

**Grade: Eight**

S. N.	Language functions <sup>5</sup> and example structures/exponents	Grammar	Reading and writing <sup>6</sup>	Hours
1	Asking for information and repetition of information	I wonder if you could tell me where the nearest bank is. Can you tell me whether the bus for Banepa is arriving? Could you repeat it for me?	Modal verbs: can, could, would  Reading: Timetable/schedule An official letter Writing: Interpreting timetable and schedule Filling in a form	9
2	Asking for, giving and denying permission	Would you mind if I use your telephone? Is it all right if I switch on the fan? May I get your mobile number? Do you mind if I read it loudly? No, no. I don't mind at all.	Yes/no question  Reading: A story A poem Writing: Completing a skeleton story An email	9
3	Requesting and responding	Could you turn down the radio a bit? Would it be possible for you to inform	Reported speech: Yes/no question  Reading: Announcement Instruction	9

<sup>5</sup> The language functions should be introduced in suitable listening and speaking tasks too.

<sup>6</sup> The suggested tasks for reading are not the titles. Some of them are just like the themes. The reading section should include varieties of texts.

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		them about the meeting? Would you mind helping with my homework? Ok. Sure.... Of course I'll. I'm sorry, it has broken down.	Writing: Announcement message	
4	Talking about personal experiences	Have you ever eaten pizza? I've visited Mustang once before. I've talked to the Prime Minister on an occasion. Have you ever been bitten by a snake?	Present perfect and past simple  Reading: A memoir A diary entry Writing: A diary entry An account of a memorable event	9
5	Persuading	Go ahead, Bikash, help your mother in the kitchen. Your mother will be so happy. Do help me to prepare an omelette. You will also get it.	Reported speech: imperatives  Reading: A story A poem Writing: Completing a skeleton story Punctuation	8
6	Getting things done	Will you get this document photocopied? The teacher made me sing a song. I can have my teeth filled.	Causative verbs  Reading: A description of a ceremony Scientific invention Writing: Paraphrasing A description of a ceremony	9
7	Expressing predictions	That will probably cost you at least a hundred rupees. Perhaps/maybe it will rain. She is unlikely to arrive soon. It's probable/possible that Nepal will win the test match.	Simple future Going to future Future perfect  Reading: Weather forecast A text on migration Writing: A paragraph on environment Punctuation	8

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8	Talking about the past I used to drink milk in my breakfast, but now I drink tea. When the telephone rang, I was having dinner. After he had sold the cow, he bought some goats.	Past simple Past continuous Past perfect Used to	Reading: A story A historical event Writing: A narrative essay Completing a skeleton story	8
9	Making comparison and contrast Your essay is longer than mine. Sujan's speech is better than Kamal's. Nepal is the most beautiful country in the world. Wood is not as heavy as metal.	Comparative and superlative	Reading: Change in lifestyle Electronic gadgets Writing: A paragraph on comparing things, places, etc.	9
10	Making an invitation and responding I wonder if you are free on Saturday. How about going to the cinema this evening? We would be delighted if you could..... Of course, I'd love to but..... I won't say no. I wish I could but.....	Prepositions (Place and time) Question tag	Reading: Invitation cards/email An advertisement Writing: Invitation messages/notes Designing an invitation card	6
11	Describing places, people and objects The woman who is wearing a red sari will give you some food. The book which I bought last week was stolen. I went to Pokhara where my aunt lives.	Relative clause Articles	Reading: A famous place, person A factual text (mountain, river, highway, forest) Writing: A descriptive essay	7
12	Expressing likes, dislikes and preferences Do you like ice-cream? Which do you prefer classical or modern music? I like/love	Yes/no question Wh question Verb+ing/infinitive	Reading: A text on hobbies, interests A poem	8

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		... very much. I would rather have Chinese food. I can't stand it when people insult me like that.	Writing: An essay on hobbies and interests		
13	Interpreting charts, graphs and tables	According to the chart, ... The table shows that.....	much/many some/any	Reading: Charts, graphs and tables Writing: Interpretation of charts, graphs and tables	8
14	Expressing conditions	If Nepal wins the football match, there will be a big party. If I were a monitor, I would tell it to the class teacher. Had you informed me earlier, I would have come to meet you.	Type 1, type 2 and type 3 conditional	Reading: A story A news report A poem Writing: Completing a story A news story Punctuation	8
15	Giving explanation	Bicycles are popular these days because they are inexpensive and eco-friendly. I went to the bank in order to/to cash a check. He saved money so that he would buy a piece of land.	Connectives: reason, purpose, contrast	Reading: Argumentative text An official notice Writing: A notice An argumentative essay	8
16	Narrating a sequence of events	When Sumnima woke up early in the morning, she heard a strange noise outside. Then she peeped through the windowpane from her bedroom. She noticed some	Past simple Past continuous Past perfect	Reading: An anecdote A historical event Writing: A historical event A story	9

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		people shouting at each other.....		
17	Making and accepting offers	Would you like lemonade? I'll ring the bell if you like. Shall I carry your bag? Thank you. That would be great. I'd love to. Yes, please. That would be very nice.	Passive  Reading: A story A poem Writing: An email A reply letter to an invitation	8
18	Asking for and giving opinion	What are your thoughts on that? You go along with that, don't you? That's a good point. I see your point. I don't think so. I agree with you to an extent, however..... It's too hot today. What do you think?	Intensifiers (too and enough)  Reading: A short newspaper article A poem Writing: An essay Punctuation	10
19	Reporting	He told me to get ready by 9 o'clock. The teacher said that Kapilvastu is in Nepal. She asked me why I was excited.	Reported speech  Reading: A story A news report Writing: Completing a skeleton story A news report	10
<b>Total working hours</b>				<b>160</b>

## 6. Learning Facilitation Process

Learning facilitation process is an integral part of the curriculum. This ensures learning on the part of the students. While facilitating, the teacher should use a variety of teaching learning methods. A combination of various teaching learning methods and techniques is encouraged for effective teaching and facilitation. Above all, English is to be taught in English. This will give ample exposure to the students. It is advised to use simple English as far as possible. Translation can be used only when it is really necessary. The teachers can use Nepali when they are giving instructions to set up a task or to explain complicated rules.

### 6.1 Principles of Learning Facilitation

The learning facilitation process in English should follow the following principles:

- a. **Fun and engagement:** A great way to make students learn a language easily is to get them engaged in the learning process. When teachers use activities that make learners engaged with fun, students are more willing to participate and take risks.
- b. **Communicative activities:** Learning English is primarily for communication so an English class should have lots of real-life communicative tasks and activities.
- c. **Exposure:** Language learning depends on the amount of exposure the students get. It is in English class where students should get the chance to listen to English. Teachers need to use simple English and avoid the use of translation into students' language until when it's really necessary.
- d. **Personalisation:** Personalisation takes place when activities allow students to use language to express their ideas, feelings and opinions. Personalisation ensures true communication as learners communicate real information about themselves.
- e. **Content and language integrated learning:** Meaningful contents relating to the real world help learners comprehend not only the content but also the accompanying language. Integrating content and language is a clear departure from mere communication towards a meaningful cognition through the language being learnt.
- f. **Diversity as a resource:** In diverse classrooms with learners from multilingual and multicultural backgrounds, exploiting diversity as a resource helps not only in the teaching learning process but also in creating social cohesion. The contents from diverse contexts establish the pluralistic concept first in classrooms and later in the real world.
- g. **Learning through Information and Communication Technology (ICT):** With the advent of ICT, language learning has been more accessible to the learners. The mobile phone and media technologies allow learners to access learning materials from anywhere and anytime. The use of ICT tools in classroom pedagogy gives learners more autonomy in different ways.
- h. **Learners' autonomy:** Students learn better when they get autonomy. The strategies that promote learners' autonomy like; self-correction, peer correction, self-learning, etc. should be encouraged.

## 6.2 Methods and Techniques

Based on the above-mentioned pedagogical principles, the following methods and techniques have been suggested in order to deliver this curriculum:

- Question-answer
- Demonstration
- Games
- Use of pictures/flashcards
- Use of chants and rhymes
- Pair work and group work
- Acting/role play/simulation
- Drill
- Storytelling
- Dictionary use
- Use of ICT tools
- Reading aloud
- Silent reading
- Dictation
- Brainstorming
- Mind-mapping
- Controlled writing
- Guided writing
- Jigsaw reading
- Assembling strip story
- Think, pair, share
- Individual work
- Use of audios/videos
- Sentence starters
- Use of worksheets
- Modeling
- Free writing
- Project work
- Cued dialogue

The teachers can make use of other appropriate methods and techniques as per the need of contents and context.

## 7. Student Assessment

Assessment should be an integral part of teaching-learning process. Both formative and summative assessment should be carried out to assess the students' learning. The main purpose of formative assessment is to improve learning. Formal as well as informal assessment strategies will be used in formative assessment. Some tools for formative assessment can be classroom activities and classroom tasks, observation of students' work and performance, homework, project work, oral and written test, unit and trimester examinations, self and peer assessment and so on.

Summative assessment will be carried out to determine the learning level of the students. Both internal (50%) and external (50%) assessment will take the form of summative assessment.

### 7.1 Internal Assessment

Internal assessment consists of several components. A portfolio of each student should be maintained by the teacher. The portfolio consists of the details on students' performance in different assessment areas given in the table below. The record of student's project work, test

papers or other proof of the students' performance should be kept in his/her portfolio. The allocation of weightage to each of the assessment areas will be as specified in the table below:

S. N.	Assessment area	Weightage
a	Participation (attendance: 2 and students' performance in teaching learning activities: 2)	4
b	Reading and writing (Each skill carries 50% weightage)	16
c	Listening and speaking (Each skill carries 50% weightage)	20
d	Terminal test	10

Assessment in each area from *a* to *c* above should be done regularly.

### 7.1.1 Specification for Internal Assessment

a. Participation - 4 (Attendance -2 and students' performance in teaching learning activities -2)	Students' attendance carries 2 marks and their performance in teaching learning activities carries 2 marks. Keep their records of attendance and performance and award marks based on the judgement.
b. Reading and writing – 16 (Each skill carries 50% weightage)	<p>Teachers can themselves decide the number of internal tests for reading and writing. Here are some suggestions for the types of reading and writing tasks.</p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. A reading comprehension test with different types of reading texts: story, timetable, menus, charts, calendar, notice, letter, news stories, brochure, biography and short essay. Use a different type of text at each assessment. The question types can be true/false, fill in the gaps, multiple choice, matching, ordering, short answer questions)</li> <li>2. The questions should cover literal comprehension, reorganisation, inference and evaluation skills.</li> <li>3. Ask the students to read a short story in English (get the book from the library or somebody else) and ask reading comprehension questions orally.</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. A writing task that covers the mechanics of writing: punctuation, spelling, capitalization, etc.</li> <li>2. Writing tasks like:               <ol style="list-style-type: none"> <li>a. A short paragraph</li> <li>b. A short story</li> <li>c. A news story</li> <li>d. A short dialogue</li> <li>e. A personal letter</li> <li>f. A leave application</li> </ol> </li> </ol>



	<p>g. A description of table/charts/diagrams</p> <p>h. A short essay</p> <p>i. A dialogue</p> <p>(Note: The tasks chosen for the assessment of students' learning should reflect the tasks they have practised in the assessment period.)</p>
c. Listening and speaking - 20 (Each skill carries 50% weightage)	<p>Teachers can themselves decide the number of internal tests for listening and speaking. Here are some suggestions for the types of listening and speaking tasks.</p> <p><b>Listening</b></p> <ol style="list-style-type: none"> <li>1. Listen and act</li> <li>2. Listen and draw</li> <li>3. Listen and answer</li> <li>4. Listen and follow</li> <li>5. Listen and tick</li> <li>6. Dictation</li> </ol> <p>(The teacher can use recorded audio or his/her own voice for testing students' listening skill. The test items for 'listen and answer' can be true/false, multiple-choice, fill in the blanks or matching.)</p> <p><b>Speaking</b></p> <ol style="list-style-type: none"> <li>1. Question answer</li> <li>2. Describing picture</li> <li>3. Describing people/place/object</li> <li>4. Reading aloud</li> <li>5. Talking about oneself</li> <li>6. Speaking on a simple topic</li> <li>7. Retelling stories</li> <li>8. Reading aloud</li> </ol> <p>(Teachers need to assess accuracy, range of vocabulary, structure and fluency)</p>
d. Terminal test -10	Administer two terminal tests and convert the weightage of each terminal test to 5 and keep the record of the students' scores accordingly.

## 7.2 External Assessment

The final examination is based on the written test which covers reading and writing skills. Grammar is incorporated in writing section. Reading carries 25 marks and writing carries 25 marks. The test will follow the test specification chart developed by Curriculum Development Centre.