give students every opportunity to use the language.
- The teacher's role should be that of a manager, guide, and a facilitator, not that of an authority. Teachers should provide students with the materials and opportunities to use the language.
- English should be the main medium of communication in the classroom, and should be used as much as possible.
- Students should be encouraged to guess the meaning of, and to predict the content of texts. Even when students do not guess correctly, they will have been forced to think about possible answers. They will be able to understand the meaning better when it is explained to them.
- Teaching and learning English should be fun. Games, puzzles, and other fun activities should be encouraged. Anything that brings life and laughter to the classroom is to be welcomed.

8.2 Teaching methods

The following methods, techniques and activities should be followed:

(1) demonstration and dramatisation'
(2) question and answer
(3) guessing the meaning of new words from their context
(4) role play and simulation
(5) group and pair work (information-gap activities)
(6) silent reading preceded by pre-questions and use of pictures cues
(7) enquiry and discovery

8.3 Teaching resources

Each student must have a textbook for the appropriate grade. Each school should a teacher's guide and a set of teacher support materials, for the appropriate grade, including cassettes and a cassette player, as far as practicable. Teachers should make

extensive use of the blackboard and flashcards produced form locally available materials.

8.4 Assessment

Assessment of what is learnt becomes meaningful when done on an informal or continual basis. This can give the teacher a clearer picture of a student's ability than a formal test or examination. If only formal tests and examinations are used, it is not possible to evaluate accurately the level of competency reached by a student at the end of each lesson and throughout the year. There should be continuous informal assessment in addition to a formal examination and formal assessment conducted from time to time. Assessment measures should be consistent with a communicative approach of teaching as this will measure how students use English and not what they know about it. For this purpose, tests such as dictation, composition, note-taking and oral interviews can be used.

8.4.1 Assessing listening

Listening skills of students should be evaluated internally by the teacher. A listening comprehension test can be used to assess students' comprehension through a multiple-choice test frame-work or a series of other types of comprehension question. *Dictation* and /or *note-taking* can be effectively used for the assessment of listening. A dictation test can also evaluate spelling and punctuation. Students can exchange exercise books and make the nec3essary corrections themselves. Gap-filling and matching exercises can also be used.

8.4.2 Assessing speaking

When assessing speaking skills, role-playing, discussion, exposition, and interviews, etc. should be used. Students' ability to discriminate between sounds, and the use of correct stress and tone can be best evaluated by making them take part in discussions, problem solving, role-play and conversation.

8.4.3 Assessing reading

The teacher should evaluate students' reading to check how well they have understood what they have read. This can be done by asking questions relevant to the passage or text. Multiple-choice exercises, true/false and matching exercises can also be effective.

8.4.4 Assessing writing

Over-correction should be avoided when assessing students' writing, as this may discourage students. Only serious mistakes should be pointed out. Comments in the

margin should be used to indicate to students' mistakes and weaknesses. Abbreviations, symbols, arrows, circles and lines should be used instead of simply giving a tick or a cross. As it is more fun for the students to correct other students' errors than their own, they should be asked to correct each other's work and make the necessary corrections where they can. For the assessment of writing the student should be given exercises such as 'developing a skeleton into a story', describing pictures, writing letters, writing summaries, paragraphing, narrating events, etc. Assessment should be based on: (1) the accuracy, (2) the fluency, (3) the relevance and (4) the appropriateness of the language used by the students.

8.5 National examinations

It is desirable that all four language skills should be tested in the School Leaving Certificate (SLC) examination. Ideally, listening and speaking skills should be tested internally, within schools, on a continuous basis. However, extensive training of English teachers, school supervisors and District Education Officers well be needed to ensure effective implementation of an internal assessment system.

It was decided that the allocation of marks in the SLC examination should be as indicated in the grid below.

Oral		**Written**	
Listening	Speaking	Reading	Writing
8	12	45	35

It is however, essential that a set of model questions are produced by CDC for submission to the Office of the Controller of Examinations (OCE), to guide question setters and examiners, and for dissemination to secondary schools.

[Appendix ii]

Introduction

What is an examination specification grid?

An examination specification grid reflects the assessment and evaluation part of the curriculum. It not only shows the marks allocated to different areas and skill to be measured as mentioned in the curriculum, but also how the marks are divided according to the questions. It clearly mentions the type and number of questions to be asked in the examination. It also includes the materials and equipment needed for the examination, objectives to be measured, and is usually followed by sample questions with a marking scheme.

Why do we need a grid?

The main purpose of the specification grid is to help and guide teachers and question setters in constructing valid test items. It tells them the type and number of questions and test items needed to measure a particular skill or area. It not only shows them how to prepare the test items but also how to score them with the help of a marking scheme. It's a document that gives complete information about the examination in a nutshell.

What is in the present specification grid?

The specification grid has two columns: Knowledge and Understanding and Practical Abilities, which are also referred to as Competence and Performance. Competence refers to the ability of a learner in terms of the knowledge of the language concerned and Performance refers to the ability of the learner to use that knowledge of a language in practical situation. Grammatical knowledge of a language on the part of a learner is his competence and how he uses that knowledge in actual use of that language is his performance. Knowledge and Understanding or Competence refers to the grammatical knowledge, and Practical Abilities or Performance refers to the language skills of listening, speaking, reading and writing.

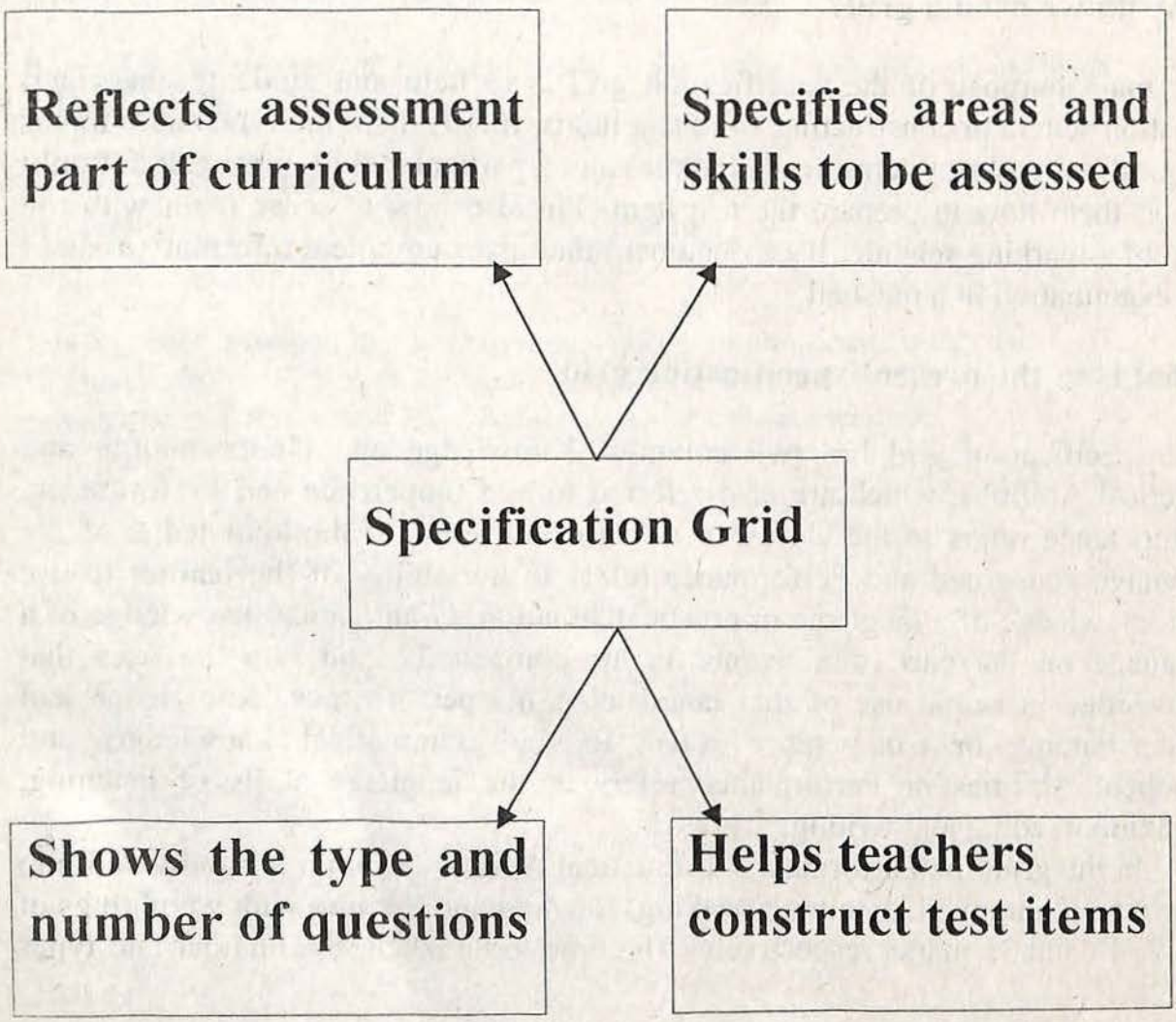
In the grid, the Performance or Practical Abilities column is subdivided into four main columns: Listening, Speaking, Reading and Writing with weightings of 8, 12, 45 and 35 marks respectively. The time to be taken, the number and types

of questions to be constructed, the materials to be used and the objectives to be measured are mentioned below in each skill.

In the case of the reading skill, the grid shows how many seen and unseen texts are to be set. The marks for seen text = 15 is less than seen text = 30 is to discourage rote-learning and assess the reading skills of students. Similarly, in the case of the writing skill, the number and types of questions are clearly mentioned.

The grid also specifies that Knowledge and Understanding or Competence in grammar will not be tested separately as in the previous SLC examinations, rather they will be integrated into Practical Abilities, particularly in the writing skill.

Finally, it also says that the same question types should not be repeated. For example, the true/false question type should not appear in both seen and unseen texts. The Specification Grid serves four major purposes as shown below.



The Specification Grid

Competence Level	Performance Level (Practical Abilities)			
Language and Grammar	**Listening (8 Marks)**	**Speaking (12 Marks)**	**Reading (45 Marks)**	**Writing (35 Marks)**
This will be integrated into practical ability. No separate examination will be given in this area.	Time: 15 Minutes Question type: 1. Multiple choice 2. Fill in ----- 3. True/False 4. Tick the correct pictures/ answers 5. Ordering	Time: 15 Minutes Question type: 1. Interview/Conversation 2. Cued situation 3. Story telling 4. Describing the pictures, charts, etc.	Time: 1 ½ hours Question type: 1. Seen texts (5+10=15 marks) Any two texts can be asked. a. Yes/No question b. Wh-question c. Vocabulary d. Ordering e. True/False 2. Unseen texts (15+15=30 marks) Any two texts can be asked. a. Multiple choice b. Cloze c. Fill in the table/ordering d. Wh-question e. True/False f. Fill in ---------- Materials: 1. Sees texts taken from set 9/10 textbooks 2. Different kinds of unseen authentic texts. (Advertisements, stories, notices, etc.) Note: Objectives R1-R11 of Grade 9/10 Curriculum should be measured	Time: 1 hour. Question type: 1. Controlled writing (11 marks) Grammar should be involved **or** Any one of the following - Gap filling - Scrambled sentences - Broken dialogue 2. Guided writing (2x6=12 marks) Any two of the following - Skeleton - Parallel writing - Set of questions - Beginning & end of story - Describing pictures 3. Free writing [(12 marks) (120 words)] Any one of the following - Describing - Replying - Explaining - Narrating Materials: 1. Pictures, maps, clues, diagrams 2. Authentic reading texts, etc.
	1. Clear instructions should be given to the students for measuring listening and speaking skills. 2. One or more question types can be asked. But it is not necessary to use all at one 3. The oral exam should be recorded and sent back to OCE.			

Grammar – 11 marks

Contents	No of Q	FM
Articles	2	1
Prepositions	2	1
Question tags	2	1
S+V agreement	2	1
Transformation	2	1
Tense	2	1
Voice	2	1
Reported speech	2	1
Connectives	2	1
Causative	2	1
Conditionals	2	1
Total	22	11

Listening Exam

Time: 15 minutes
Full marks: 8

1. Listen to the tape and tick the best answers. (3 marks)

a. The people talking are

- [ ] husband and wife
- [ ] shopkeeper and customer
- [ ] doctor and patient

b. The woman is

- [ ] arguing
- [ ] describing
- [ ] complaining

c. The man is

- [ ] asking and checking
- [ ] warning and threatening
- [ ] persuading

2. Listen to the tape again and write in the table what these people say.

Woman	Man
She feels ----------	She should ----------
She is ----------	She should ----------
She has ----------	

Listening Text

A: Good morning.
B: Hello Mrs. Sharma. Take a seat. What seems to be the trouble?
A: I'm not sure. But I haven't been feeling too well. I think I must have a touch of flue.
B: Mm. There's a lot of it going round at the moment. What are the symptoms?
A: I'm feeling very tired, and it's aching all over. I've been sneezing a lot, and feeling pretty feverish, hot and cold all the time. Oh, and I've got a sore throat.
B: Any vomiting?
A: No, but I don't feel very hungry. I've got no appetite at all.
B: Well, let's have a look at you. Open your mouth. Ah. Yes, your throat's a bit inflamed, and the glands in your neck are swollen. Now let me listen to your chest. Breathe deeply. Right. Don't say anything for a minute. I'll write out a prescription for you, but you know the best thing is just to go home, go to bed, and take plenty of fluids.

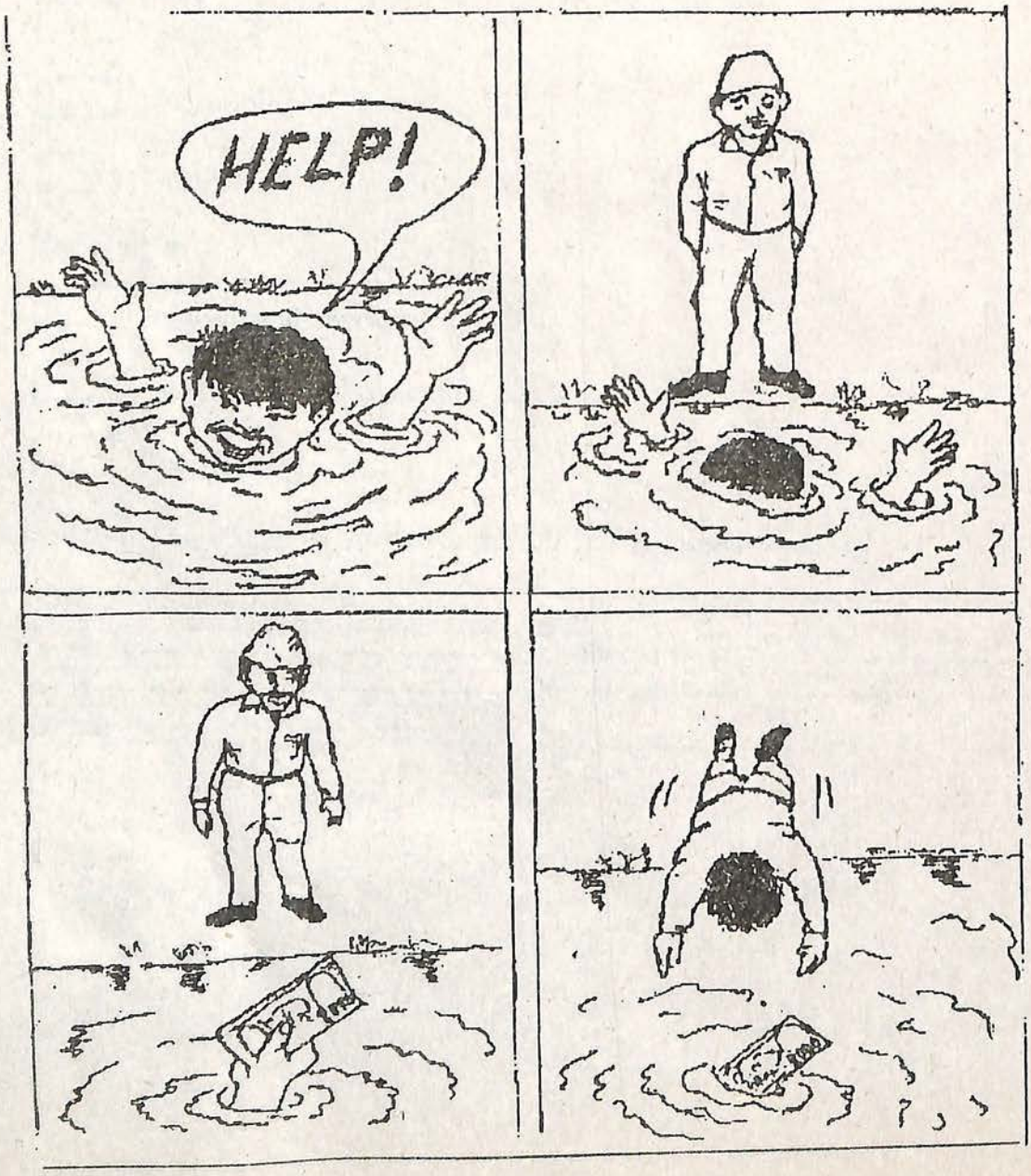
Speaking Exam

Time: 5 minutes for each student
Full marks: 12

1. Look at the schedule of the Minister of Education & Sports. Describe what will he be doing in the coming week. (4 marks)

23 June	Birgunj	address a meeting
26 June	Pokhara	inaugurate a seminar
1 June	India	visit the President
3 June	Nepal	back from India

2. Look at these pictures and describe them in past tense. (8 marks)



Written Exam

Time: 2½ hours
Full marks: 80

Reading [45 Marks]

1. Read the following text and answer the questions. (10 marks)

Again I turned to the blackboard and lifted my hand to write, then I was blank and empty within. I tried frantically to collect my senses but I could remember nothing. A scene of girls and boys behind me filled me to the exclusion of everything. I realised how utterly I was failing and I grew weak and leaned my hot forehead against the cold blackboard. The room burst into a loud and prolonged laugh that made my muscles freeze. "You may go to your seat," the teacher said.

I sat and cursed myself. Why did I always appear so dumb when I was called to perform something in a crowd? I knew how to write as well as any pupil in the classroom, and no doubt I could read better than any of them, and I could talk fluently and expressively when I was sure of myself. Then why did strange faces make me freeze? I sat with my ears and neck burning, hearing pupils' whisper about me, hating myself, hating them.

(A) Choose and copy the best answer. (3 marks)

(i) The word *utterly* in the above first paragraph means
(a) partially (b) completely (c) beautifully

(ii) What made his muscles freeze?
(a) the angry teacher in front (b) laughing students behind
(c) the cold blackboard

(iii) He cursed himself because
(a) his ears and neck were burning (b) he was afraid of the teacher
(c) he knew but couldn't do the task

(B) Answer the following questions. (5 marks)

(i) Why did the students laugh at him?
(ii) Where was the boy standing?
(iii) What made him unsure of himself?
(iv) Why couldn't he write anything on the board?
(v) What made his muscles freeze?

(C) Rewrite the following sentences in the correct order. (2 marks)

(i) The teacher asked him to go back to his seat.
(ii) He went to the board and tried to write.

(iii) He leaned his forehead against the blackboard.
(iv) He got lost and students laughed at him.

2. Read the poem and answer the following questions. (5 marks)

Your mind is a meadow
To plant for your needs
You are the farmer
With knowledge of seeds.
Don't leave your meadow
Unplanted and bare
Sow it with knowledge
And tend it with care.
Who'd be a know-nothing
When he might grow
The seeds of Knowledge
Of stars and snow.

(A) From the poem find the words that are opposite in meaning to the following words. Then write them down. (2 marks)

harvest ---------- full ----------
knowledgeable ---------- subside ----------

(B) Answer the following questions. (3 marks)
(i) What according to the poet should we do?
(ii) Why does the poet call the *mind* a *meadow*?

3. Read the following passage and answer the following questions. (15)

Mother Teresa, a brave woman learned a few basic medical skills and began to live among the poor with only five rupees in her pocket. In December 1948, she started her first school in the slums. She wore blue bordered white sari with a cross on the shoulder which later on became the dress of the sisters of the missionaries of charity. Her first recruit, a Bengali girl, came to her in 1949. Shortly after that more and more girls came to her to be a part of her work. The nuns at first worked only in the slum schools, but soon they found that they were around them, people dying in the streets of Calcutta, people who were unloved and unwanted. These people had to be helped.

(A) Answer the following questions. (8 marks)
(i) What helped Mother Teresa to live with only five rupees?
(ii) What has become the habit of the sister of the missionaries?
(iii) When did the first recruit join Mother Teresa?
(iv) Whom did the missionaries have to help later?

(B) Write T for true and F for false statements. (4 marks)

(i) The medical skills didn't help Teresa to live among the poor.
(ii) Teresa started her first school in 1948.
(iii) More and more girls started working with the missionaries.
(iv) The nuns didn't teach in the slum schools.

(C) Put the sentences in the correct order. (3 marks)

(i) She established a mission of charity.
(ii) Later, the mission started working for the poor.
(iii) Mother Teresa learned a few basic medical skills to live among the poor.
(iv) The mission gave them love and medical support.
(v) At first, the mission taught in schools.
(vi) The mission became very popular among Bengalis and many of them joined the mission.

4. Read the advertisement and answer the following questions. (15)

WANTED

A cook who has good knowledge of preparing food for diabetic patients. Must know how to make dry Chappati, Khasta Roti, Makkide Roti, etc. and various Continental and Indian Cuisine.

Working Hours: 8 a.m. to 6 p.m.

Experience:
Minimum 3 years in "A" grade restaurant or hotel kitchen.
Must produce the relevant experience certificate.

Age: 21-40 years.
Aspiring candidates are required to send an application along with a PP size photo to P. O. Box 9078, G. P. O. Kathmandu by 30 June, 1999. Candidates should mention expected salary in the application.

(A) Find the words form the advertisement which are closest in meanings to the following definitions. Then write them next to the definitions. (3 marks)

(i) A person who prepares meal ----------
(ii) A person who is ill ----------
(iii) The amount of money paid for the work ----------

(B) Answer the following questions. (6 marks)

(i) Where to apply ----------
(ii) When to apply ----------
(iii) Who to apply ----------

(C) Read the advertisement again and fill in the gaps with appropriate words. (6 marks)
This is an example of an advertisement. It's for a cook. A person, who is trained in ---------- continental food, can apply. They are ---------- to prepare food for diabetic patients ---------- must have three years of experience ---------- between 21-40 years of ---------- They can submit their applications by ---------- 30th 1999.

Writing [35 Marks]

1. Read the advertisement again and apply for the post. (12 marks)

2. You and your friend, Tek Bahadur, were in the same school. He was killed while crossing a road in Narayan Ghat. Use the clues in the box to write a formal notice of condolence in a newspaper. (6 marks)

Tek Bahadur	18 years old
your best friend	sociable and helpful
died on April 10	resident of Sanothimi

3. Write a news-story using the following clues. (6 marks)

A wealthy heir kidnapped in Bhairahawa.
Cheten Agrawal,
8 years old
returning from school
kidnapped by a gang
Rs. 100,000 ransom
police investigating.

4. Fill in the blanks choosing the correct word or phrase from the box. (11 marks)

used to	live	use to	why
lived	but	and	cutting
sell	which	-	when
who	brought	on	while
helped	to	of	bought
from	-	was helped	

Long ago a wood cutter, Mohan ---------- in a village ---------- was far from the town. He was very poor ---------- honest. He ---------- collect firewood and ---------- it to the town. One day his axe fell into the pond ---------- he was ---------- a tree. He began to cry. The water god came out ---------- the pond and asked ---------- he was crying. He told his story. The god took pity ------- him and gave him a golden axe. Thus, Mohan ---------- by the god.

Or

Rewrite the following sentences selecting the correct word from the brackets.

Examples:

What did Madam Cuire discover? She ----------
(discovers/discovering/discover/discovered) radium.

Madam Cuire discovered radium.

(i) What is Mr. Gurung like? He is ---------- (a/an/the/nothing) honest man.
(ii) Which is ---------- (a/an/the/nothing) longest river in the world?
(iii) I've lived in the village for twenty years. I am tired ---------- (by/at/of/in) living there.
(iv) Hari goes to school daily. But he doesn't go there ---------- (in/on/at/by) Saturdays.
(v) Let's go out ---------- (will you/shall we/isn't it/is it)?
(vi) There's a big pond in front of Durbar School ---------- (isn't it/aren't they/aren't there/isn't there?
(vii) Ravi as well as his friends ---------- (is/are/has/have) present today.
(viii) Twenty dollars ---------- (has/have/is/are) too much to pay for an ordinary shirt.
(ix) Hari doesn't ---------- (try/tries/tried/has tried) to pass.
(x) Did you ---------- (fry/fries/fried/has fried) the onion?
(xi) Don't make a noise. The baby ---------- (sleeps/is sleeping/has slept/has been sleeping).
(xii) King Birendra ---------- (is ruling/has ruled/has been ruling/had been ruling) the nation for 29 years.
(xiii) People are destroying the jungle. The jungle ---------- (is destroying/was destroying/ is being destroyed/was being destroyed).
(xiv) Someone stole my book. My book ---------- (is stolen/was stolen/has stolen/has been stolen).
(xv) He asked me ---------- (what do I want/what did I want/what he wanted/what I wanted).
(xvi) The teacher asked the pupils ---------- (if they do the homework/if they will do the homework/if they had done the homework/if they had been doing the homework)
(xvii) This is the boy ---------- (where/whom/which/what) I like.
(xviii) He visited all the relatives ---------- (because/as/so that/to) he could please his mother.
(xix) Our teacher is strict. He always makes us ---------- (do/to do/does/did) the homework daily.
(xx) My mother got me ---------- (work/to work/working/words/) in the kitchen.

(xxi) If it rains, I ---------- (shall stay/should have stayed/should stayed/should be stayed) at home.

(xxii) What would you do if you ----------(is/are/was/were) the headmaster?

[Note to the teachers: Two different types of models are given in question no. 4. Only one type of model will be asked in the SLC examination.]

Marking scheme

Listening

Instructions to the teacher

1. Say that you are going to play the tape three times. 1st play they will just listen, 2nd play they will do the first question, 3rd play they will do the second question.
2. Play the tape first time. Check if everybody can hear the tape.
3. Distribute the questions and allow them 3 minutes to go through the questions.
4. Play the tape second time and allow 2 minutes to do the first question.
5. Play the tape third time and allow 5 minutes to do the second question.
6. Collect all the answer sheets.

Question no. 1 carries 3 marks: 1 for each correct answer.
Answers: (a) doctor and patient (b) describing (c) asking and checking

Question no. 2 carries 5 marks: 1 for each correct answer
Answers: Woman – tired/feverish, aching/sneezing, a sore throat
Man – go to bed/take plenty of fluids

Speaking

Instructions to the teacher

1. Taking an oral test is a stressful experience, therefore, try to make students feel comfortable.
2. Greet the student with a smile and ask a few preliminary questions (e.g. say Good Morning/Afternoon, ask his/her name, etc.)
3. Do not frighten them either by your words, gestures or looks.
4. Be friendly and encourage them to respond by smiling at them.
5. Do not rush. Give them some time (15 seconds) to think and then answer.
6. Never interrupt them when they are trying to answer, even if the answer is wrong.

Question no. 1 carries 4 marks. Students are expected to answer in simple future, going to future or future continuous tenses. They are also expected to answer in not less than 4 sentences.

- Give 1 mark for each grammatically correct as well as situationally appropriate sentence.
- Give ½ mark if the answer is situationally appropriate. Do not panellise the students for only grammatical mistakes.
- Mark 0 if the student does not say anything or whatever s/he says does not make sense.

Possible answers:

The Minister for Education and Sports will/will be/is going to address a meeting in Birgunj on the 23rd of June. On the 26th of June, s/he will inaugurate a seminar in Pokhara. On the 1st of July, s/he will be back to Nepal.

Question no. 2 carries 8 marks: 2 marks for the description of each picture. It is to test the function *describing the past event*.

- Students are expected to answer either in the simple past or in the past progressive tense.
- Give 2 marks for a grammatically correct, coherent and situationally appropriate description of each picture.
- Give 1 mark for a situationally appropriate description with some grammatical mistakes.
- Mark 0 for no response, and/or irrelevant/wrong description of the picture.

Note: The oral exam should be recorded and sent back to OCE.

Reading

Question no. 1 carries 10 marks, which is subdivided as shown below.

(A) carries 3 marks: 1 mark for each correct answer

Answers: (i) completely (ii) laughing students behind (iii) he knew but couldn't do the task.

(B) carries 5 marks: 1 mark for each correct answer. Answers in a few words are all right. Minor grammatical mistakes should be considered.

Answers: (i) because he couldn't do the simple task and stood like a dumb person (ii) in front of the blackboard (iii) strange faces (iv) was blank and empty within/could remember nothing (v) a loud and prolonged laugh

(C) carries 2 marks: ½ mark for each correct answer.

Answers: (ii) (iii) (iv) (i)

Question no. 2 carries 5 marks which is subdivided as shown below.

(A) carries 2 marks: ½ mark for each correct answer.

Answers: plant bare
know-nothing grow

(B) carries 3 marks: ½ mark for each correct answer. Minor grammatical mistakes should be considered.

Answers: (i) We should plant our minds with seeds of knowledge (ii) Because mind and meadow both can be planted with seeds of knowledge and grain respectively.

Question no. 3 carries 15 marks: 2 marks for each correct answer. Minor grammatical mistakes should be considered.

(A) carries 8 marks: 2 marks for each correct answer. Minor grammatical mistakes should be considered.

Answers: (i) basic medical skills (ii) to wear blue bordered white sari with a cross on the shoulder (iii) in 1949 (iv) people dying in the street of Calcutta, unloved and unwanted people of Calcutta

(B) carries 4 marks: 1 mark for each correct answer.

Answers: (i) false (ii) true (iii) true (iv) false

(C) carries 3 marks: ½ mark for each correct answer.

Answers: (iii) (i) (v) (vi) (ii) (iv)

Question no. 4 carries 15 marks which is subdivided as shown below.

(A) carries 3 marks: 1 mark for each correct answer.

Answers: (i) cook (ii) patient (iii) salary

(B) carries 6 marks: 1 mark for each correct answer.

Answers: (i) PO. Box 9078, GPO Kathmandu (ii) By 30th June, 1999
(iii) *One who has good knowledge of preparing food for diabetic patient

*Who knows how to make dry Chapati, Khasta Roti etc. and prepare other continental and Indian cuisine.

*Who has at least three years of experience

*Who is between 21-40 years of age and ready to work from 8 a.m. to 6 p.m.

(C) carries 6 marks: 1 mark for each correct answer.

Answers: preparing/cooking/making
required/expected
They
and
age
June

Writing

Question no. 1 carries 12 marks which is subdivided as shown below.

(a) Layout of the letter (3 marks)
Address (1mark)
Date (1 mark)
Salutation (1 mark)

(b) Body of the letter (9 marks)
Content (3 marks)
Grammar (3 marks)
Spelling and punctuation (3 marks)

Question no. 2 carries 6 marks which is subdivided as shown below.

(a) Layout of the condolence message (1 mark)
Beginning (½ mark)
Ending (½mark)

(b) Message of the condolence (5 marks)
Content (2 marks)
Grammar (2 marks)
Spelling and punctuation (1 mark)

Note: The answer must resemble the notice of condolence as in a newspaper.

Question no. 3 carries 6 marks which is subdivided as shown below.

(a) Layout of the news-story (2 marks)
Heading (½ mark)
Place (½ mark)
Date (½ mark)
Source (½ mark)

(b) Body of the news-story (4 marks)
Content (2 marks)
Grammar (2 marks)

Question no. 4 carries 11 marks: 1 mark for each correct answer.

Answers:	lived	which	but	used to
	brought	while	cutting	of
	why	on	was helped	

Or

½ marks for each correct answer.

Answers:

(i) an
(ii) the
(iii) of
(iv) on
(v) shall we
(vi) isn't there
(vii) is
(viii) is
(ix) try
(x) fry
(xi) is sleeping
(xii) has been ruling
(xiii) is being destroyed
(xiv) has been stolen
(xv) what he wanted
(xvi) if they had done the homework
(xvii) whom
(xviii) so that
(xix) do
(xx) to work
(xxi) shall stay
(xxii) were

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