

English

Grade: 9 and 10
Credit Hours: 5

Annual Working Hours: 160

1. Introduction

English, as an international language, is widely used in education, mass media, information and communication technology (ICT), business, tourism, science, medicine and many other disciplines. Proficiency in English is seen as the key to accessing the educational, technical and knowledge resources that modern society depends on. Motivation to learn English is widespread in Nepal and the popularity of the language is ever increasing. Thus, English is taught as a compulsory subject not only in school but also in almost all the undergraduate programmes at university level. In view of this many schools have even been using English as the medium of instruction.

This curriculum has been revised and developed in line with the aims and objectives of the National Curriculum Framework for School Education, 2076 BS. Efforts have been made to incorporate recent trends and contemporary issues in the field of language learning and teaching. All four language skills are adequately addressed. The development of grammatical competence is one of the vital components of this curriculum, and is thus given due consideration, with the learners being expected to be able to communicate with confidence in the English language.

This curriculum aims at enabling students to communicate their ideas in English. It also aims to expose students to the vast treasure of knowledge available in both written and spoken English. Competencies and learning outcomes appropriate to level and grade, language functions, the learning facilitation process and assessment procedures are systematically organized in the curriculum.

2. Competencies

By the end of Grade 10, students are expected to have achieved the following competencies:

- Listen and respond to a variety of spoken English with reasonable accuracy, fluency and coherence;
- Understand the main points and extract essential information from clear standard speech;
- Communicate with reasonable accuracy and confidence on familiar topics;
- Read a variety of texts for information and understanding;
- Read short literary texts for pleasure and understanding;
- Demonstrate a good control of vocabulary to express communicative needs;

- g. Creatively produce a variety of texts for personal, academic and functional purposes;
- h. Convey information and ideas on concrete as well as abstract notions in written and spoken form; and
- i. Use e-resources to boost their learning and enhance language skills.

3. Learning Outcomes for these grades

3.1. Listening skill

Grade Nine	Grade Ten
1. Understand the intended meaning of the text and respond accordingly.	1. Understand the intended meaning of the text and respond accordingly.
2. Follow standard and clearly articulated talks, announcements and speeches.	2. Follow standard and clearly articulated talks, announcements and speeches.
3. Comprehend and follow the main points of extended discussion in a speech.	3. Comprehend and follow the main points of extended discussion in a speech.
4. Understand and extract specific information from short and clearly articulated spoken English.	4. Understand and extract specific information from short and clearly articulated spoken English.
5. Understand and pick out/identify the main ideas and supporting details from news bulletins and simple recorded materials about familiar subjects delivered at normal speed.	5. Understand and pick out/identify the main ideas and supporting details from recorded or broadcasted audio materials on familiar subjects delivered in clear standard speech/dialect.
6. Understand and follow multi-step instructions and detailed directions.	6. Understand and follow multi-step instructions and detailed directions.

3.2. Speaking skill

Grade Nine	Grade Ten
1. Express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	1. Express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
2. Express belief, opinion, agreement and disagreement appropriately.	2. Express belief, opinion, agreement and disagreement appropriately.
3. Give and seek personal views and opinions in discussions.	3. Give and seek personal views and opinions in discussions.
4. Give detailed accounts of experiences, feelings and reactions.	4. Give detailed accounts of experiences, feelings and reactions.
5. Present and defend opinions with relevant explanations in discussion.	5. Present and defend opinions with relevant explanations in discussion.
6. Participate actively in routine and non-routine formal and informal discussion.	6. Participate actively in routine and non-routine formal and informal discussion.
7. Deal with situations likely to arise in public places.	7. Deal with situations likely to arise in public places.
8. Explain problems with reasons.	8. Explain problems with reasons.

Grade Nine	Grade Ten
9. Give and follow detailed instructions and directions.	9. Give and follow detailed instructions and directions.
10. Describe pictures, maps, charts, tables and diagrams.	10. Describe pictures, maps, charts, tables and diagrams.
11. Narrate stories, events and experiences.	11. Narrate stories, events and experiences.
12. Give a presentation on a familiar topic.	12. Give a presentation on a familiar topic.

3.3. Reading skill

Grade Nine	Grade Ten
1. Understand texts that consist of high-frequency everyday language.	1. Understand texts that consist of high-frequency everyday language.
2. Understand straightforward factual texts.	2. Understand straightforward factual texts.
3. Understand the description of events, feelings and wishes.	3. Understand the description of events, feelings and wishes.
4. Extract relevant information from texts.	4. Extract relevant information from texts.
5. Understand and identify main ideas and supporting details from the texts.	5. Understand and identify main ideas and supporting details from the texts.
6. Understand and identify the gist from argumentative texts.	6. Understand and identify the gist from argumentative and persuasive texts.
7. Understand the information from texts on contemporary issues.	7. Understand the information from texts on contemporary issues.
8. Scan longer texts in order to locate desired information, and gather information from different parts of a text.	8. Scan longer texts in order to locate desired information, and gather information from different parts of a text.
9. Extrapolate the meaning of unfamiliar words and phrases from the contexts and deduce sentence meaning.	9. Extrapolate the meaning of unfamiliar words and phrases from the contexts and deduce sentence meaning.
10. Read literary texts for pleasure and understanding.	10. Read literary texts pleasure and understanding.

3.4. Writing skill

Grade Nine	Grade Ten
1. Describe experiences, feelings and events.	1. Describe experiences, feelings and events.
2. Write stories, letters, emails, notes, notices, advertisements, recipe and instructions.	2. Write stories, letters, emails, notes, notices, advertisements, recipe and instructions.
3. Write accounts of experiences describing feelings and reactions in simple connected text.	3. Write accounts of experiences describing feelings and reactions in simple connected text.
4. Write short descriptive, narrative, expository and persuasive essays.	4. Write short descriptive, narrative, expository and persuasive essays.
5. Interpret charts, tables and diagrams.	5. Interpret charts, tables and diagrams.

Grade Nine	Grade Ten
6. Write short biographies.	6. Write short biographies.
7. Write short news articles and news stories.	7. Write short news articles and news stories.
8. Write short reviews of books and films.	8. Write short reviews of books and films.
9. Paraphrase short written texts.	9. Paraphrase short written texts.
10. Write formal messages of condolence, sympathy and congratulation.	10. Write formal messages of condolence, sympathy and congratulation.

4. Language Functions

S. N.	Grade 9	Grade 10
1	Making plans and expressing intentions	Reporting statements
2	Suggesting, advising and warning	Reporting questions
3	Making requests and responding to requests	Reporting commands
4	Expressing condolences and sympathy	Giving, withholding and reporting permission
5	Apologising and responding to an apology	Expressing conditions
6	Asking for permission	Asking for and giving reasons
7	Making, accepting and rejecting offers	Criticising
8	Describing people, places and objects	Expressing likes, dislikes and preferences
9	Getting things done	Narrating past events
10	Locating places	Talking about past actions with present significance
11	Giving instructions	Agreeing and disagreeing
12	Giving directions	Expressing degrees of probability and certainty
13	Describing purpose and function	Interpreting
14	Narrating past events	Confirming and denying
15	Talking about past action with present significance	Describing people and places
16	Expressing ability	Congratulating
17	Expressing degrees of certainty	Comparing and contrasting
18	Making comparison	Asking for and giving opinions

Grade 10

S. N.	Themes ³	Language Functions ⁴	Exponents/Structures	Grammar	Hours
1	Current affairs and issues	Reporting statements	said that..... told (object) that.....	Reported speech: statements	8
2	Festivals and celebrations	Reporting questions	asked (object) if/wh..... enquired if/wh..... wanted to know if/wh.....	Reported speech: questions	8
3	Health and wellness	Reporting commands	told/forbade (object) to/not to..... requested/ordered/suggested (object) to/not to.....	Reported speech: imperatives	8
4	Work and leisure	Giving, withholding and reporting permission	Yes, you can but---- Of course. Go ahead Do you think you could stop.....? I'm afraid you can't. I'm sorry that's not allowed.	Modals: may, can, could, will, would Imperative sentences (negative/positive)	9
5	Science and experiment	Expressing conditions	If + present simple, will/can/may + infinitive If + present simple, present simple If + past simple, would + infinitive If + past perfect, would have + past participle	Conditional sentences	10
6	Food and cuisine	Asking for and giving reasons	Why..... (well) because.....so that... The reason was that..... But the point is..... The simple reason was...	Present continuous Connectives: reason and purpose	10

³ Each theme should contain two reading texts with comprehension tasks including vocabulary. The reading text types can be: story, essay, news story, newspaper article, diary entry, poem, drama, book or film review, biography, autobiography, travelogue, monologue, science fiction, correspondence texts (letters, emails, blogs, posts), manual, etc.

⁴ The speaking tasks should reflect the prescribed language functions for each unit.

S. N.	Themes ³	Language Functions ⁴	Exponents/Structures	Grammar	Hours
7	Cyber security	Criticising	should/ shouldn't + infinitive should(not) have+ past participle	Modals: should, ought to, must Articles	8
8	Hobbies and interests	Expressing preferences and likes and dislikes	like/hate/ love/ prefer/ am fond of/ am crazy about..... love/hate/ having..... love/ hate/like being.... preferto like doing/ to do	Present simple Passive: being, having	9
9	History and culture	Narrating past events	past simple verbs was/were + present participle had + past participle had been + present participle	Past simple, past continuous, past perfect, past perfect continuous	10
10	Games and sports	Talking about past actions with present significance	has/have + past participle has/have been + past participle	Present perfect and present perfect continuous Voice	10
11	Ethics and morality	Agreeing and disagreeing	Yes, I agree... That's (quite) right/true. I can't help thinking the same. I absolutely/entirely agree. I'm with you there. Not really. I disagree (I'm afraid) I don't think that's right. I can't agree with..... I think that's nonsense (I'm afraid)	Negation Subject-verb agreement	8

S. N.	Themes ³	Language Functions ⁴	Exponents/Structures	Grammar	Hours
12	Nature and development	Expressing degrees of probability and certainty	must/may/ might/could + infinitive must/can't have + past participle may/might/could have + past participle definitely/certainly/ probably..... likely to sure to	Simple future, future continuous and future perfect/perfect continuous	10
13	Population and migration	Interpreting	It shows/illustrates/ depicts/ displays.....	Connectives: although, however, in spite of/despite	8
14	Travel and adventure	Confirming and denying	statement + question tag So + auxiliary verbs + subject Neither + auxiliary verbs + subject No, subject + auxiliary verb + not	Question tag	9
15	People and places	Describing people and places	X looks very Nepal lies in Asia. They're the people who want to buy our house. Sandeep, who I studied with, is a famous cricketer.	Relative clauses Prepositions	9
16	Success and celebration	Congratulating	Congratulations! I must congratulate you I'd like to congratulate you Let me/May I congratulate you. Please accept my heartiest/ warmest congratulations	Prepositions	8
17	Countries and town	Comparing and contrasting	X is taller than Y. X is not as strong as Y.	Adjectives and adverbs: comparative	10

S. N.	Themes ³	Language Functions ⁴	Exponents/Structures	Grammar	Hours
			X is the tallest girl in the class. X is tall but not strong.	and superlative. Connectives: although, however, in spite of/despite, but	
18	Media and entertainment	Asking for and giving opinions	What are your views.....? What do you think of/about.....? What's your opinion on /feeling about.....? In my view /opinion... Personally, I believe/ feel... As far as I am concerned.....	Questions Causatives	8
Total					160

6. Learning Facilitation

The learning facilitation process is an integral part of this curriculum. It determines the learning in the classroom and contributes to achieving the learning outcomes of the curriculum. Effective learning facilitation is expected to address the learners' choice and their individual development. Hence, the teachers should use a variety of teaching learning methods, techniques and activities that are suitable and effective for the students depending on their needs and level of performance.

6.1 Principles of learning facilitation

- a. **Fun and engagement:** A great way to help students learn a language is to make it fun. When teachers create activities that engage them in a fun way, learners are more willing to participate in tasks and increase their learning by daring to try out new things.
- b. **Communicative activities:** Learning English is primarily for communication. Therefore, an English class should provide a rich and responsive learning environment with lots of real-life communicative activities.
- c. **Exposure:** Language learning depends on the amount of exposure the students receive. Thus, the students should be given maximum exposure to the target language with a variety of written and spoken texts. For this, the teacher needs to provide students with the opportunity to learn English by speaking and by providing a language-rich environment.
- d. **Language skills integration:** A language is learned effectively if it involves teaching of receptive skills, productive skills, grammar and vocabulary in an integrated manner, with one set of skills building on another, with the use of a variety of texts to provide different perspectives and meaningful connections, including the wider contexts of language use.
- e. **Personalization:** Personalization takes place when activities allow students to use language to express their ideas, feelings and opinions. Personalization ensures true communication.
- f. **Content and language integrated learning:** Meaningful contents related to the real world help learners comprehend not only the content itself but also the accompanying language. Integrating content and language is a clear departure from mere communication towards a meaningful cognitive understanding of the language as a vehicle in itself.
- g. **Diversity as a resource:** In diverse classrooms, with learners from multilingual and multi-cultural backgrounds, exploiting diversity as a resource helps not only in the teaching-learning process but also in creating social cohesion. Content from diverse contexts establishes the pluralistic concept first in classrooms and later in the real world.
- h. **Learning through information and communication technology (ICT):** With the advent of ICT, language learning has become more accessible to learners. 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. Moreover, language teaching will also connect themes and texts meaningfully and appropriately to the talk, tasks and technology in the classroom.

- i. **Learner autonomy:** Students learn better when they themselves are made responsible for their learning. The strategies that promote learner autonomy such as self-correction, peer correction, self-learning, etc. should be encouraged. For this, the teacher provides success-oriented tasks and positive feedback.

6.2 Learning resources

The primary learning resource for students is a textbook. This is therefore expected to include varieties of reading texts under the themes selected for this curriculum along with the tasks and exercises to practise all the language skills, language functions, grammar, and vocabulary items. In addition, teachers are expected to bring additional resources into class for further practice and direct the students to the online resources so that they get more exposure to the English language.

6.3 Methods, techniques and activities

Based on the pedagogical principles outlined in this document, the following activities have been suggested in order to achieve the competencies included in this curriculum:

- Question-answer
- Demonstration
- Games
- Use of pictures/flashcards
- Pair work and group work
- Drills
- Storytelling/narrating
- Dictionary use
- Use of ICT tools
- Reading aloud
- Controlled writing
- Guided writing
- Free writing
- Project work
- Reading and presentation
- Dramatization, role-play and simulation
- Inquiry-based writing/reflection
- Reading for comprehension
- Discussion sessions
- Think - Pair- Share
- RDWS (Read, Discuss, Write and Say/Share)

- Teacher-guided self-study
- Library visits
- Listening to lyrical poems and songs
- Reciting lyrical poems and songs
- Watching movies (animated/unanimated, comic) and dramas
- Live presentation/performances
- Brainstorming and mind mapping
- Quick write/flash writing
- Book/film reviews
- Paraphrasing
- Summarising
- Skimming/scanning/making inferences
- Interpreting
- Visual-based activities
- Strip stories

7. Assessment Process

A letter grading system will be used for assessing student performance. For this, both the formative and summative assessment tools will be used.

7.1 Formative assessment

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

<ul style="list-style-type: none"> • Observation of students' linguistic behaviour • Anecdotal record • Work sample/written samples • Interviews • Home assignments 	<ul style="list-style-type: none"> • Portfolio • Tests (class, weekly, monthly) • Project works • Creative works • Class work • Reflective practice 	<ul style="list-style-type: none"> • Games • Debates • Story telling/retelling • Dramatization/simulation • Role play • Group discussion • Journal writing
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7.2 Summative assessment

Summative assessment is primarily designed to certify competence and rank the students. The overall students' understanding of the standards (competencies and learning outcomes) of the curriculum will be assessed and graded through summative assessment. Both internal and external assessment procedures will be used under summative assessment.

a. Internal assessment: For internal assessment, a student portfolio should be maintained/ kept by the teacher. The portfolio details the performance of the students. The internal evaluation covers different aspects as shown in the table below and carries 25% weightage.

S. N.	Assessment areas	Marks
1.	Participation (attendance and participation in classroom activities)	3
2	Listening test	8
3	Speaking test	8
4	Score from terminal exams	6
	Total marks	25

The record of student participation should be kept in the students' portfolio. Testing of listening and speaking will be based on the test specification grid. Teachers need to prepare the listening and speaking tasks themselves.

b. External assessment: The external assessment carries 75% weightage. The allocation of marks for each language skill and aspect is given below:

S. N.	Language skills and aspects	Marks
1.	Reading	40
2.	Writing	24
3.	Grammar	11
	Total marks	75

7.3 Alternative assessment

For students with disabilities, alternative assessment tools will be used. They will be suggested in the test specification chart to be developed by the Curriculum Development Centre.

7.4 Test Specification Charts

a. Internal Assessment

S. N.	Areas of evaluation	Marks	Guidelines for evaluation
1.	Participation	3	This covers student attendance, participation in classroom activities and their performance on classwork, homework and project works assigned to them. For this, the teacher needs to maintain the record and the same record is to be consulted to award the marks for this area.
2	Listening test	8	Types of sound files: (The sound files may contain: lectures, talks, presentations, radio/TV broadcast, podcasts/vodcasts, commentaries, interviews, conversations, short discussions, personal accounts (oral anecdotes, past experiences) narratives (e.g. radio dramas), instructions and directions, factual accounts (e.g. news reports, eye witness accounts) explanations,

S. N.	Areas of evaluation	Marks	Guidelines for evaluation
			<p>public announcements, weather forecast) There will be two listening tasks on two different sound files. Each task should consist of four questions. Note:</p> <ul style="list-style-type: none"> • <i>The sound files should be authentic and clearly articulated at normal speed of delivery. Each sound file should be a maximum of 3 minutes long.</i> • <i>The types of questions include: Multiple Choice Questions, Matching, Fill in the Blanks and Short Answer Questions.</i> • <i>For the hearing impaired students, any one of the following tasks can be given: Paragraph writing on a given topic, writing a letter or writing a description of something.</i> <p><i>Time: 20 minutes.</i></p>
3	Speaking Test	8	<p>The speaking test will be administered practically. The test starts with a greeting and introduction to make the students feel comfortable. The speaking test consists of the following sections:</p> <p>1. Introduction and interview (2 marks)</p> <p>The students will be asked at least three questions on their personal affairs and immediate situation. (How are you preparing for the exam? What will you study after grade 10? What's your aim in life? Do you like English? Why/Why not?)</p> <p>2. Describing pictures (3 marks)</p> <p>The students will be given a picture or a set of pictures. They are expected to describe the picture in at least 6 sentences.</p> <p>3. Speaking on a given topic (3 marks)</p> <p>The students will be given a topic like my school, my hobby, my family, etc. They will get one-minute to think over the topic before speaking on it. This will also be done individually.</p> <p><i>Alternative test method for students with visual difficulties</i> <i>For students with visual difficulties, ask them to narrate a sequence of events instead of task 2 'describing pictures' above.</i></p> <p><i>Alternative test method for students with speech and hearing difficulties</i></p>

S. N.	Areas of evaluation	Marks	Guidelines for evaluation
			<i>For students with speech and hearing difficulties, give a reading comprehension task worth 8 marks.</i>
4	Score from terminal exams	6	3 marks from each terminal test.

b. External Assessment

Reading and writing skills will be assessed through a written test. Grammar is included in the writing section. The test will be based on the specification chart.