

# Planning and Practice:

Factors impacting on the development of initial  
Education in Nepal, with special reference to  
English language teaching, 1950-1995



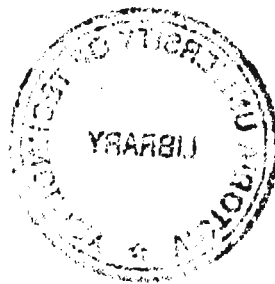
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## **APPENDIX A**

### **FRAMEWORK OF QUESTIONS ASKED TEACHERS, LECTURERS IN EDUCATION, AND EDUCATIONAL ADMINISTRATORS AND PLANNERS**

**FEBRUARY 1991**

**DECEMBER 1991 JANUARY 1992**

## Questions asked teachers, lecturers and administrators

1.
  - a. What is your age?
  - b. How many children are there in your class?
  - c. What level of general education do you have?
  - d. Have you received any teacher training? What type of training do you have?
  - e. How many years have you been teaching?
  - f. How much time do you have for lesson preparation?
    - in a normal working day?
    - out of hours?
    - for aids preparation?
    - are living conditions of teachers conducive to lesson preparation?
    - can children do homework?
  - g. How much money is available to purchase material for making aids?
  - h. How are proposals developed then  
(i) evaluated, (ii) modified, (iii) trialled?

*Group questions discussed and listed with groups of teachers.*

2. What are your daily needs and problems?

*Questions asked of Teachers' College lecturers Feb. 1991*

3. What are the needs and problems you encounter while training students to be teachers?
4.
  - a. What are the aspirations of teachers in training?
  - b. What frustrations do they experience?

*Questions asked of planning and government officials*

5.
  - a. What is your opinion of the system of education?
  - b. What needs do you recognise?
  - c. What are the plans being considered for the development of initial education in Nepal now that a democratic constitutional monarchy has been introduced?
  - d. How are proposals developed then  
(i) evaluated, (ii) modified, (iii) trialled?
  - e. What methods of implementation/evaluation are currently in use?
  - f. Does the government have access to evaluation methods tried elsewhere, if so, how?
  - g. Do teachers have ways of learning about methods tried elsewhere?  
If so, how?
  - h. What qualifications are required of : (i) officials, (ii) trainers, (iii) teachers, (iv) Boards of Governors?

## **APPENDIX B1**

### **WRITTEN QUESTIONNAIRE**

#### **INCLUDING SENTENCE AND SHORT PARAGRAPH RESPONSES**

**JANUARY FEBRUARY 1994**

## Appendix B1

1. My sex is.....
2. My age is.....
3. I was educated in a Government school / Private school. (Circle the correct words).
3. Write about your time at school. Share some of your memories.
5. The school I teach at is.....It is a government / private school (circle the correct answer).
6. Write a description of the school in which you teach

7. The school level I achieved was (SLC; Intermediate)  
.....
8. My tertiary qualification is  
.....
9. The length of my teacher training is.....  
It was sponsored by (mark the words that are correct with a circle.)  
HMG's Government / my employer / an NGO like Plan International
10. The period of time I have been teaching for is.....
11. Another job I have worked at is.....
12. Another job I have is.....
13. The number of children in the school in which I teach  
is.....
14. The number of children in the grade I teach is.....
15. My mother went to school / did not go to school.  
My father went to school / did not go to school  
(Mark the correct words with a circle).
16. My parents' job or occupation is.....
17. I learnt English at school / adult education / through experience  
(Mark the correct words with a circle).
18. I have been learning English for .....years
19. The main problems I had when trying to learn English  
were.....  
.....  
.....  
...(What aspects of the language did you find difficult?)



## Appendix B1

20. The main problems the children I teach when learning English  
are.....

21. The problems I experience when teaching English  
are.....

22. The main problems I experience teaching other subjects  
are.....

**Appendix B1**

- 23. My mother tongue is.....
- 24. My local tongue is.....
- 25. Please write a short paragraph telling something about yourself

**THANK YOU FOR HELPING ME**

## **APPENDIX B2**

### **ENGLISH ASSESSMENT**

#### **CLOZE TESTS**

### Cloze Tests

The rationale for this mtest is to give an unseen passage using vocabulary believed to be within the range of the participants based on local interest and knowledge. The process of random deletion has been chosen so words, punctuation and definite/indefinite articles could be strategically removed. Spaces left by words removed to test semantic meaning do not require the exact word to be replaced in order for the participant to secure the full mark. Provided the sentence remains correct grammatically and the sense or essence of meaning is maintained the full mark will be allocated. However, in the case of punctuation, and definite/indefinite articles, the required answer must be exact. Missing words are marked by rows of dots, missing punctuation by an asterisk.

Nepal is a landlocked ..... in Asia, It consists of ..... Terai\* the hills and the ..... mountains in the world. A legend claims Kathmandu ..... was once a giant lake until ..... stone was removed and the ..... drained away leaving a large fertile valley. Farmers grazed ..... and planted.....\*

Kathmandu is the capital of .....\* Many people live in ..... city\*. Dogs ..... at night. This makes ..... problem for people who ..... to sleep. Some famous mountains in Nepal are ..... and .....\* Have you ever climbed one\* Do you know ..... Sherpas live in .....\* The Sherpas speak their own language but the ..... language of Nepal is .....\*

This random selection cloze test has been adapted from *Active English*, Book 5, revised edition, by D. H. Howe. Some participants have experienced it during their own private school education so the vocabulary and text has been moved around to minimise the advantage being obtained from memorization of the text due to past experience. When making an analysis and comparison with the test performance of government educated teachers the above factor will be kept in mind. To aid the participants in this

foreign language test a multiple choice factor has been added. This test is to check for semantic knowledge, use of plurals and basic punctuation.

When analysing the results of all checks; the questionnaire, the unseen cloze, and the modified cloze based on *Active English*, the performance of the participants in the native language will be compared, as the performance in native tongue often affects (and is reflected in) the results of a foreign language test. If possible, a similar test will be devised in Nepali to ascertain whether this has been an influencing factor. It will also give a general picture of the participant's ability to manipulate the national language.

Elephants have very long ..... which we call trunks. The elephant uses its trunk to smell things ..... pick things up. The tip of ..... trunk can be used like .... hand\* Can you pick up something with ..... tip of your nose\* .....elephant likes to eat ....., young juicy ..... of trees and fruit.. The elephants two ..... are called tusks. No animal is stronger than .... elephant. Nepal\* ..... and africa all have elephants.

Choose the exact word you feel is correct from these words to fill the spaces. There are no typing errors in the extract; there is a deliberate mistake for you to correct. The \* shows a space to insert the correct English punctuation.

nose India tooth an the nones and a the leaves An branch teeth branches leaf an ? . ,

१. नेपाल एक धर्म ~~सिक्ने~~ <sup>देखा</sup> हो । प्राचिनकाल देखि हाम्रो देश भा <sup>अक्षर</sup> व्यापक साक्षरता र समक्ष प्रस्ता गुणाहरू एक <sup>समूह</sup> उदाहरणका रूपमा रहेर आएका छन् । देशका <sup>मिलि</sup> रहेका हाम्रा देवालय, रतुप र गुनाहरूले पनि भस कुशका पुष्टि गर्दछन् । हाम्रो धर्म मान्यता परम्परा र संस्कार धर्मलाई उत्प्रेरित गरेर अस्को <sup>अन</sup> हामीले अता र अभाव कर्तव्य र <sup>अक्षर</sup> माग र <sup>अक्षर</sup> अन्यायको हान पनि <sup>अक्षर</sup> सिक्ने आएका हौ ।
२. अता र न्यायको लागि कर्तव्यतर्फ अक्षर हुन अगावन् श्री कृष्णवादी हामीले <sup>अक्षर</sup> प्रस्ता पारेका हौ । दमरीले अगावन् श्री कृष्णको दिव्य उपदेशलाई आत्म दिजे <sup>अक्षर</sup> अगावन् प्रचार गर्ने सको । हिन्दु-यावद <sup>अक्षर</sup> नेपालको प्रतीक र गौरव साक्षर <sup>अक्षर</sup> कायम राख्ने सक्छ ।

## **APPENDIX C.**

### **ASLPR CRITERIA**

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

ABBREVIATIONS

- S = Speaking
- L = Listening
- W = Writing
- R = Reading

*D. E. Ingram*  
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and

*Elaine Mylie*  
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Queensland Education Department,  
Brisbane, Australia

He is to be taken as common gender.

$L_1$  refers to the native language.

$L_2$  or second language refers to the non-native target language.

w.p.m. = words per minute.

The authors acknowledge their debt to the FSI Scale in the initial development stages of the ASLPR.

Development of the ASLPR was commenced under the direction of the Joint Commonwealth-States Committee on the Adult Migrant Education Program established by the Australian Department of Immigration and Ethnic Affairs. Its development was assisted by grants from the Australian Department of Immigration and Ethnic Affairs and the Australian Education Research and Development Committee.



Level 0 Zero Proficiency

Unable to function  
in the language.

Level 0+ Initial Proficiency

S: Able to operate  
only in a very  
limited capacity  
within very pre-  
dictable areas of  
need.

L: Able to com-  
prehend only a  
very restricted  
range of simple  
utterances with-  
in the most pre-  
dictable areas of  
need & only in  
face-to-face  
situations with  
people used to  
dealing with new  
arrivals.

W: Able to write  
clearly a  
limited number of  
words or short  
formulae  
pertinent to the  
most predictable  
areas of need in  
everyday life.

R: Able to read  
only a limited  
range of  
essential sight  
words & short  
simple sentences  
whose forms have  
been memorized  
in response to  
immediate needs.

Level 1- Elementary Proficiency

S: Able to satisfy  
immediate needs  
using learned  
utterances.

L: Able to compre-  
hend readily  
only thoroughly  
familiar utter-  
ances or ones  
predictable with-  
in the area of  
immediate  
survival needs.

W: Able to write  
with reasonable  
accuracy short  
words & brief  
familiar  
utterances.

R: Able to read  
short simple  
sentences &  
short  
instructions.

Level 1 Minimum Survival Proficiency

S: Able to satisfy  
basic survival  
needs & minimum  
courtesy  
requirements.

L: Able to  
comprehend enough  
to meet basic  
survival needs.

W: Able to  
satisfy basic  
survival needs.

R: Able to read  
personal & place  
names, street  
signs, office &  
shop designat-  
ions, numbers,  
isolated words &  
phrases, & short  
sentences.

Level 1+ Survival Proficiency

S: Able to satisfy  
all survival needs  
& limited social  
demands.

L: Able to  
satisfy all  
survival needs &  
limited social  
demands.

W: Able to  
satisfy all  
survival needs &  
limited social  
demands.

R: Able to read  
short texts on  
subjects related  
to immediate  
needs.

Level 2 Minimum Social Proficiency

S: Able to satisfy  
routine social  
demands & limited  
work requirements.

L: Able to under-  
stand in routine  
social situations  
& limited work  
situations.

W: Able to  
satisfy routine  
social demands &  
limited work  
requirements.

R: Able to read  
simple prose, in  
a form equival-  
ent to type-  
script or print-  
ing, on subjects  
within a  
familiar context

Level 3 Minimum Professional Proficiency			
S: Able to speak the language with sufficient structural accuracy & vocabulary to participate effectively in most formal & informal conversations on practical, social & vocational topics.	L: Able to comprehend sufficiently readily to be able to participate effectively in most formal & informal conversations with native speakers on social topics & on those vocational topics relevant to interests & experience.	W: Able to write with sufficient accuracy in structures & spelling to meet all social demands & basic work needs.	R: Able to read standard newspaper items addressed to the general reader, routine correspondence, reports & technical material in own special field, & other everyday materials (e.g., best-selling novels & similar recreational literature).
Level 4 Full Professional Proficiency			
S: Able to use the language fluently & accurately on all levels normally pertinent to own personal, social, academic or vocational needs.	L: Can comprehend easily & accurately in all personal & social contexts & in all academic or vocational contexts relevant to own experience.	W: Able to write fluently & accurately on all levels normally pertinent to own personal, social, academic or vocational needs.	R: Able to read all styles & forms of the language pertinent to own personal, social, academic or vocational needs.
Level 5 Native-like Proficiency			
S: Speaking proficiency equivalent to that of an educated native speaker.	L: Listening proficiency equivalent to that of an educated native speaker.	W: Written proficiency equivalent to that of an educated native speaker.	R: Reading proficiency equivalent to that of an educated native speaker.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC	KS (ESL)	COMMENT
<p><u>S:0 ZERO PROFICIENCY</u></p> <p><u>Unable to function in the spoken language.</u> <u>Oral production is limited to, at most,</u> <u>occasional isolated words. Essentially no</u> <u>communicative ability.</u></p>			
<p><u>L:0 ZERO PROFICIENCY</u></p> <p><u>Unable to comprehend the spoken language.</u> <u>Essentially no comprehension of even the most</u> <u>simplified and slowed speech.</u></p>			306
<p><u>W:0 ZERO PROFICIENCY</u></p> <p><u>Unable to function in the written language.</u> <u>Essentially unable to communicate in writing</u> <u>even though, if the L1 uses the same alphabet as</u> <u>the L2, may be able to form the letters and copy</u> <u>word shapes.</u></p>			Learners at this level could include persons unable to read or write in any language, persons able to read or write in a language (other than the L2) which does not use the Roman alphabet, or persons able to read or write in a language (other than the L2), which uses a Roman alphabet.
<p><u>R:0 ZERO PROFICIENCY,</u></p> <p><u>Unable to comprehend the written language.</u> <u>Essentially no comprehension of even isolated</u> <u>words or simple phrases.</u></p>			

## S:0+ INITIAL PROFICIENCY

Able to operate only in a very limited capacity within very predictable areas of need.

Vocabulary limited to that necessary to express simple elementary needs and basic courtesy formulae. Syntax is fragmented, inflections and word endings frequently omitted, confused or distorted and the majority of utterances consist of isolated words or short formulae. Utterances rarely consist of more than two or three words and are marked by frequent long pauses and repetition of an interlocutor's words. Expression is often excessively marked by culturally inappropriate non-verbal features and sympathetic noises. Pronunciation is frequently unintelligible and is strongly influenced by first language. Can be understood only with difficulty even by persons such as officials or teachers who are used to speaking with non-native speakers or in interactions where the context strongly supports the utterance.

Can give own name, age, address, phone number, number of children, nationality, ethnic group or country of origin of the family, and name of first language. Can use some basic greetings; can say yes, no, pardon, excuse me, please, thank you, sorry. Can spell out own name and those of family. Can make simple purchases where pointing or other gesture can support the verbal reference.

Areas of need may be those the learner experiences daily or that are regularly encountered through the objectives and teaching situations in the course followed.

Interference from socio-cultural factors is particularly marked at this level and may inhibit language performance (e.g., if the L1 culture regards contradiction as impolite, yes-no questions may always be answered yes even though the correct answer is no and the no answer form has been mastered. Distortion of word endings may involve omission, addition or substitution of phonemes or allophones.

The ability to differentiate between surname, given names etc. will depend on previous learning experiences and need not reflect upon language proficiency.

L:0+ INITIAL PROFICIENCY

Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with non-native speakers. Can comprehend only slow, deliberate speech in face-to-face situations. May require much repetition, paraphrase and the support of exaggerated mime and gesture. Commonly responds to isolated words in utterances. Misunderstandings are frequent and even short utterances must frequently be repeated. Able to comprehend responses to own simple questions pertinent to survival needs where those responses do not deviate far from the expected response. Can comprehend only very simple requests for basic information where context makes the nature of the request predictable and the forms closely match the formulae learnt. Can comprehend the simplest sentence structures only when supported by the context or other redundant features. Comprehends few non-verbal features not found in own culture. While listening, tends to make excessive use of "sympathetic" features. (e.g., nod, yes, thank you, repetition of speaker's words).

Can comprehend memorized items in situations experienced in the learning environment. Can comprehend simple, predictable requests in predictable forms for personal and family information (name, date of birth, country of origin, language, telephone number, occupation). Less predictable questions are frequently interpreted as statements despite structure, intonation and context. Can comprehend basic time modifiers (e.g., today, tomorrow) and days of the week. Can comprehend basic directions such as Turn Left or Turn Right. Can comprehend two-word numbers (e.g., thirty-six) or three-digit numbers with numerals isolated (e.g., one six four); can comprehend high frequency sums of money provided that each unit (dollars, cents) does not exceed this complexity (e.g., ten dollars thirty-five) Can comprehend nod or shake of head, indication of direction, (pointing, beckoning), extension of hand.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
<p><u>W:0+ INITIAL PROFICIENCY</u></p> <p>Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of everyday need. Can provide basic information of immediate relevance in isolated words or short formulae. Can write with reasonable phonetic accuracy short words that are in his oral vocabulary. Has sufficient memory for word shapes to write recognizably (if not with formal accuracy) short words pertinent to written needs.</p>	<p>Can copy names of everyday objects, names of shops and street signs. Can write own name, address, age, date of birth or arrival in the country, and those of family. Can write short, familiar, mainly one-syllable words when said aloud by self or others, not necessarily with correct spelling but with reasonable phonetic accuracy.</p>	<p>By writing is intended the ability to transfer sound into script. Whether acceptable cursive writing as well as print can be used at the lowest proficiency levels will vary according to the learner's background. Ability to read cursive writing will depend on similar factors but also on the writer's letter formation.</p>
<p><u>R:0+ INITIAL PROFICIENCY</u></p> <p>Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. Where the language has an alphabet, can recognize most printed letters; can comprehend commonly encountered names and other isolated words whose forms have been memorized and which are relevant to everyday needs; can read most of them aloud, but comprehensibility may suffer because of sketchy knowledge of sound-symbol correspondence and inaccurate articulation. Is generally unable to recode unfamiliar words into sound except where considerable transfer from L1 to L2 is possible.</p>	<p>Can identify the names of own family and place of living; can recognize names of common shops and familiar street signs (e.g., Keep Left, Keep Right, Walk, Don't Walk). Can identify and read aloud the names of common everyday objects as learnt in response to survival needs, though not necessarily with correct pronunciation.</p>	<p>Reading involves, most fundamentally, obtaining meaning from script but related developments include sound-symbol correspondence and recoding word or sentence shapes into sound.</p> <p>At this level the beginnings of sound-symbol correspondence and visual memory for word, shapes are emerging. The length of time needed to reach them will vary according to the learner's previous level of literacy, the scripts (if any) in which literacy exists, and the transferability of the sound-symbol relationships from the L1 to the L2.</p>

GENERAL DESCRIPTION

EXAMPLES OF SPECIFIC TASKS (ESL)

COMMENT

L:1- ELEMENTARY PROFICIENCY

Able to comprehend readily only utterances which are thoroughly familiar or are predictable within the areas of immediate survival needs. In less familiar utterances, still tends to identify and respond to isolated words which will often cause misunderstanding and inappropriate responses. Still heavily dependent on face-to-face contact. Although able to recognize many basic patterns of structure and intonation, tentative grammatical knowledge will still cause many sentence meanings to be confused. Can comprehend only the commonest non-verbal features and has a developing awareness of some variants of them.

Can comprehend requests for personal details (name, age, address, etc.) and short statements about others. Frequently interprets questions as statements unless repeated and redundantly marked by sentence structure, Wh-word, strong intonation, or context. Comprehends commands, requests and simple directions relating to how to get from X to Y only when supported by obvious non-verbal features. Cannot comprehend telephone, radio or television. Can comprehend three digit numbers if said deliberately (e.g., 2 3 6) and sums of money of equivalent difficulty (e.g., \$159.95). Comprehends basic time phrases such as 2.20, 3 o'clock, next week, in November. Readily comprehends simple past, present and future tenses only if supported by an appropriate modifier. Can comprehend minimal variants of basic non-verbal features such as assent, negation or indication of direction.

Ability to comprehend sums of money is strongly influenced by cultural, vocational, personality and situational factors.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
<p>W:1- <u>ELEMENTARY PROFICIENCY</u></p> <p>Able to write with reasonable accuracy short words and brief familiar utterances. Where the language has an alphabet, can form all letters; can write with reasonable phonetic and formal accuracy basic personal details and the names of everyday objects. Can write a short simple sentence or brief instruction relating to matters in areas of immediate need or with which he is very familiar.</p>	<p>Can write short familiar words with reasonable accuracy though may need to sound them out. Can write a phrase or short sentence (not necessarily accurately) to give basic details about self and family, to reply to a query, or to convey simple information (e.g., to identify a photograph of a familiar scene). Can copy short written sentences (e.g., giving directions how to go from X to Y).</p>	
<p>R:1- <u>ELEMENTARY PROFICIENCY</u></p> <p>Able to read short simple sentences and short instructions. Can recognize and name most of the letters of the printed alphabet (both upper and lower case if found in the language). Can read short, original sentences of one clause on familiar topics. Fluency is restricted by syntactic knowledge, vocabulary, cultural knowledge and inability to handle longer sentences or the discourse structure of even short texts. Silent reading may be accompanied by oral recoding. Word recognition may depend heavily on sounding out the letters. Aware of the more frequent sound-symbol correspondences but errors will still frequently occur.</p>	<p>Can identify and read aloud common words (e.g., names of shops and everyday objects). Can read aloud with reasonable accuracy words containing familiar sound-symbol correspondences, though stress patterns may be faulty. Can comprehend short written directions (e.g., to go from X to Y) or simple one-sentence instructions (e.g., arranging time and place to meet). Can understand commonest abbreviations in daily usage such as <u>Mr.</u>, <u>Mrs.</u>, <u>a.m.</u>, and <u>p.m.</u>.</p>	



GENERAL DESCRIPTION

EXAMPLES OF SPECIFIC TASKS (ESL)

COMMENT

S:1 MINIMUM SURVIVAL PROFICIENCY

Able to satisfy survival needs and minimum courtesy requirements.

In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations. Vocabulary inadequate to express anything but the most elementary needs; fractured sentence structure and other grammatical errors are frequent; strong interference from L1 occurs in articulation, stress and intonation. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak their language. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers. Has not developed skills in a specialist register though, where such a register has been experienced, may have acquired some relevant items.

Despite hesitations, fractured syntax and many repetitions, can give personal information and maintain very simple conversations on topics that are familiar or of personal interest; can express likes and dislikes in areas of particular interest; can make an introduction and use basic greeting and leave-taking expressions; can ask and tell time of day, day and date; can make simple transactions in shops, post offices or banks; can verbalize inability to understand, ask for slower repetition of utterance, spelling of name or address. Depending on need and previous experience, can order a simple meal, ask for shelter or lodging, ask and give simple directions (e.g., tell someone how to get from X to Y); can use public transport (buses, trains, and taxis, ask for basic information, ask and give directions, and buy tickets).

Modifying devices or modifiers are those forms (e.g., verb forms, adjectives, adverbs, phrases, clauses, etc.) that are used to modify and qualify ideas and give precision to the expression of thought.

## L:1 MINIMUM SURVIVAL PROFICIENCY

Able to comprehend enough to meet basic survival needs. Can comprehend short utterances and some longer ones provided the content is familiar to him or they are in response to his own simple questions pertinent to personal details or survival needs in his everyday life. Only common social formulae or other short, simple, familiar utterances are readily understood; otherwise, requires frequent repetition, redundancy, or paraphrase and a slow deliberate rate of utterance. Lacks discourse mastery and generally unable to relate even a short series of utterances. Has very limited ability to cope with specialist registers though may comprehend some items pertinent to areas of activity which have been experienced.

Can comprehend simple directions relating to how to get from X to Y, by foot or public transport; can comprehend time of day, day and date, and appointments; can cope with only simple verbal number operations. Can respond to simple high-frequency instructions in familiar situations (e.g., school or work); comprehends less predictable utterances in familiar situations if said slowly and deliberately (e.g., 80-100 w.p.m.). Has great difficulty in using a telephone or comprehending radio or television. Comprehends only the most frequently occurring contracted forms (e.g., I'm, it's, don't, can't, won't, isn't). Is, to only a limited extent, sensitive enough to suprasegmental, non-verbal and other paralinguistic features to discriminate "tone" of utterances (e.g., polite, rude, friendly, unfriendly, etc.).

Familiar situations could include those regularly encountered in work, school, leisure, etc.

GENERAL DESCRIPTION		EXAMPLES OF SPECIFIC TASKS (ESL)		COMMENT
W:1 MINIMUM SURVIVAL PROFICIENCY		<p>Able to satisfy basic survival needs. Can write all letters of the alphabet and copy most sentences accurately. Can write personal details and a short series of sentences about things that are familiar (not necessarily with formal accuracy in lexis and syntax but comprehensibly). Longer utterances or longer series of utterances tend to lose coherence.</p>		
		<p>Can fill in uncomplicated forms with personal details (name, address, nationality, marital status). Can write simple sentences, including brief instructions (e.g., to door-to-door vendors). Can copy from written script quite accurately the sorts of information indicated in R:1. Can copy down, when presented orally, name, address, appointment and simple directions. Can fill out bank deposit and withdrawal forms. Can produce a short series of simple sentences on a familiar topic (e.g., personal details for a job application, short simple narration of an everyday occurrence, post card).</p>		

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
<p><u>R:1 MINIMUM SURVIVAL PROFICIENCY</u></p> <p>Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. Can recognize and name all the letters in the printed version of the alphabet (both upper and lower case if found in the alphabet). Can read simple sentences with ease but may have difficulty with sentences of greater complexity. Can read and comprehend (but not necessarily fluently) very short, syntactically simple texts concerning his everyday life (cf.L:1), but has considerable difficulty in comprehending texts with more complex discourse structure.</p>	<p>Can read uncomplicated forms requiring basic personal details (name, address, nationality, marital status) but will require help in comprehending others. Can comprehend short, high frequency traffic signs, shop designations, bus and train destinations, basic timetables, and common English-language menus. From lists (e.g., street directory, index) can isolate the information required. Can use the "Yellow Pages" to find a tradesman. Can read a notice for a function and identify the nature, name, location, date and time of the event. Can read a short series of simple sentences narrating an everyday event. Can comprehend and act on a short series of simple instructions for using an everyday object (provided they do not contain unfamiliar specialist vocabulary).</p>	

## GENERAL DESCRIPTION

## EXAMPLES OF SPECIFIC SKS (ESL)

## COMMENT

## S:1+ SURVIVAL PROFICIENCY

Able to satisfy all survival needs and limited social needs. Developing flexibility in a range of circumstances beyond immediate survival needs. Shows some spontaneity in language production but fluency is very uneven. Can initiate and sustain a general conversation but has little understanding of the social conventions of conversation; grammatical errors still frequently cause misunderstanding. Limited vocabulary range necessitates much hesitation and circumlocution. The commoner tense forms occur but errors are frequent in formation and selection. Can use most question forms. While basic word order is established, errors still occur in more complex patterns. Cannot sustain coherent structures in longer utterances or unfamiliar situations. Ability to describe and give precise information is limited by still tentative emergence of modification devices. Aware of basic cohesive features (e.g., pronouns, verb inflections), but many are unreliable, especially if less immediate in reference. Simple discourse markers are used relating to closely contiguous parts of the text but extended discourse is largely a series of discrete utterances. Articulation is reasonable comprehensible to native speakers, can combine most phonemes with reasonable comprehensibility, but still has difficulty in producing certain sounds, in certain positions, or in certain combinations, and speech may be laboured. Stress and intonation patterns are not native-like and may interfere with communication. Still has to repeat utterances frequently to be understood by the general public. Has very limited register flexibility though, where a specialist register has been experienced, may have acquired some features of it.

Can cope with less routine situations in shops, post office, bank, (e.g., asking for a larger size, returning an unsatisfactory purchase), and on public transport, (e.g., asking passenger where to get off for unfamiliar destination). Can explain some personal symptoms to a doctor but with limited precision. Can modify utterances to express uncertainty or the hypothetical by single word or other simple devices (e.g., possibly, I think) and has tentative use of if (conditional). Can use simple discourse markers such as so, but, then, because. Often makes inappropriate use of honorifics, e.g., title without surname. In work situation can communicate most routine needs not requiring special register (e.g., out of expendable commodity or a machine overheating) and basic details of unpredictable occurrences, e.g., an accident. Can ask the meaning of an unfamiliar word, or ask for the English word for a demonstrable item. Can generally use I, me, you, we, my, your, but other personal pronouns and possessive adjectives are often hesitant or wrong.

From this level on, the learner has a significant language repertoire permitting comprehension of texts containing an increasing number of unfamiliar language items or cultural references. The learner now has a sufficient language base to benefit greatly in language learning from out-of-class experience and to permit exploration of the language by enquiry from native speakers.

The thrust of development through this level is towards more spontaneity and creativity, increased flexibility but still in essentially survival-type situations with a start to more general social interaction. Ability to comprehend still depends greatly on the native speaker's modifying the language produced. Immediate memory is less restricted, operations less laboured, and some textual facility is starting to emerge. Cultural interference may create unease in use of second person

GENERAL DESCRIPTION

EXAMPLES OF SPECIFIC TASKS (ESL)

COMMENT

L:1+ SURVIVAL PROFICIENCY

Able to satisfy all survival needs and limited social needs. Can understand in all situations relevant to his survival needs. Less dependent on contextual support but comprehension is still significantly assisted by face-to-face contact, careful articulation and slow rate of utterance. Provided the topic discussed is familiar, can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning. While global comprehension of utterances may be generally secure, deficiencies in the listening skill will often lead the learner to miss more specific information; misinterpretations are frequent and, in less familiar situations, may require repetition, paraphrase or explanation. More sensitive to morphology, recognizes changes of tense, and generally comprehends regular forms without having to rely on contextual support. Has much difficulty comprehending extended lines of argument and comprehends only the simplest discourse markers. Has little ability in specialist registers but can follow routine communications in the work place and some unpredictable utterances provided they involve mainly the non-specialist register or are supported by the context. Can generally distinguish statements, questions and commands by intonation, etc., but has limited ability to deduce other than surface meaning. Comprehension still suffers from limited familiarity with the target culture.

Recognizes simple relationships between short combinations of clauses and sentences (e.g., marked by and, but, if, because) but fails to comprehend more complex relationships or more complex discourse marked over a longer text. Can cope with utterances that are carefully articulated and said slowly (e.g. 100 to 120 w.p.m.). Comprehends only isolated words or phrases in most conversations between native speakers and will also fail to comprehend subsumed knowledge. Has no facility in comprehending speakers of dialects other than that most frequently experienced. Comprehends most common, standard contracted forms but has considerable difficulty with colloquial "run-on" forms (such as, wanna, gunna, wotcha). Comprehends very little of a radio broadcast and has great difficulty using the telephone. Can comprehend only broad train of events of a T.V. drama, little of less visually supported telecasts though has fair comprehension of frequently repeated commercials said slowly in the standard dialect without significant cultural assumptions. If heavily marked, understands the implied annoyance, sarcasm, etc. in such utterances as "Haven't you finished yet?" or "That's great!". Can act on a simple series of commands such as "Find a rag and clean the bench" and negative commands such as "Don't touch that button".

pronouns and persons' names for learners of some backgrounds. Some pronunciation problems will persist well beyond this stage. The ability to acquire flexibility in social register varies greatly according to the background, sensitivity and personality of the individual. The emergence of modifying devices and discourse markers gives the learner the means to express (however tentatively at 1+ ) individual meanings (e.g., personal perceptions and attitudes) as well as universal meanings.

"Work" situations should be considered to include school for students.

14.

GENERAL DESCRIPTION

EXAMPLES OF SPECIFIC TASKS (ESL)

COMMENT

W:1+ SURVIVAL PROFICIENCY

Able to satisfy all survival needs and limited social needs. Can write a sufficiently wide range of informal language to satisfy survival needs though errors in syntax, spelling and style may frequently interfere with comprehension. Can write most words and sentences that can be produced orally but longer utterances and texts may lack coherence through a failure to maintain sentence structure, to structure the thought sequence acceptably, or to use discourse markers appropriately. Has the ability to use a bilingual dictionary to check spelling. Aware of but not confident with the formal devices used in writing letters and has limited ability to vary them to match different recipients.

Can write a simple covering letter (e.g., to accompany a cheque or a completed job application form). Can convey a simple message by telegram (e.g., accepting job offered) though the conventions and form may often be inappropriate. Can write a note to school explaining a child's absence or requesting leave for the child. Can take down a simple message in note form.

R:1+ SURVIVAL PROFICIENCY

Able to read short texts on subjects related to his immediate needs. Ready comprehension is conditional on the meaning's being clearly spelt out. Can follow a simple compound or complex sentence, but has little ability to handle many discourse markers commonly used in the written registers. With some use of a bilingual dictionary, can read for pleasure simplified versions of standard texts. Word attack is now sufficiently developed for the learner to be able to recognize most words in oral vocabulary though silent letters, non-phonetic forms or other irregularities may still cause confusion. Where texts are in cursive writing, copes only if the writing is neat and the style familiar.

Can understand a simple circular sent home from school on a familiar topic, e.g., start of swimming season, or on an unfamiliar topic, e.g., an excursion, provided that some prior explanation has been given. Using a bilingual dictionary can read a popular novel or short story simplified for L2 learners. Can comprehend texts in which discourse is marked by such simple features as those indicated in S:1+. Can follow the instructions on a public telephone provided such words as dial tone and receiver are familiar. Can discriminate between widely differing letters such as an apparently personalized sales promotion and correspondence requiring action (e.g., overdue account or alteration to delivery routine) even if neither is fully understood. Can understand straightforward classified advertisements in which the information is directly stated, which do not use unfamiliar registers, contain a high degree of abbreviation, or depend significantly on the learner's ability to supply implied meaning (e.g., as in innuendo).



GENERAL DESCRIPTION		EXAMPLES OF SPECIFIC TASKS (ESL)		COMMENT
S:2 MINIMUM SOCIAL PROFICIENCY				
Able to satisfy routine social demands and <u>limited work requirements</u> . Can handle with confidence but not facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information. Has restricted register flexibility though, where a specialist register has been experienced, will have acquired some features of it. Has limited ability to vary the "tone" of utterances. Can handle limited work requirements but will need help in handling any complications or difficulties. Hesitations are still frequent as the learner searches for vocabulary or grammar but has a speaking vocabulary sufficient to express himself simply with circumlocutions on most topics pertinent to his everyday life; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar especially in longer constructions. Accent, though often quite faulty, is intelligible; undue exertion on the part of a native speaking listener is not often necessary though some repetition in order to be understood may occur. Overall rate of utterance remains less than the native speaker's as a result of hesitations. Cohesion and discourse in short utterances or texts are secure but inconsistencies occur in longer ones.		Can give detailed information about own family, living conditions, educational background; can describe and converse on everyday things in his environment (e.g., his suburb, the weather); can describe present or most recent job or activity; can communicate on the spot with fellow workers or immediate superior (e.g., ask questions about job, make complaints about work conditions, time off, etc.); can give simple messages over the telephone; can give directions and instructions for simple tasks in his everyday life (e.g., to tradesmen). Has tentative use of polite request forms, e.g., involving <u>could</u> , <u>would</u> . May sometimes offend by unintended blandness or aggressiveness or irritate by over-deference where native speakers expect informality.		At this level, the learner's ability is sufficient to enable him to establish normal social relationships with native speakers.

L: 2 MINIMUM SOCIAL PROFICIENCY

Able to understand in routine social situations and limited work situations. Can get the gist of most conversations in everyday social situations though may sometimes misinterpret or need utterances to be repeated or reworded. Less dependent on face-to-face contact, and the presence of other participants in the conversation does not normally cause comprehension problems. Has limited ability to comprehend if there is extensive use of specialist registers though, in own field, can, with paraphrase or explanation, comprehend routine conversations. Has some ability to see beyond surface meaning to comprehend less subtle or esoteric cultural implications. Can cope with the lower range of normal native speaker utterance rates but is soon lost with faster rates and has difficulty in understanding conversations between native speakers. Has some difficulty following extended lines of argument or complex discourse patterns.

Can readily understand the sort of information indicated in S-2 when given face-to-face; can take simple telephone messages in response to own questions or on familiar or expected topics; can cope with native speaker conversations at lower rates of utterance (e.g., 120-150 w.p.m.). Can comprehend and act on sequential instructions at work (e.g., when the red light goes off, push the button); does not fully comprehend television or radio broadcasts but can get the gist of news bulletins or other programs on familiar topics delivered at lower rates of utterance. Can, in most situations, broadly discriminate the "tone" of utterances (e.g., irony).

W:2 MINIMUM SOCIAL PROFICIENCY

Able to satisfy routine social demands and limited work requirements. Can handle (with moderate confidence and sufficient accuracy that comprehension by a native speaker is not impeded) those written forms needed in his everyday life at home, in daily commerce, and in simple work situations not requiring specialist skills.

Can write a personal letter on simple everyday topics or a simple report on an everyday event. Can write to order goods, book a room, or to carry out other uncomplicated and routine tasks. Can fill out most forms regularly encountered in everyday life (e.g., health insurance, unemployment registration, passport application, etc.).

R: 2 MINIMUM SOCIAL PROFICIENCY

Able to read simple prose, in a form equivalent to typescript or printing, on subjects within a familiar context. With extensive use of a bilingual dictionary can get the sense of those written forms frequently met in his everyday life. Can read for pleasure simply structured prose and literary and other texts which do not assume significant cultural knowledge, ability to handle complex discourse structure, or a specialist register. Can read neat cursive writing if the style is familiar.

Using a bilingual dictionary, can get the sense of personal letters on everyday topics, simple stylized forms such as invitations and replies, routine, uncomplicated business letters, news items from the daily press (but longer reports and commentaries only with considerable difficulty), and simple articles in technical fields relevant to work experience. Can follow most clearly presented sequential instructions (e.g., accompanying a household appliance) when they are written in a non-specialist register, when there is plenty of time and a bilingual dictionary is available. Can read fluently for pleasure modern novels simplified for the non-native reader.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC ASKS (ESL)	COMMENT
<p><u>S:3 MINIMUM VOCATIONAL PROFICIENCY</u></p> <p>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. Can discuss own particular interests and special fields of competence with reasonable ease though some circumlocutions; vocabulary is broad enough that the learner rarely has to grope for a word and can readily overcome gaps with circumlocutions; accent may be obviously foreign; control of grammar good; able to convey meaning precisely in reasonably complex sentences or by using, with reasonable accuracy, a wide range of modification devices; fluency is rarely disrupted by hesitations; errors rarely interfere with understanding or disturb the native speaker; able to modify language to meet the differing register requirements of situations which are familiar in the learner's personal and vocational life but can make secure use of only high frequency colloquialisms.</p>	<p>Can handle with confidence most social situations and those work situations relevant to own needs and experience. Can enter, exit from and participate in conversation with or between native speakers; can speak to educated native speakers or to those at own socioeconomic level on general or relevant vocational topics without unintentionally amusing or irritating them; can present and debate own or others' ideas and attitudes about familiar topics or topics which are relevant to own or target culture; can cope with everyday difficult linguistic situations such as broken plumbing, a personal misunderstanding, undeserved traffic ticket, etc.</p>	<p>The key factor now emerging is register flexibility (as well as continued development in fluency and accuracy).</p> <p>Fluency refers to the ability to mobilize language exponents in connected expression.</p>
<p><u>L:3 MINIMUM VOCATIONAL PROFICIENCY</u></p> <p>Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to own interests and experience. Can get the gist of most conversations between native speakers though may miss some details, especially where there is significant subsumed knowledge. Comprehension rarely affected by complex discourse patterns. Can generally understand at normal rates of utterance even if occasional words are unfamiliar, and rarely has to ask for an utterance to be repeated or paraphrased, except where speech is heavily loaded with colloquial features.</p>	<p>Can take information confidently by telephone; can comprehend a discourse or discussion on a non-technical subject and can, if necessary, take notes or summarize it; has reasonable comprehension of radio and television news readers (180 w.p.m.) though more rapid speakers may cause comprehension to suffer. Can comprehend most sums of money and most numerals though longer items may have to be repeated.</p>	<p>It should be noted that colloquial speech may entail changes in every aspect of language, including vocabulary, syntax, semantics, phonology, rate of utterance and paralinguistics.</p>

W: 3 MINIMUM VOCATIONAL PROFICIENCY

Able to write with sufficient accuracy in structures and spelling to meet all social needs and basic work needs. Can write with reasonable ease and accuracy on matters relevant to own interests, rarely lacks a word and is then able to circumvent it. Can use complex sentences accurately and can vary the style between personal and vocational contexts and use the functions appropriate to them.

Can write in all those forms used in daily life (personal letters, notes, telegrams, invitations, etc.) without errors intruding on a native speaker's comprehension and acceptance. Can use those basic registers needed in the work situation and other routine business letters of his everyday life. Can generally use even complex sentence structures accurately. Discourse structure beyond the sentence level may still sometimes seem non-native. Can vary style over broad parameters (e.g., between personal and vocational contexts) though may lack some subtlety in differentiating between some contexts.

Principal changes from here to R-5, W-5 lie in breadth of vocabulary, accuracy of syntax, and flexibility of or sensitivity to style.

R:3 MINIMUM VOCATIONAL PROFICIENCY

Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding, moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms. Can read cursive writing though non-standard or ill-formed scripts may still cause difficulty.

Can read standard newspaper items and routine personal and business correspondence in own field of interest and readily grasp their essential meaning. Can read such items and paraphrase or summarize their key points. Has some sensitivity to variations in style and register and to nuances in meaning but will frequently fail to perceive those that are more subtle or more culturally dependent. Is able to read extended texts (e.g., novels) with sufficient comprehension without reference to a dictionary to ensure pleasure even though some words will be unknown.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
<p><u>S:4 VOCATIONAL PROFICIENCY</u></p> <p>Able to use the language fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Can participate in any conversation within the range of own experience with a high degree of fluency and precision of vocabulary; while the learner has mastered commonly occurring colloquial and idiomatic forms, some misuse of other items may occur; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; while a "foreign accent" may continue (especially in intonation and stress patterns), pronunciation does not impede comprehension by a native speaker; errors of grammar are quite rare and unsystematic and can usually be corrected in retrospect; always easily understood by a native speaker. Has considerable sensitivity to register requirements and readily modifies the language appropriately.</p>	<p>Can convey exact meaning in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can modify speech deliberately according to the situation and its register requirements; can handle informal interpreting from first language.</p>	<p>Cultural understanding now plays a significant part in promoting language use. Grammatical development is now more or less complete though "slips" or errors of performance may still occur. The learner can, however, usually correct such errors if he becomes conscious of them.</p>
<p><u>L:4 VOCATIONAL PROFICIENCY</u></p> <p>Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to own experience. Can readily understand all speech of that variety of the language normally encountered in own personal, social, academic or vocational life and is rarely troubled by speech in less familiar contexts; can comprehend even fast rates of utterance in the target variety; can comprehend the generally recognized varieties of the target language and other similar varieties; only occasionally baffled by colloquialisms and regionalisms.</p>	<p>Can comprehend accurately in social and vocational discussions unrestricted by lexical or grammatical deficiencies; can comprehend even fast utterance rates of 180 to 200 or more w.p.m. in the target variety; can appreciate and respond to register variations. Can comprehend most radio and television documentaries, and accurately identify the speaker's mood, tone, etc.; can comprehend numerals as readily as does a native speaker. If learning Australian English, can comprehend such varieties as Educated, General and Broad Australian, RP, Educated Indian and N.E. American but will have increasing difficulty with more distant varieties. Can handle informal interpreting into first language.</p>	

GENERAL DESCRIPTION	EXAMPLES OF SPECIF. TASKS (ESL)	COMMENT
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#### W:4 VOCATIONAL PROFICIENCY

Able to write fluently and accurately on all levels normally pertinent to personal, social, academic or vocational needs. Errors in grammar or vocabulary are very rare, rarely needs to consult a dictionary to express himself and is able to consider and select from amongst a wide choice of words and structures to make meaning more precise. Has considerable sensitivity to register requirements and can modify his language appropriately.

Can convey meanings precisely and accurately unrestricted by lexical, morphological, syntactic or spelling deficiencies. Can readily use all those written forms normally encountered and can modify them according to specific register requirements. Can structure longer texts appropriately making full use of the available devices of discourse and cohesion. Can handle informal translation from first language.

#### R:4 VOCATIONAL PROFICIENCY

Able to read all styles and forms of the language pertinent to personal, social, academic or vocational needs.

With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all material in own special field including official and professional documents and correspondence. Reading speed will approximate that of comparably educated native speakers. Cursive writing poses no greater difficulty than for a native speaker.

Can comprehend most literary forms though more difficult works (e.g., heavily culture-dependent or in a form remote from "normal" discourse) may cause some problems. Can handle informal translation into first language.

GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC TASKS (ESL)	COMMENT
<p><u>S:5 NATIVE-LIKE PROFICIENCY</u></p> <p>Speaking proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has complete fluency, accuracy and range in the language such that the learner's speech on all levels is fully accepted by such native speakers in all its features (including rate of utterance, suprasegmental and paralinguistic features, and breadth and accuracy of grammar, vocabulary, idiom, colloquialisms, and cultural references) even though some phonological features may exhibit minor non-native characteristics that never intrude nor inhibit comprehensibility. Able to operate as effectively as a native speaker of the same socio-cultural variety in all those registers encountered in his personal, social, academic or vocational life.</p>	<p>Can handle all tasks normally encountered and has native-like flexibility in new ones; can handle humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Very occasional non-native syllable stress, intonation pattern, allophone or phoneme substitution.</p>	<p>At this point all language-related cultural barriers are removed and, to all intents and purposes, the learner acts, and is accepted by others, as a native speaker. The distinction between the terms <u>variety</u> and <u>register</u> should be recalled. Any register limitations are of the same linguistic order and cause as for a native speaker of the same socio-cultural variety.</p>
<p><u>L:5 NATIVE-LIKE PROFICIENCY</u></p> <p>Listening proficiency equivalent to that of a native speaker of the same socio-cultural variety. Has the same degree of comprehension of the spoken language of native or non-native speakers in all its features (including idiom, colloquialisms, subtlety of meaning, and cultural references whether spoken face-to-face, by telephone or on the media) as has a native speaker of his socio-cultural variety. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of his socio-cultural variety. Is similarly sensitive to the implications of the variety and register used.</p>	<p>Can perform as effectively as a native speaker in all listening activities encountered and has a native speaker's flexibility in new ones. Perceives and responds to style, humour and innuendo as effectively as a native speaker of the same socio-cultural variety. Can generally recognize the likely educational level and origin of a speaker.</p>	<p>It should be remembered that the ASLPR measures general proficiency.</p> <p>Register flexibility is as firmly established at this level as for a native speaker.</p> <p>Learners who have not experienced a certain specialist register in their L2 may not have facility in it even though that register (e.g., of an academic or sporting interest) may be fully developed in their L1. With exposure to the register, however, they will master it as readily as would comparable native speakers or, perhaps, more readily if they already have the relevant underlying concepts.</p>



GENERAL DESCRIPTION	EXAMPLES OF SPECIFIC	KS (ESL)	COMMENT
<p><u>W:5 NATIVE-LIKE PROFICIENCY</u></p> <p>Written proficiency equivalent to that of a native speaker of the same socio-cultural variety. The learner's written language in all its forms is fully accepted by such native speakers in all its features including formal accuracy, structural variation, word choice, idiom, colloquialisms, register appropriateness, discourse structure (including thought sequence and coherence), subtlety of meaning and cultural references. Deviations from educated native speaker forms, special register features, or stylistic conventions will only be those recognizable as native speaker variants.</p>		<p>Can perform as effectively as a native speaker in all writing tasks normally encountered and has native-like flexibility in mastering new ones.</p>	
<p><u>R:5 NATIVE-LIKE PROFICIENCY</u></p> <p>Reading proficiency equivalent to that of a native speaker of the same socio-cultural variety. Can comprehend all forms of the written language (including abstract, structurally complex, or highly colloquial literary and non-literary writings) as effectively as such a native speaker. Can comprehend fully all varieties and registers likely to be encountered in his personal, social, academic or vocational life and has sufficient flexibility to comprehend others as effectively as do native speakers of the same socio-cultural variety. Is similarly sensitive to the implications of the variety and register used. Can appreciate humour and subtle or culture-dependent nuances of meaning or style. Has no more difficulty than a native speaker in reading handwriting and alternative scripts.</p>		<p>Can comprehend with as much ease as an educated native speaker all forms of the written language normally encountered. Can identify the likely educational level of the writer. Can understand common references from the Judeo-Christian literary tradition and sport. Comprehends a text in Old English script as readily as a native speaker.</p>	

## **APPENDIX D.**

### **TRIBHUVAN UNIVERSITY COURSES**

#### **ESL UNITS**



Tribhuvan University



Faculty of Education

Department of English and Foreign Language Education

3 - in Kathmandu Valley

9 - scattered all over Nepal

12 - Private (affiliated)

Campuses

Courses offered

M. Ed. - 9 campuses, in Kathmandu

B. Ed. + I. Ed. - 11 campuses

B. Ed. + I. Ed. - in private campuses



## ENGLISH STRUCTURE (I: EOL)

Full Marks: 100

Theory

This course is designed with a view to teaching the students of Proficiency Certificate Level basic English structures. It seeks to give a good grounding to the students in English structures.

### Objectives:

On completion of this course the students will be able to use basic English structures correctly.

### Contents:

Fundamentals of English Grammar

### Contents in Details:

#### UNIT I. Articles

1. The definite articles
2. The indefinite articles

#### UNIT II. Word Classes

1. Nouns
2. Verbs
3. Adjectives
4. Adverbs

#### UNIT III. Prepositions

at, to, in, by, into, of, off, on, out (of) under, with, during, for, from, over, since, till, about, up, after, across, until, onto.

#### UNIT IV. Conjunctions

#### UNIT V. Modals (auxiliaries)

#### UNIT VI. Tenses

1. The Present, Past and Perfect tenses

b. The Future.

UNIT VII. The Gerund, Infinitives and the Participles

UNIT VIII. The Conditionals and the Unreal Past

UNIT IX. Reported Speech

UNIT X. The Passive Voice

UNIT XI. The Clauses

UNIT XII. Spelling Rules.

#### Evaluation

Written examination 100%

#### Recommended Books

Thomson, A. J. & Martinet, A. V. A Practical English Grammar.

London: ELBS. 1975.

Thomson, A. J. & Martinet, A. V. A Practical English Grammar.

Combined Exercises Vols. I & II.

London: ELBS. 1975.

## READING AND WRITING

Full Marks: 100

Theory

This course aims at improving reading and writing skills of the students.

#### Objectives:

On completion of this course the students will be able to:

- a. read texts of intermediate level with reasonable ease, speed and comprehension.
- b. do both guided and free writing on familiar topics.

#### Contents:

I. Reading

II. Writing

Contents in Details:

UNIT I. Reading

1. Faster reading
2. Intensive reading
3. Extensive reading

UNIT II. Writing

1. Communicating by letter
2. Different ways of presenting information
3. Description and narration
4. Note-taking
5. Reporting
6. Arguing
7. Expressing yourself

Evaluation:

Written Examination: 100%

Recommended Books

Freeman, Sarah. Written Communication in English Orient

Longman, 1977 (to be used for teaching writing)

English for Today-Book Four.

(to be used for Intensive and Extensive reading)

Shrestha, D.B. (ed) Useful Hints. 1979

Reference Books:

Authreya, N. H. Speed Reading. Delhi: Orient Paperbacks 1976

Fry, Edward. Teaching Faster Reading. London: CUP 1963.

SPEECH AND ORAL ENGLISH (I. E)

Full Marks: 100

Theory

This course consists of two components one is speech and the other is the principal functions of English and the situations in which they are used.

### Objectives:

On completion of this course the students will be able to:

- a. speak English with an acceptable pronunciation;
- b. use English efficiently in various situations of day-to-day life.

### Contents:

- I. English Sound System
- II. Language Functions
- III. Language Situations

### Contents in Detail:

#### UNIT I. English Sound System

1. Organs of Speech
2. English consonants and vowels (monophthongs & diphthongs)
3. Consonant clusters
4. Canonical shape of words: description of forms of words in terms of consonants and vowels e. g. 'man' CVC, 'singer' CVCV
5. Phonemic transcription  
(Phonemics symbols to be followed are the ones given in O'Connor's Better English Pronunciation)
6. Weak and strong forms
7. Pronunciation of '-s' and '-ed' suffixes
8. Word stress and sentence stress
9. Falling and rising intonation

#### UNIT II. Language Functions

1. Giving/getting factual information
  - a. Indicating
  - b. Reporting, describing, narrating
  - c. Correcting

- d. Asking
- e. Expressing whether something is possible or impossible
- f. Enquiring whether something is possible or impossible
- 2. Expressing and finding out intellectual and emotional attitudes
  - a. Expressing agreement or disagreement
  - b. Enquiring about agreement or disagreement
  - c. Expressing pleasure/displeasure
  - d. Enquiring about pleasure/displeasure
  - e. Expressing preference
  - f. Expressing want
  - g. Enquiring about want
- 3. Getting things done
  - a. Requesting that something be done
  - b. Ordering that something be done
- 4. Phatic communion
  - a. To greet people
  - b. Introducing people/being introduced
  - c. To take leave
  - d. Establishing communication (telephone)
  - e. To attract attention
  - f. The weather

### UNIT III Language Situations

- 1. Personal Identification
  - a. Name and address
  - b. Telephone number
  - c. Date and place of birth
  - d. Age and sex
  - e. Family and marital status
  - f. Religion



- a. Profession/occupation
  - b. Nationality and origin
  - i. Likes/dislikes
- 2. House and Home
  - a. Types of accommodations
  - b. Rooms
  - c. Furniture
  - d. Amenities
- 3. Free time, entertainment
  - a. Hobbies
  - b. Radio
  - c. Movies
  - d. Music
  - e. Sports
  - f. Books
- 4. Travel
  - a. Travel to work/school
  - b. Public transport
  - c. Private transport
  - d. Countries and places
  - e. Languages and nationalities
- 5. Social interaction
  - a. Friendship/aversion
  - b. Invitations
  - c. Correspondence
- 6. Education
  - a. Schooling
  - b. Subjects
  - c. Qualifications
  - d. Aspirations/ambitions
- 7. Food and drink
  - a. Types of food and drink
  - b. Offering/accepting/declining food and drink

8. Foreign language
  - a. Ability
  - b. Understanding
  - c. Correctness

#### Evaluation

Written examination: 100%

Oral test will be entirely internal

#### Recommended Books

O'Connor, J. D. Better English Pronunciation. London:

OUP 1967 (ELES 1972)

Printed Materials.

#### Reference Books

Jones, Daniel. The Pronunciation of English. New  
Delhi: Blackies Son. 1977

Widdowson, H. G. English Studies Series 8. London:

OUP 1971. (Ind an edition, 1972)

## METHODS OF TEACHING ENGLISH (I.E.E)

Full Marks: 50

Theory

This course is designed with a view to providing the trainees with an introduction to the English language teaching methods and their application to the teaching of the prescribed text books of English in lower secondary schools in Nepal.

#### Objectives:

On completion of this course, the students will be acquainted with the basic elements of the English language teaching and will be able to apply them in actual teaching.

Contents:

- I. Language Skills and their Order of Presentation
- II. Different Methods of Language Teaching
- III. Drills
- IV. Selection and Gradation
- V. Language Games Songs and Visual Aids
- VI. Teaching Language Skills at Initial Stages
- VII. Peer Teaching

Contents in Detail:

UNIT I. Language Skills and their Order of Presentation

1. Listening, speaking, reading, writing
2. Receptive vs productive skills

UNIT II. Different Methods of Language Teaching

1. Grammar-translation method
2. OSS approach (Oral Structural Situational approach)

UNIT III. Drills

1. Imitation drill
  2. Simple response drill
  3. Cue drill
- (Chorus, demi-chorus and individual)

UNIT IV. Selection and Gradation

1. Broad principles of selection: frequency, range, coverage, learnability
2. Criteria of gradation

UNIT V. Language Games, Songs and Visual Aids

1. Different types of visual aids and their uses: black board, flannel board, match stick figures, pictures, relia. clock etc.
2. Language games for initial stages
3. Songs and rhymes for initial stages

#### UNIT VI. Teaching Language Skills at Initial Stages

1. Teaching of speech
2. Teaching of reading
3. Teaching of writing
4. Lesson planning: following points
  - a. Revision
  - b. Teaching item
  - c. Specific objectives
  - d. Presentation
  - e. Practice
  - f. Evaluation
  - g. Home works(Model lesson plans for the teaching of structures and comprehension along with vocabulary)
5. Testing and evaluation
  - a. Testing different language skills
  - b. Construction of test items froms the lower secondary English text-books

#### UNIT VII. Peer Teaching

Peer teaching of selected teaching items from the English text-books prescribed for the lower secondary schools in Nepal.

##### Evaluation

Written examination: 100%

##### Recommended Books

Prescribed English text-books for the lower secondary schools

Haycraft, John. An Introduction to English Language Teaching. Longman. 1978

Hornby, A. S. Teaching of Structural Words and Sentence Patterns (Part I & II) ELBS, London.

##### Reference Books

Lado, Robert. Language Teaching. NY: Mc Graw Hill. 1964

Rivers, W. M. Teaching Foreign Language Skills. Chicago: University of Chicago Press 1968

## INTRODUCTION TO LINGUISTICS

(B.Ed.)

Full Marks:-100

Theory

This course provides a basic orientation to general linguistics and applied linguistics relevant to the teacher of English in secondary schools in Nepal.

### Objectives.

On completion of this course the students will be able to:

- a. understand fundamentals of general linguistics and applied linguistics;
- b. understand the relevance of linguistics to language teaching;
- c. understand the basic techniques of applied linguistics;
- d. apply the above techniques in a class-room situation;
- e. understand linguistic terminology in common use in books dealing with the English language teaching;
- f. speak English with an acceptable pronunciation so as to provide a better model for their pupils

Contents.

- UNIT I. Preliminaries of Linguistics
- UNIT II. Phonology
- UNIT III. Grammar
- UNIT IV. Contrastive Analysis
- UNIT V. Error Analysis
- UNIT VI. Linguistics and Language Teaching.

Contents in DetailUNIT I. Preliminaries of Linguistics

1. Definition of Linguistics: The scientific study of language
2. Linguistics as a scientific discipline
3. Branches of linguistics
4. Definition of language: A voluntary vocal system of human communication
5. Characteristics of language
6. Difference between language and animal communication
7. Varieties of language: Dialect, register, idiolect.
8. Language as a system of systems
9. Levels of language: Phonology, Morphology, syntax and Semantics.
10. Speech and writing
11. Content word and structure word
12. Lexical meaning and grammatical meaning

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13. Language and Parole (Competence and performance)

14. Descriptive vs. prescriptive grammar

UNIT II. Phonology.

1. Phonetics and phonology

a. Distinction between the two

b. Distinction between phone, phoneme and allophone

c. Distinction between phonemic and phonetic transcriptions.

2. Diagram of organs of speech

3. English phonology

a. Consonants and vowels: definitions, inventory, phonemic transcriptions, charts and diagram, descriptions and classifications

b. Allophonic variations of voiceless stops (aspirated vs. unaspirated), lateral (dark vs. clear), syllabic vs. non-syllabic, and nasals (syllabic vs. non-syllabic).

c. Syllable structure: CCVC(C)(C)V(C)(C)(C), syllable types: open vs. closed, Number of syllables in a word.

d. Contextual variations: assimilation, elision, weak forms, linking 'r' and intrusive 'r', pronunciation of 's' and 'ed' suffixes.

e. Word stress, sentence stress and intonation  
(Note: 1 The model of English pronunciation to be followed is that of RP.)

2. Phonemic symbols to be followed are those given in 'Daniel Jones' 'An Outline of English phonetics'

### UNIT III. Grammar.

1. Grammatical units and their hierarchy: morphology and syntax
2. Morphology
  - a. Definition of morpheme
  - b. Free and bound morpheme
  - c. Structural classification of words: simple and complex (composite, reduplicated, and derived affixation, modification)
3. Syntax
  - a. phrases: NP, VP, AP, Advp, PP
  - b. Sentences: Simple and complex (conjoining and embedding)
  - c. Transformation: Negative, contraction, passive, question
4. Word classes: noun, verb, adjective, adverb, particle.
5. Grammatical functions: subject, object, complement, adjunct.
6. Grammatical categories: gender, number, person, case, tense, aspect, mood (modality)



UNIT IV. Contrastive Analysis

1. Assumptions of contrastive analysis
2. Theory of transfer: positive and negative transfers
3. Practical work on contrastive analysis

UNIT V. Error Analysis

1. Stages in Error analysis: recognition, description and explanation.
  - a. Recognition: definition of an error and distinction between mistakes error slip or lapse
  - b. Description: Types of error phonological, graphological, grammatical, lexical, and stylistic
  - c. Explanation: Sources or causes of errors:  
L<sub>1</sub>-interference, anal analogical creation, Overgeneralization, Hypercorrection, difficulties inherent in the target language itself.
2. Practical work on error analysis

UNIT VI. Linguistics and language teaching

The usefulness of linguistics in language teaching

Evaluation

Written examination: 100%

Recommended Books ✓

Crystal, David. Linguistics. England: Penguin Books. 1971.

Falmer, Frank. Grammar. England: Penguin Books, 1971.

Pit Corder, S. Introducing Applied Linguistics. England:  
Penguin Books 1973.

Wilkins, D.A. Linguistics in Language Teaching. London: Edward  
Arnold 1972 (ELBS 1967).

Gimson, A.C. Introduction to the pronunciation of English. London:  
Edward Arnold. 1962. (ELBS 1975).

Lyons, John. Introduction to Theoretical Linguistics. London:  
CUP. 1968.

### Reference Books.

Abercrombie, D. Studies in Phonetics and Linguistics. London:  
Edward Arnold. 1972 (ELBS, 1967)

Allen, J.P.B. & Pit Corder, S. (ed.) Edinburgh Course in  
Applied Linguistics. London: CUP. 1973-75.

Vols. 1, 2, 3,

Dipietro. Language Structures in Contrast.

Fraser, H. & O. Donnell. Applied Linguistics and the Teaching of  
English. London: Longman. 1969.

Halliday, M.A.K. Mc Intosh; Angus and Strevens, Peter. The  
Linguistic Sciences and Language Teaching.  
London: Longman. 1964 (ELBS 1970)

Lado, Robert. Linguistics Across Culture.

Nickel, Gerhard. (ed) Papers in Contrastive Linguistics. London:  
CUP. 1971.

Arnold, G.G. & Gimson, A.C. English Pronunciation Practices.  
London: Hodder & Stoughton. 1965.

Gimson, A.C. A Practical Course of English Pronunciation.  
London: Edward Arnold. 1975.

Jones, D. An Outline of English Phonetics (Indian Edition)

READING AND WRITING

(B.Ed.)

Full Marks: 100

Theory

The course is designed with a view to developing the skill of faster reading with comprehension and giving the students practice in various types of writing.

Objective

On completion of this course the students will be able to:

- a. use a dictionary for reading and writing purposes;
- b. read and assimilate books and articles written in English thus enabling them to keep up their knowledge of the English language after their formal training period has ended and in a situation where they may not have the opportunity to use English outside the class-room;
- c. Write paragraph, letters, dialogues and essays;
- d. take notes from a text;
- e. summarize the contents of a passage;
- f. speak English more fluently.

Contents.

- UNIT.I. Use of Dictionary for Reading Purposes.
- UNIT II. Intensive Reading
- UNIT III. Faster Reading

UNIT IV. Extensive Reading

UNIT V. Spelling

UNIT VI. Use of Dictionary for Writing Purposes

UNIT VII. Paragraph Writing

UNIT VIII. Letter Writing

UNIT IX. Dialogue Writing

UNIT X. Note-taking

UNIT XI. Summary Writing

UNIT XII. Essay Writing

UNIT XIII. Precis Writing and Abstracting

UNIT XIV. Report Writing

Contents in Detail

UNIT I. Use of the Dictionary for Reading Purposes

1. Miscellaneous information in the dictionary
2. Exercises on the above

UNIT II. Intensive Reading

1. Exercises <sup>to</sup> train students to understand in detail the meaning of a passage.

UNIT III. Faster Reading

1. Exercises to train students to increase their speed

UNIT IV. Extensive Reading

1. Exercises to train students to hold in the mind long stretches of material and to make relations between sections.
2. Comprehension of longer passages and exercises to test comprehension.

3. Exercises from English medium newspapers and magazines

Spelling

UNIT IX.

1. Noun-verb differences
2. Optional spellings
3. Common abbreviations
4. Exercises on the above
5. Rules to avoid spelling mistakes

UNIT X.

Use of the Dictionary for Writing purposes

UNIT XI.

1. Use of the monolingual dictionary (with special reference to the Advanced Learner's Dictionary of Current English)-abbreviations used, use of verb patterns, checking for collocations of words

UNIT XII.

2. Exercises on the above

UNIT XIII

UNIT XIV.

Paragraph Writing

1. The topic sentence
2. Unity
3. Coherence
4. Ordering
5. Connectives

Evaluative

Recommendations

6. Letter Writing

Chapman,

1. Personal letters

Fry. Edwin

2. Business letters

Godwin.

3. Letters of application

Harayans

4. Letters of sympathy

Shenker,

5. Post-card writing

Webster,

6. Invitation

UNIT IX. Dialogue Writing

1. Characteristics of a good dialogue
2. Exercises on dialogue writing

UNIT X. Note-taking

1. Importance
2. How to make notes

UNIT XI. Summary writingUNIT XII. Essay Writing

1. Characteristics
2. Types

UNIT XIII. Precis writing and AbstractingUNIT XIV. Report Writing

- Types:
1. Newspaper reports
  2. Letter reports

Evaluation

Written examination: 100%

Recommended Books

Chaplon, Frank. Paragraph Writing. London: CUP. 1970

Fry, Edward. Teaching Faster Reading. London CUP .1963

Goden. Practical Letter Writing.

Parayanswami, V.R. Strengthen Your Writing. Orient Longman. Bombay

Peer, D.H. English Conversation Practice. (UP. (Indian Print)

Webster, Owen. Read Well and Remember. ELBS. (to be used for

faster, intensive and extensive reading)

Widdowson H.G. English Studies Series 8. CUP. (ELBS)

Reference Book

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Van Ek, J.A. (ed) The threshold Level for Modern Language Learning in Schools. London: Council of Europe. 1976.

3. INTRODUCTION TO ENGLISH LITERATURE

(B.Ed.)

Full Mark: 100

Theory

This course is designed to give students an introduction to English literature.

Course Objectives:

On completion of this course the students will be able to:

- a. understand the principal genres of English literature.
- b. understand the work of some important writers.
- c. appreciate and understand literature written in English.
- d. Carry out a literary appreciation of a text in the classroom situation.
- e. teach the optional English course in secondary schools.

Course Contents:

I. Introduction

II. Critical Study of the Prescribed Text-books

Course Contents in Detail

UNIT I. Introduction

1. What is literature ?

2. Characteristics of the novel
3. Characteristics of the drama
4. Characteristics of the short story
5. Characteristics of the essay
6. Characteristics of the poetry
  - a. Difference between prose and poetry
  - b. Different forms of poetry
  - c. Definitions and illustrative examples of theme, content, imagery, metaphor, simile, personification, alliteration, onomatopoeia, rhythm, metre, feet, blank verse.

UNIT II. Critical Study of the prescribed Textbooks

1. Novel: The Lord of the Flies: W. Golding
2. Drama: Arms and the Man: George Bernard Shaw
3. Short Stories:
  - a. The Gift of Magi: O' Henry
  - b. The Story of Yong Chang: Earnst Beahmarch
  - c. The Old Lady with two umbrellas:
  - d. The Land of the Green Ginger-Algeron Black
  - e. The Ghost Ship: R.B. Middleton
4. Essay:
  - a. My philosophy of life
  - b. Democracy
  - c. An Eastern Journey
  - d. Human Psychology
  - e. Liberty and Progress.



✓  
PHONETICS AND PHONOLOGY

(B.E.E.)

Full Marks: 100

Theory

This is an advanced course on general phonetics and phonology.

Objectives

After the completion of this course, the prospective teachers will be able to:

- a. acquainted with the major theories of general phonetics and phonology;
- b. able to carry out phonetic and phonemic analyses of a given language.

Contents

- I. Phonetics
- II. Phonology

Contents in Detail

UNIT I. Phonetics

1. Semiotics: Different media of communication
2. Language as-a voluntary vocal system of human communication
3. Phonetics: Definition and Objectives
4. Three approaches to the study of speech sounds
5. Organs of speech
6. Four processes involved in the production of speech sounds
7. Airstream Mechanism
  - a. Classification from the points of view of direction and initiation
  - b. Plosive ~~obstruent~~ ~~impediment~~ ~~obstruction~~

8. Phonation Process: Various states of the glottis
9. Oro-nasal Process: Oral, nasal, and nasalized sounds
10. Articulation
  - a. Articulators
  - b. Vowel and contour
  - c. Vowel, consonant, semivowel, syllabic consonant
11. Description and classification of consonants
  - a. Detailed description
  - b. Three-term description
  - c. IPA consonant chart: Symbols, recognition and production
12. Description and classification of vowels
  - a. Three parameters
  - b. Quality and quantity
  - c. Monophthong and diphthong
  - d. Short and long
13. Cardinal vowels
  - a. Theory and limitation
  - b. Primary and secondary
  - c. Symbols, recognition and production
14. Stops
  - a. Three stages or phases
  - b. Stops without onset and stops without release
  - c. Nasally released, laterally released, and orally released stops
  - d. Aspiration and affrication
15. Force of articulation: Fortis vs lenis, tense vs lax
16. Coarticulation: Secondary articulation, double articulation
17. Suprasegmental features: Pitch, stress, length, and intonation

18. Syllable: Definitions, structure, division, types
19. Diacritic marks
20. Experimental Phonetics: A survey of articulatory and acoustic techniques

UNIT II. Phonology

1. Phonetics and phonology: Distinction between the two
2. Phonemic analysis: Aims, functions, principles, and procedures
3. Minimal and sub-minimal pairs
4. Different views of the phoneme
5. Phonemic overlapping: Partial complete
6. Distinctive and redundant features
7. Trubetzkoy's theory of distinctive oppositions
8. Generative phonology
9. Exercises on phonemic analysis

Evaluation

Written examination: 100%

Recommended Books

- Abercrombie, David. Elements of General Phonetics
- Fudge, Erik C. (ed.) Phonology. England: Penguin Books. 1973.
- Heifener: General Phonetics
- Hyman, Larry M. Phonology: Theory and Analysis. New York: Holt, Rinehart & Winston. 1975.
- Kingdon. The Groundwork of English Stress
- Kingdon. The Groundwork of English Intonation
- Ladefoged, Peter. A Course in Phonetics. New York: Harcourt Brace Javanovich. 1975.

O'Conner, J.D. Phonetics. England: Penguin Books. 1973.

Schane, Sanford A. Generative Phonology. Englewood Cliffs, N.J.:  
Prentice-Hall. 1973.

#### Reference Books

Abercrombie, David. Studies in Phonetics and Linguistics. London: OUP.

Chomsky, Noam and Halle, Morris. The Sound System of English. N.Y.:  
Harper & Row. 1968.

Gimson, A.C. An Introduction to the Pronunciation of English. London:  
Edward. Arnold. 1962. (ELBS, 1970)

Gimson, A.C. A Practical Course of English Pronunciation.

Jones, Daniel. An Outline of English Phonetics. London: CUP. 1920  
Indian Edition.

Jones, Daniel. The Pronunciation of English. Delhi: Blackies Son.

Lyons, John (ed.). New Horizons in Linguistics. England: Penguin  
Books. 1970.

O'Conner, J.D. and Arnold, G.F. Intonation of Colloquial English.  
London: Longman, 1961.

Pike, Kenneth L. Phonetics. Ann Arbor: Univ. of Michigan Press. 1943

Pike, Kenneth L. Phonemics. Ann Arbor: Univ. of Michigan Press. 1967

Pike, Kenneth L. Exercises on Phonemic Analysis.

Searle, Chomsky's Revolution in Linguistics.

Tibbits. A Phonetic Reader for Foreign Learners of English.

Tibbits. English Stress Patterns: Practice Material.

Ward. The Phonetics of English.

Wells and Colson: Practical Phonetics.

Hale, Austin. Resume of Pike's Phonemics for Classroom Use.

Keeler, C. A Handbook of Experimental Phonetics.

Kansakar, T.R. British Approach to Teaching of Phonetics. Occasional  
Papers of Humanities and Social Sciences. Vol. I No. 1

Smalley, William. Phonetic Work Book.

Gleason, H. A. Workbook on Descriptive Linguistics.

English (M. E. C.)

1. Phonetics and Phonology
2. Syntactic Theory
3. Applied Linguistics
4. Teaching English as a Foreign language.
5. Poems:
  - a. The Marriage of True Minds : William Shakespeare
  - b. Song: John Donne
  - c. Worldly Vanity: John Dryden
  - d. The Tiger : William Blake
  - e. Strange Fits of Passion Have I Known : William Wordsworth
  - f. To Autumn : John Keats
  - g. To a Skylark : Percy Bysshe Shelly
  - h. Tears, Idle Tears : Lord Tennyson
  - i. Journey of the Magi : T.S. Eliot
  - j. The Indian to His Love : W.B. Yeats
  - k. And Death Shall Have No Dominion: Dylan Thomas
  - l. Stopping by Woods on a Snowy Evening: Robert Frost.
  - m. The unknown Citizen : W.H. Auden.

Evaluation

Written examination : 100%

Recommended Books

1. Golding, W. The Lord of the Flies. London: Faber. 1954
2. Shaw, G.B. Arms and the Man. Delhi: Orient Longman.
3. Jopson, R.W. (ed.) The Short Stories of the Twentieth Century. London: Longman. 1949. ✓  
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4. Brander, L.(ed). The Way we We Go. London: OUP. 1956.
5. Murdoch, David(ed). The Siren's Song. New Delhi: Orient Longman. 1971. ✓  
Wesley

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#### 4. METHODS OF TEACHING ENGLISH

(B.Ed.)

Full Marks:-100

Theory

This course deals with the theory, methods and techniques of teaching English as a foreign language. Practice is centred on the application of teaching methods and materials as they may be used in conjunction with the English text-books prescribed for secondary schools in Nepal.

#### Objectives

On completion of this course the students will be able to:

- a. understand the ELT situation in secondary schools in Nepal;
- b. understand the various approaches, methods and techniques common in language teaching and put those into practice in the class room situation;
- c. teach different language skills using different visual aids in secondary schools in Nepal.

SYNTACTIC THEORY

(M.A.)

Full Marks: 100

Theory

This course makes diachronic survey of the major theories of syntax.

Objectives

After the completion of this course, the prospective teacher will be able to:

- a. will be acquainted with the major theories of syntax;
- b. will have a deeper understanding of the rules of English grammar.

Contents

- I. Traditional Grammar
- II. Structural Grammar
- III. Transformational Generative Grammar
- IV. Case Grammar
- V. Systemic Grammar

Contents in Detail

UNIT I. Traditional Grammar

1. Its philosophical origins
2. Greek grammar
3. The Roman period
4. The medieval period
5. The renaissance and after

6. Panini & his school
7. Comparative philology
8. Scholarly grammars
9. School grammars

UNIT II. Structural Grammar

1. Basic Saussurean distinctions
  - a. Speech vs writing
  - b. Descriptive vs prescriptive
  - c. Synchronic vs diachronic
  - d. Langue and parole
  - e. Paradigmatic and syntagmatic relations
2. Morphology and syntax
  - a. Definitions and relationship
  - b. Morph, morpheme, allomorph, their types and class
  - c. Principles and techniques of morphemic analysis
  - d. Inflection and derivation
  - e. Types of syntactical constructions
  - f. IC analysis
  - g. Kinds of syntactical linkage
  - h. Morphophonemics and types of alternation

UNIT III. Transformational-Generative Grammar

1. Chomsky
  - a. Syntactic structures
  - b. Aspects of the theory of syntax
  - c. Later development

UNIT IV. Case Grammar

1. Basic concepts
  - a. Syntactic function
  - b. Morphological form
  - c. Semantic role



UNIT V.     Systemic Grammar

1. Levels of Language
2. Chain and Choice
3. Structure
- ~~4. Unit~~
5. Rank
6. System

Evaluation

Written examination: 100%

Recommended Books

Lyons, John, Introduction to Theoretical Linguistics. London: CUP. 1966

Bach and Harms (ed.) Universals in Linguistic Theory. (Article by  
Fillmore: The case for case).

Chomsky, Noam. Syntactic Structure.

Chomsky, Noam. Aspects of the Theory of Syntax. Massachusetts:  
MIT Press. 1965.

Lyons, John Chomsky. G.B.: Fontana. 1970.

Berry, Margaret. Introduction to Systemic Linguistics: 1 Structure  
and Systems. London: B.T. Batsford. 1975.

Hockett, Charles F. A Course in Modern Linguistics. N.Y.: MacMillan  
1958. (Indian Edition).

Jacobs, R.A. & Rosenbaum, R.S. English Transformational Generative  
Grammar.

Reference Books

Allen J. P. B. and Pit Corder S. (ed.) Edinburgh Course in Applied  
Linguistics. London: OUP. 1975. Vol. 2.

Palmer, Frank. Grammar. England: Penguin Books. 1971.

- Sapir: Language. London: Hart-Davis, Macgibbon. 1963.
- Bloomfield, Leonard. Language. London. 1955. (Indian Edition, 1964).
- Halliday, M.A.K. Categories of the Theory of Grammar.
- Hale, Austin & Manandhar, T.L. Case and Role in Newari. (CNAS).
- Lester, Mark. Introduction to English Transformation Grammar.
- Halliday & Hasan. Cohesion in English.
- Grinder & Elsin. Guide to Transformational Grammar: History, Theory & Practice.
- Housholder, Fred W. Syntactic Theory I. England: Penguin Books. 1977.
- Austerlitz et al (ed.) Readings in Linguistics. Chicago: University of Chicago Press. 1966.
- Vicki, Abdolky. Case Grammar of English.

### 3. APPLIED LINGUISTICS

Full Mark: 100

100%

This is an introductory course on Applied Ling.  
specially geared to the teaching of English in Nepal.

#### Objectives.

On completion of this course the students will  
be able to

- a. understand the scope and techniques of applied linguistics, and the applications of linguistics to language teaching
- b. be acquainted with the problems involved in the teaching of English to the Nepali learners

#### Contents

- I. Scope of applied linguistics
- II. Contrastive analysis
- III. Error analysis
- IV. Stylistics
- V. Discourse Analysis
- VI. Course designing
- VII. Linguistics and the English Language Teaching in Nepal.

#### Contents in Detail

##### UNIT I. Scope of Applied Linguistics

1. Linguistics and psychology
2. Linguistics and sociology
3. Linguistics and speech pathology

4. Linguistics and translation engineering
5. Linguistics and literature teaching
6. Linguistics and language teaching

UNIT II. Contrastive analysis

1. Basic assumptions of contrastive analysis
  - a. differences between learning L<sub>1</sub> and L<sub>2</sub>
  - b. theory of transfer: positive and negative
2. Some theoretical approaches to contrastive analysis
3. Relevancy of contrastive analysis to language teaching
4. Limitations of contrastive analysis

UNIT III. Error analysis

1. Stages of error analysis: Recognition, description and explanation of errors
2. Use of error analysis: theoretical and practical uses
3. Stages of error: presystematic, systematic and postsystematic errors
4. Error distinction:
  - a. Receptive vs expressive
  - b. overt vs covert
  - c. group vs individual

UNIT IV. Stylistics

1. An approach to stylistic analysis
2. Other approaches
  - a. Halliday

- b. Sinclair
- c. Leech
- d. Jakobson
- e. Levin
- f. Thorne

3. Practical work

UNIT V. Discourse Analysis

- 1. The system of analysis
- 2. Recent developments

UNIT VI. Course designing

- 1. Factors to be considered in course designing
- 2. Format of the course
- 3. Selection and gradation of teaching items
- 4. Linear and spiral syllabuses
- 5. Practical work:
  - a. Analysis of the existing English courses
  - b. Construction of model English courses

UNIT VII. Linguistics and the English Language Teaching in Nepal.

- 1. Contrastive analysis of English and Nepali phonologies and its pedagogic applications
- 2. Contrastive analysis of some aspects of English and Nepali grammar and its pedagogic applications
- 3. Contrastive analysis of some aspects of English and Nepali semantics and its pedagogic application.
- 4. Practical work on error analysis and its pedagogic applications

Evaluation

Written examination:

Recommended Books

Allen, Harold B. (ed). Readings in Applied Linguistics.

New York: Appleton-Century-Crofts. 1958. (Indiana  
Edition, 1971)

Allen, JPB & Pit Corder, S. The Edinburgh Course in Applied  
Linguistics. London: OUP. 1973. Vol. 3

Di Pietro. Language Structure in Contrast.

Contrastive Linguistics. Georgetown

University Monograph Series. Vol. 21.

Lado, Robert. Linguistics across Culture.

Pit Corder, S. Introducing Applied Linguistics. England:

Penguin Education. 1973.

Wilkins, DA. Linguistics in Language Teaching.

London: Edward Arnold. 1972. (ELBS, 1976)

Wilkins, DA. Notional Syllabuses.

Sinclair, Coulthard. Towards an Analysis of Discourse. London:

OUP. 1975.

Reference Books

Crystal, D. Linguistics. England: Penguin Books. 1971.

Fraser & O' Donnell. Applied Linguistics and the Teaching of  
English. London: Longman. 1969.

Halliday, MAK,

McIntosh, Angus & The Linguistics Sciences and Language

Stevens, P. Teaching. London: Longman. Longman: 1964. (ELBS, 1970)

Kulmar. Grammatical Patterns of English and German.

Moulton, WG. The Sounds of English and German. Chicago:

University of Chicago. 1968

Nickel, Gerhard. Papers in Contrastive Linguistics. London:  
CUP, 1971.

Richards, J. Error Analysis. London: Longman. 1974,

Sthapit, SK. English, Nepali, and Newari: A comparison and  
its pedagogic Applications. Ph.D. Thesis. Poona  
University

Weing, Reich. Language in Contact.

Van EK, J (ed) The Threshold Level for Modern Language Learning  
in Schools. London: Council of Europe. 1976.

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Full Marks: 100

Theory

This course deals with recent theories of language learning teaching and various activities concerning the teaching of English at an advanced level.

Objectives

On completion of this course the students

- a. will have an insight into recent theories of language teaching
- b. will be able to teach different language skills at an advanced level
- c. will be able to construct and use audio-visual aids in language teaching
- d. will be able to construct different test items
- e. will have an understanding of the concept of ESP.

Contents

- |           |  |
|-----------|--|
| UNIT I.   | Analysis of theories of language learning/teaching |
| UNIT II.  | Use and construction of Audio-visual aids          |
| UNIT III. | Teaching the language skills at higher level       |
| UNIT IV.  | Testing the language skills at higher level        |
| UNIT V.   | English for specific Purposes                      |
| UNIT VI.  | Lesson Planning                                    |

Contents in Detail

- |         |   |
|---------|---|
| UNIT I. | <u>Analysis of theories of language learning/teaching</u> |
|         | 1. Inductive vs deductive                                 |
|         | 367   |
|         | 2. Cognitive code learning vs the audio-visual approach   |



3. The silent way
4. Techniques & procedures: strip story. Community language learning, suggestopedia, coaching. learning language via drama, Role playing and simulation.

UNIT II. Use and construction of Audio-visual aids.

1. Visual aids
  - a. Construction and use of flash cards, wall charts, match-stick figures, flannel graph, magnet board, tops, clocks, posters, puppets
  - b. black board and white board techniques
  - c. use of the overhead projectors
  - d. use of slide and film projectors
2. Audio-aids
  - a. use of games, songs and rhymes
  - b. use of the tape recorder
  - c. language laboratory techniques that can be used with tape recorder

UNIT III. Teaching the language skills at high level

1. Teaching of speech
  - a. communicative competence
    - definition
    - why it is necessary
    - methods by which it may be achieved
2. Listening comprehension
  - a. goal
  - b. general principles in teaching listening comprehension

- c. practice in listening comprehension
  - format and presentation of exercise

### 3. Teaching of reading

- a. purpose and procedures
- b. Selection of the reading text and some primary considerations
- c. Intensive reading:- its major objectives  
lesson organization for a class in reading-  
checking comprehension questions meaning and  
pronunciation of new words- what to teach and  
how to teach two major concerns in teaching  
vocabulary-intensive study of grammar patterns  
for recognition-worked study-read and look up  
technique-dictionary exercises-speed reading  
guessing meaning from context.
- d. Extensive reading:- its objectives-two major  
problems of extensive reading; selecting  
reading material and getting the students  
to the reading-the SQ3R techniques: the  
techniques of Survey, Question, Read, Recite  
and Review

### 4. Teaching of writing

- motives and objectives-techniques and procedures
- compositions-controlled composition-semi-controlled composition-controlled composition-semi-controlled composition-its techniques-free composition.

5. Programmed learning

- a. theories behind it
- b. how to construct programmes.
- c. practice in programme construction
- d. usefulness and limitations of programmed instruction

UNIT IV. Testing the language skills at higher level

- a. Why test ?
- b. Types of tests
- c. Cloze test
- d. criteria of tests
  - reliability, validity, administrability, scorability, backwash
- e. Test items on different language skills  
(Practice in construction of test items with special emphasis on multiple choice items and questions requiring short and long answers)

UNIT V. English for specific purposes

- a. What is ESP?
- b. Why ESP?
- c. Taxonomy of ESP
- d. Language content
- e. Communicative purpose

UNIT VI. Lesson planning

- a. Sample lesson plans for teaching at higher level

Evaluation

370

Written examination: 100%

Recommended Books

- Bright, J. & McGregor, G.P. Teaching English as a second Language.  
London: Longman. 1970.
- Christophersen, P. Second Language Learning. England: Penguin  
Education. 1973.
- Grattegno, C. Teaching Foreign Language in School. Re Sillont  
Way. MNew York: 1963.
- Heaton, J.B Writing English Language Tests. London: Longman. 1975.
- Mackey, R & Mountford, A English for Specific Purposes. London:  
Longman. 1976..
- Rivers, W.M. Teaching Foreign Language Skills. Chicago: University  
of Chicago Press. 1968.
- Rivers, W.M & Temperly. A Practical Guide to the Teaching of  
English
- Wright, A. Visual Materials for Language Teacher. London:  
Longman. 1976.

Reference Books

- Billows, F.L The Techniques of Language Teaching. London:  
Longman; 1961.
- Byrne, D. Wall Pictures for Language Practice. London: Longman.  
1976.
- Dakin, J. The Language Laboratory and Language Learning.  
London: Longman. 1961.
- Dakin, J. Songs and Rhymes. London: Longman. 1968.
- Grattegno, E. The Common Courses of Teaching Foreign Languages.  
New York. 1961.
- Hill & Fielden. English Teaching Games for Adult Learners.  
Golden English for Specific Purposes
- Stratens, F. New Orientation in the Teaching of English.

## **APPENDIX E.**

### **LIST OF ESL APPROACHES AND METHODS**

Table 4.1. Approaches and Methods—an Overview (adapted from Nunan, 1989).

	Theory of language	Theory of learning	Objectives	Syllabus
<i>Audiolingual</i>	Language is a system of rule-governed structures heirarchically arranged.	Habit formation: skills are learned more effectively if oral precedes written; analogy not analysis.	Control of structures of sound, form, and order, mastery over symbols of the language; goal: native-speaker mastery.	Graded syllabus of phonology, morphology, and syntax. Contrastive analysis.
<i>Total Physical Response</i>	Basically a structuralist, grammar-based view of language.	L2 learning is the same as L1 learning: comprehension before production, is "imprinted" through carrying out commands (right brain functioning); reduction of stress.	Teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers.	Sentence-based syllabus with grammatical and lexical criteria being primary, but focus on meaning not form.
<i>The Silent Way</i>	Each language is composed of elements that give it a unique rhythm and spirit. Functional vocabulary and core structure are a key to the spirit of the language.	Processes of learning a second language are fundamentally different from L1 learning. L2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness then active trial.	Near-native fluency, correct pronunciation, basic practical knowledge of the grammar of the L2. Learner learns how to learn a language.	Basically structural lessons planned around grammatical items and related vocabulary. Items are introduced according to their grammatical complexity.
<i>Community Language Learning</i>	Language is more than a system for communication. It involves whole person, culture, educational, developmental communicative processes.	Learning involves the whole person. It is a social process of growth from child-like dependence to self-direction and independence.	No specific objectives. Near-native mastery is the goal.	No set syllabus. Course progression is topic-based; learners provide the topics. Syllabus emerges from learners' intention and the teacher's reformulations.
<i>The Natural Approach</i>	The essence of language is meaning. Vocabulary not grammar is the heart of language.	There are two ways of L2 language development: "acquisition"—a natural subconscious process, and "learning"—a conscious process. Learning cannot lead to acquisition.	Designed to give beginners and intermediate learners basic communicative skills. Four broad areas: basic personal communicative skills (oral/written); academic learning skills (oral/written).	Based on selection of communicative activities and topics derived from learner needs.
<i>Suggestopedia</i>	Rather conventional, although memorization of whole meaningful texts is recommended.	Learning occurs through suggestion, when learners are in a deeply relaxed state. Baroque music is used to induce this state.	To deliver advanced conversational competence quickly. Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding not memorization.	Ten unit courses consisting of 1,200 word dialogues graded by vocabulary and grammar.
<i>Communicative Language Teaching</i>	Language is a system for the expression of meaning; primary function—interaction and communication.	Activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.	Will include some/all of the following: structures, functions, notions, themes, tasks. Ordering will be guided by learner needs.

<i>Activity types</i>	<i>Learner roles</i>	<i>Teacher roles</i>	<i>Roles of materials</i>
Dialogues and drills, repetition and memorization, pattern practice.	Organisms that can be directed by skilled training techniques to produce correct responses.	Central and active teacher dominated method. Provides model, controls direction and pace.	Primarily teacher oriented. Tapes and visuals, language lab often used.
Imperative drills to elicit physical actions.	Listener and performer, little influence over the content of learning.	Active and direct role 'the director of a stage play' with students as actors.	No basic text; materials and media have an important role later. Initially voice, action, and gestures are sufficient.
Learner responses to commands, questions, and visual cues. Activities encourage and shape oral responses without grammatical explanation or modelling by teacher.	Learning is a process of personal growth. Learners are responsible for their own learning and must develop independence, autonomy, and responsibility.	Teachers must (a) teach (b) test (c) get out of the way. Remain impassive. Resist temptation to model, remodel, assist, direct, exhort.	Unique materials: colored rods, color coded pronunciation and vocabulary charts.
Combination of innovative and conventional. Translation, group work, recording, transcription, reflection, and observation, listening, free conversation.	Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.	Counselling/parental analogy. Teacher provides a safe environment in which students can learn and grow.	No textbook which would inhibit growth. Materials are developed as course progresses.
Activities allowing comprehensible input, about things in the here-and-now. Focus on meaning not form.	Should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication.	The teacher is the primary source of comprehensible input. Must create positive low-anxiety climate. Must choose and orchestrate a rich mixture of classroom activities.	Materials come from realia rather than textbooks. Primary aim is to promote comprehension and communication.
Initiatives, question and answer, role play, listening exercises under deep relaxation.	Must maintain a passive state and allow the materials to work on them (rather than vice-versa).	To create situations in which the learner is most suggestible and present material in a way most likely to encourage positive reception and retention. Must exude authority and confidence.	Consists of texts, tapes, classroom fixtures, and music. Texts should have force, literary quality, and interesting characters.
Engage learners in communication, involve processes such as information sharing, negotiation of meaning and interaction.	Learner as negotiator, interactor giving as well as taking.	Facilitator of the communication process, participants' tasks, and texts; needs analyst, counsellor, process manager.	Primary role in promoting communicative language use; task-based materials; authentic.

**APPENDIX F.**

**IN-SERVICE TRAINING MODULES,  
PEDP PROJECT**



# I. Vocabulary Practice

Name \_\_\_\_\_

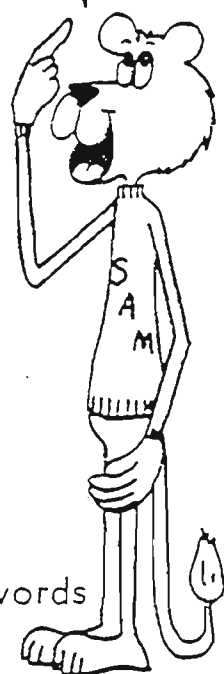
Skill: Vocabulary;  
complete sentence:

## Your Name

Print the letters of your name down the ladder. See who words you can write across using the letters of your name.


w	a	s	
	b	a	t
		m	a
		n	

For example..



Now make two sentences. Use at least two words you made above.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

# MALE, FEMALE OFFSPRING



Animals as well as humans have different names for the male, female and children. Can you fill in the gaps in this table?

Animal	Male	Female	Child
Human	Man	Woman	
deer		doe	
	hen		chicken
lions	lion		
rabbit	buck		
		mare	foal
whale			calf
cattle		cow	
geese		goose	
elephant		cow	
seal			cub
	tiger		
goat			kid

## SOUNDS MADE BY CREATURES

Animal	Sound	Animal	Sound
	bellow		whinny
donkey		turkey	
fowl			buzz
	chatter	duck	
	croak		whistle
pig		horse	
	purr		roar
elephant			



It is one thing to "read" a story i.e. say and recognise words but quite another to obtain meaning. Many children in Nepal do not know what a giraffe is. The story is culturally inappropriate especially in remote regions of Nepal

## Giraffe Finds a Job

Read the story.

Once there was a giraffe who wanted to work. He looked and looked for a job.

But all the people said, "Come another day. We have no jobs that you can do!"

Giraffe tried to drive a truck. But he could not do that. His neck was too long. His head stuck out of the top of the truck.



"I'll have to get another job," he said.

Giraffe tried to be a teacher. But he could not do that. His neck was too long. He could not get in the door.



"I'll have to get another job," he said.

Giraffe tried to be a cook. But he could not do that. His neck was too long. He could not see what was in the oven. Are ovens



"I'll have to get another job," he said. "But I don't think I'll find one. I don't think there is a job I can do."

Poor Giraffe cried as he walked down the street. He met a little rabbit by a big old house. The rabbit was crying too.

Reading a story: recognizing vocabulary

Are the words in the boxes intended to be used in a separate lesson as sight vocabulary, parts of speech etc?

"Why are you crying?" asked Rabbit.

"Because i can't find a job I can do," said Giraffe. "And why are you crying?"

"Do you see that big old house?" said Rabbit. "I have to paint it. But I can't get up to the top of the windows: I can't get up to the top of the doors. I am too small to paint a big old house."

"I'll help you," said Giraffe. He bent his head down.

"Hop up on top of my head, Rabbit," said Giraffe. "I will lift you up to paint that big old house. I will not look for another job. We will be house painters together!"

And that's what they did!

---

Write answers to these questions in your notebook.

1. What jobs did Giraffe try to do?
2. Why couldn't Giraffe do the jobs?
3. What was Rabbit's job?
4. Why couldn't Rabbit paint the house?
5. How did Giraffe help Rabbit?



# A B C

Write these words in alphabetical order.

animal	chase	teeth	mouth
zoo	bear	yellow	tail
hayshed	whiskers	snow	fishbowl
kitten	escalator	dog	rabbit

These words would need substitutes in some areas of Nepal. If English is going to be taught then it should be appropriate to the child's needs.

- |         |          |
|---------|----------|
| 1 _____ | 9 _____  |
| 2 _____ | 10 _____ |
| 3 _____ | 11 _____ |
| 4 _____ | 12 _____ |
| 5 _____ | 13 _____ |
| 6 _____ | 14 _____ |
| 7 _____ | 15 _____ |
| 8 _____ | 16 _____ |

**Theme:** Animals  
**Focus:** Alphabetical order

**Suggestions for use:** Use as a further evaluation of children's understanding of dictionary skills.

*Culturally inappropriate*

WORD SEARCH FOR YEAR 4

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

ANTELOPE  
FROG  
JACKAL  
PORCUPINE  
\*

CHEETAH  
GAZELLE  
LION  
VULTURE

CROCODILE  
GIRAFFE  
OSTRICH  
WARTHOG

ELEPHANT  
GNU  
PELICAN  
ZEBRA

*This does not aid a communicative approach.*



## HABITAT

The habitat of an animal is \_\_\_\_\_

What is the habitat of these animals

monkey

seal

pelican

frog

cattle

whale

lion

zebra.



## GROUPS OF ANIMALS

In our list there are words which refer to collections of animals.  
What is a group of:

birds

horses

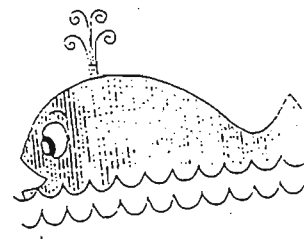
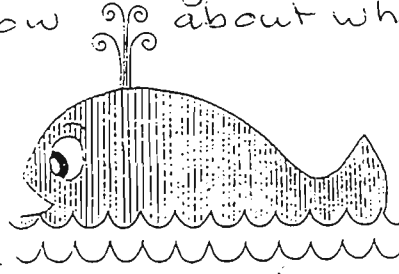
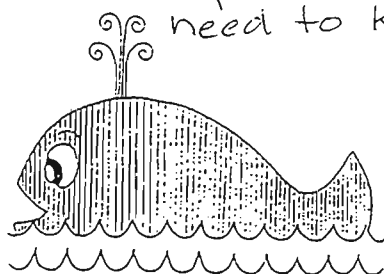
lions

monkeys

many different animals

Can you discover what a group of whales is? \_\_\_\_\_

Do Nepali children at grade 4 + 5 level  
need to know about whales?



## II. Grammar (Punctuation)

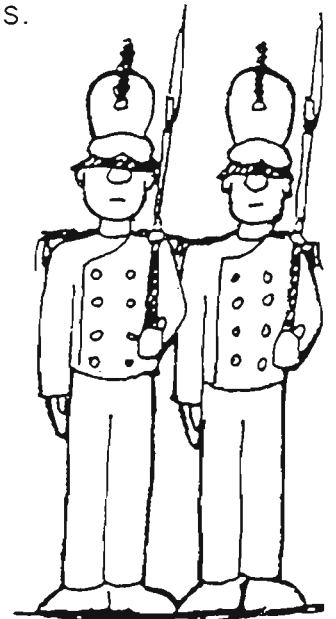
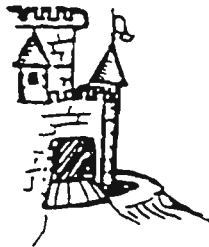
Full  
Skill: (periods)

Name \_\_\_\_\_

Here is a story about a prince and princess. Put in the • at the end of each sentence.

Once upon a time there was a prince and a princess. The prince lived in a big castle. The princess lived in the forest. She was the princess of the trees and flowers. The prince wanted to marry the princess. He wanted to live in the forest. He would be prince of the forest. He asked his mother and father if he could go. They said he could. So the prince and princess lived happily ever after.

Draw a picture of the prince and princess.



How many fullstops did you count in the story?

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CAPITALIZATION & PUNCTUATION



Noun

*This needs to be adapted to be relevant to the everyday environment of the (local) environment of the Nepali child.*

gardener	storyteller	opener	screwdriver	teacher
photographer	sharpener	heater	plumber	reader
farmer	firefighter	polisher	driver	beater

Write a word from the list beside the definition it matches.

someone who fights fires: \_\_\_\_\_

someone who drives a car: \_\_\_\_\_

someone who grows a garden: \_\_\_\_\_

someone who has a farm: \_\_\_\_\_

someone who tells stories: \_\_\_\_\_

someone who takes photographs: \_\_\_\_\_

someone who fixes blocked drains: \_\_\_\_\_

someone who teaches: \_\_\_\_\_

someone who reads books: \_\_\_\_\_

something that tightens screws: \_\_\_\_\_

something that opens a can of food: \_\_\_\_\_

something that heats a room: \_\_\_\_\_

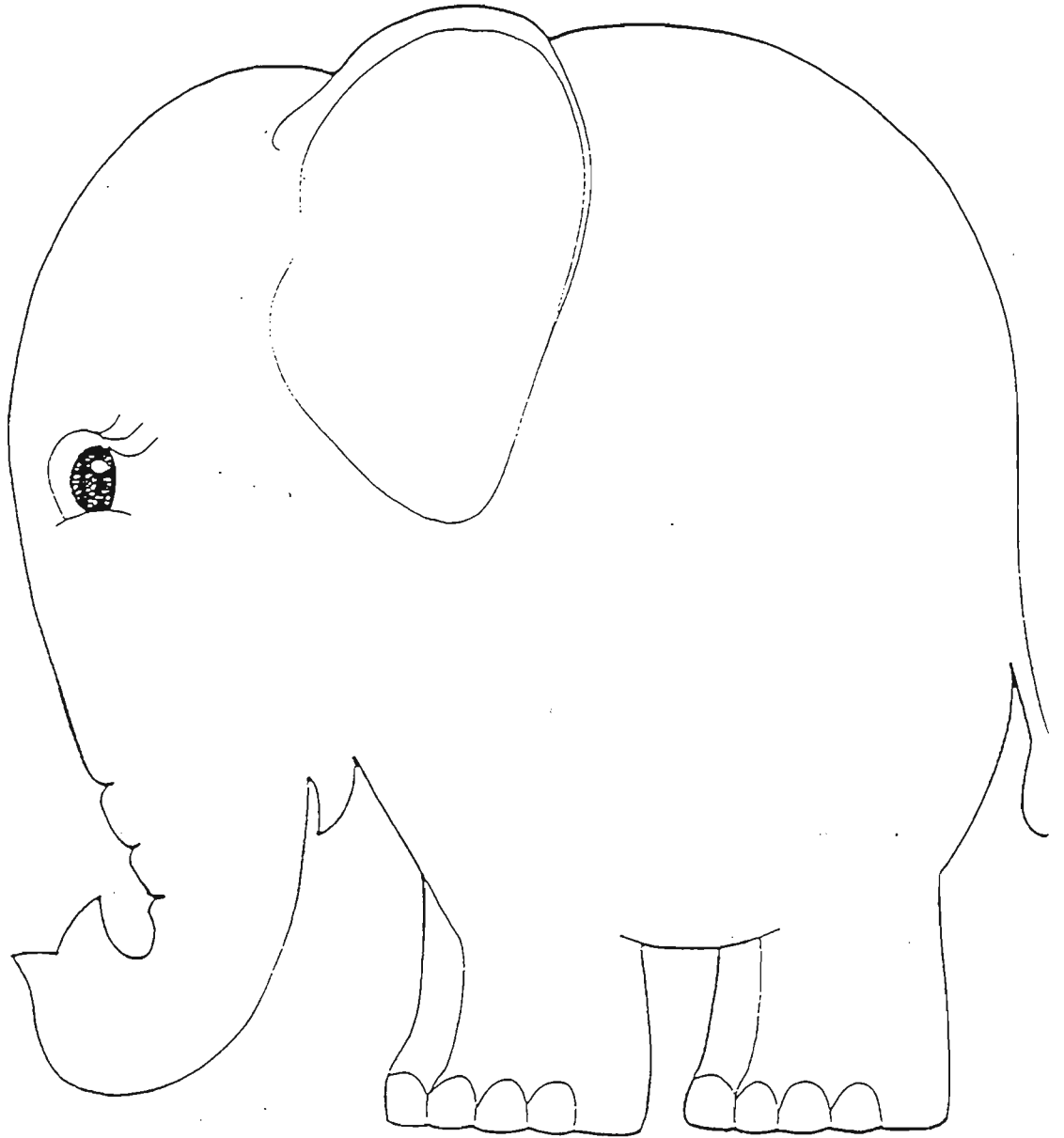
something that sharpens your pencil: \_\_\_\_\_

something that makes the floor shine: \_\_\_\_\_

something that beats eggs: \_\_\_\_\_

Naming words ending in "er"

This is a huge elephant



Find words to describe the elephant.  
Write them on the body.

\_\_\_\_\_

## Sentence joining

### Because

---

Complete these sentences.

1 Don't play in the rain because

---

2 Look out for cars because

---

3 Put your toys away because

---

4 Go to bed early because

---

5 Eat your breakfast because

---

Make up your own because sentence.

6 \_\_\_\_\_ because

---

---

**Theme:** Nonsense  
**Focus:** Cause and effect

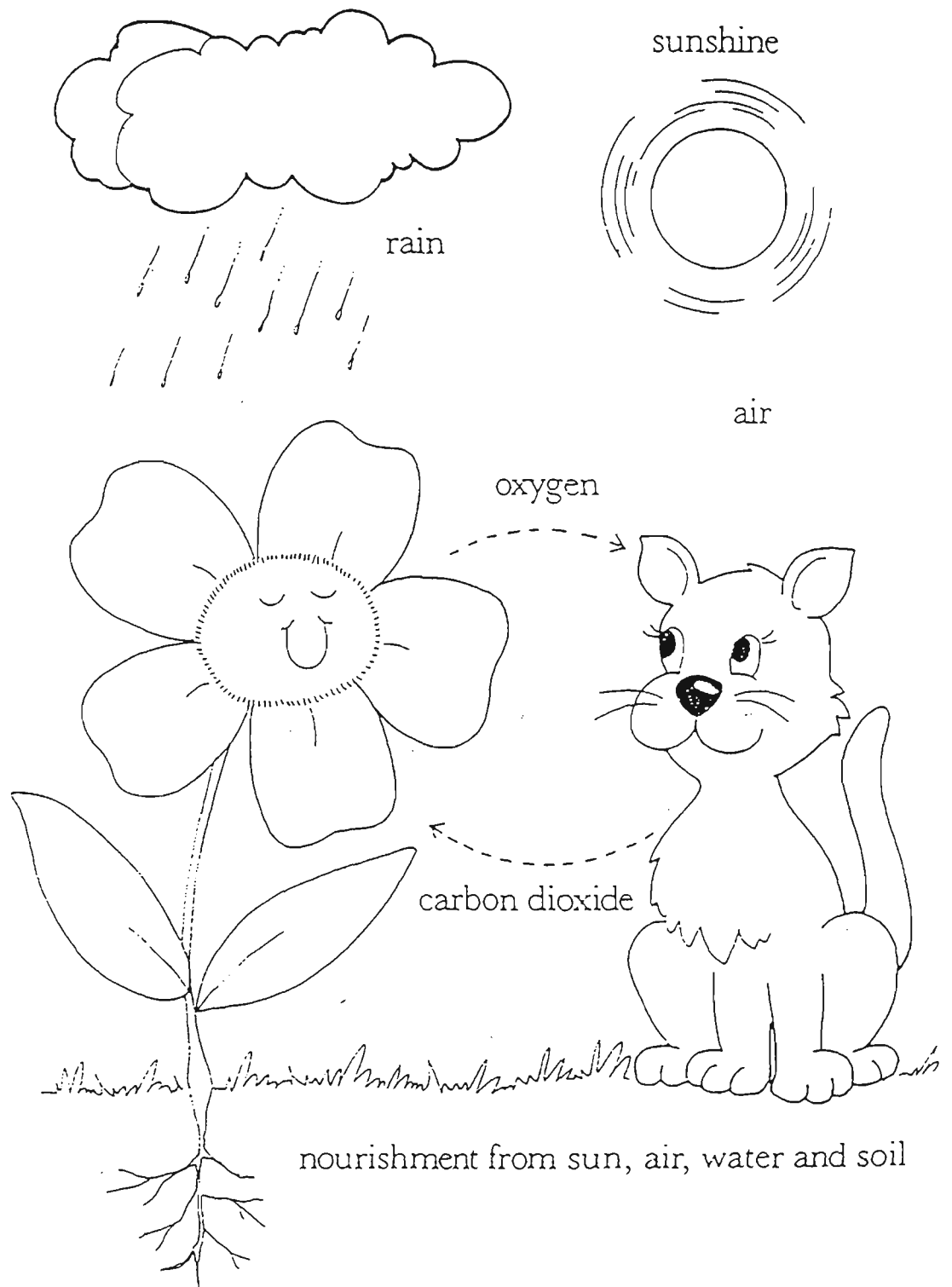
**Suggestions for use:** Discuss answers that would be nonsense and answers that would make sense.

# Spring

Write a paragraph describing Spring season.



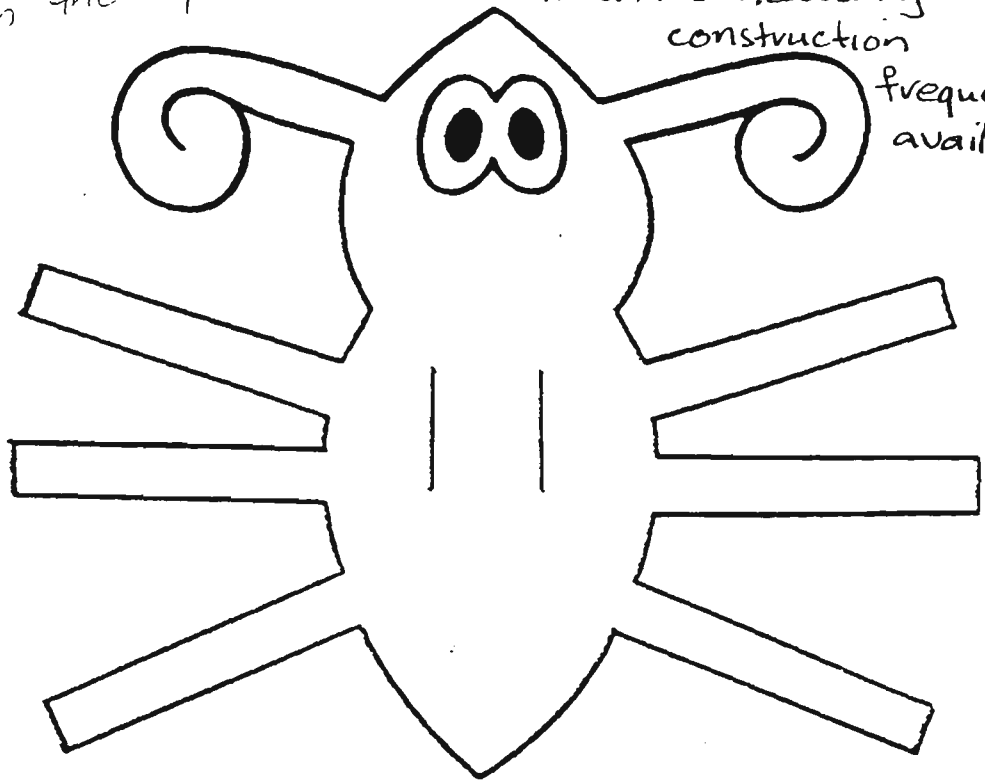
# Living together



# Butterfly

Totally inappropriate  
in the Nepali context.

Materials necessary for  
construction  
frequently  
available.



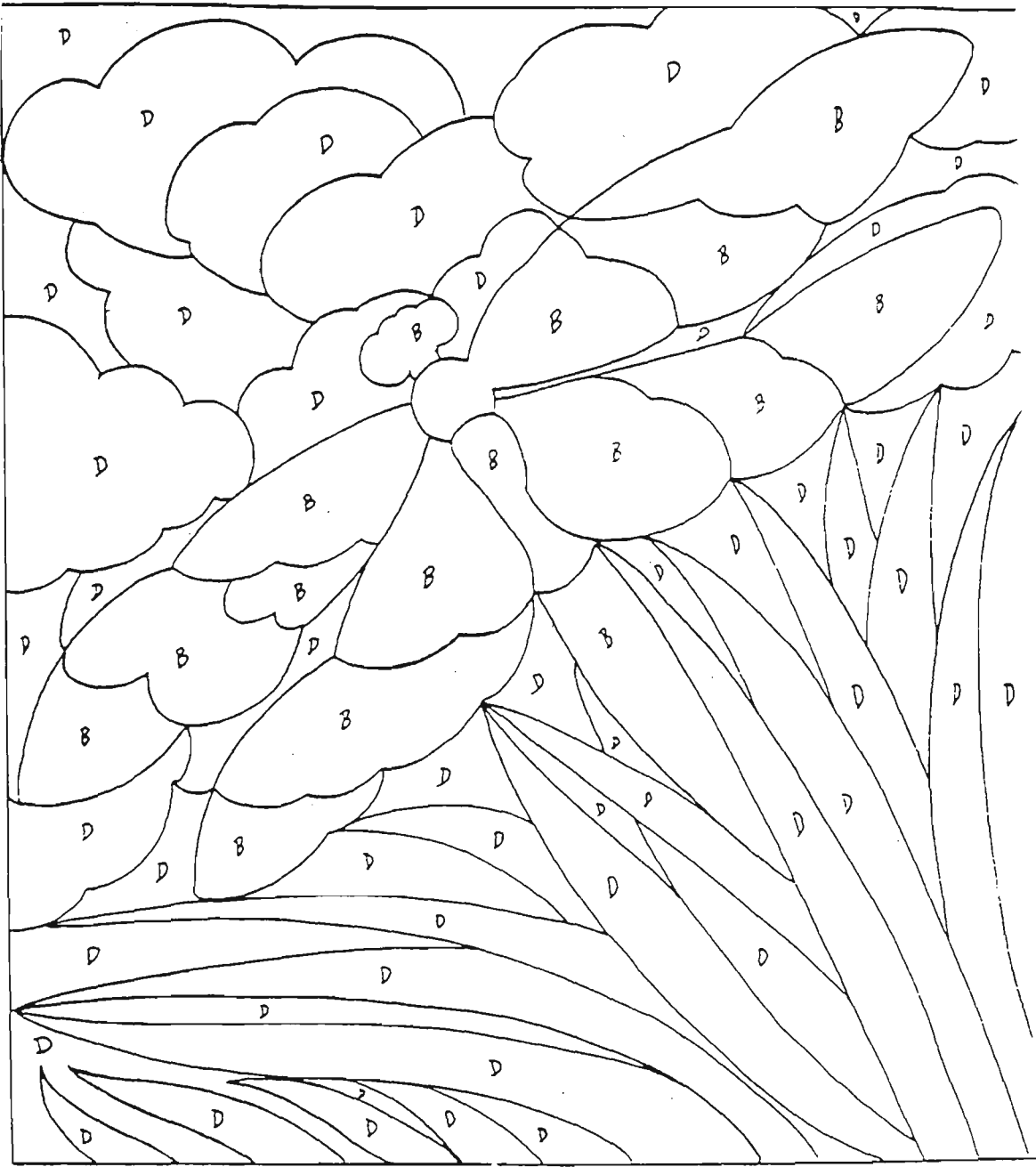
Make a paper fan and push it through the slits. Bend the legs down.

There's a lesson to be learnt here,  
From the butterfly, of change,  
And if you want to try it  
Then it's not hard to arrange.  
Just choose something about you  
That you'd like to leave behind  
And make yourself a promise  
Like a contract that's been signed.  
The only person better than you,  
That you will have to be

Is who you were just yesterday  
Not he, she, them or me.  
So spend some time in your cocoon  
Yes beauty must take time  
Gently, carefully changing you  
To what you have in mind.  
Just see ahead a butterfly  
A creature changed and new,  
And like the little caterpillar  
You'll become a bright new you.

Dragonflies are useful insects. They eat pesky insects like flies and mosquitoes.

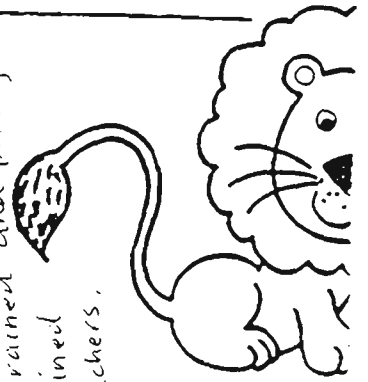
Colour all the spaces marked D to find the dragonfly.



This whole section is based on Thematic approach + is using material that is culturally appropriate to Nepal. Furthermore it is far too difficult for the Primary School experience of a native speaker of English. Let alone foreign language learners. It runs counter to the need of a situational or communicative approach. The new curriculum is written for a situational.

# CIRCUS SPELLING.

approach. This is likely to confuse untrained and poorly trained teachers.

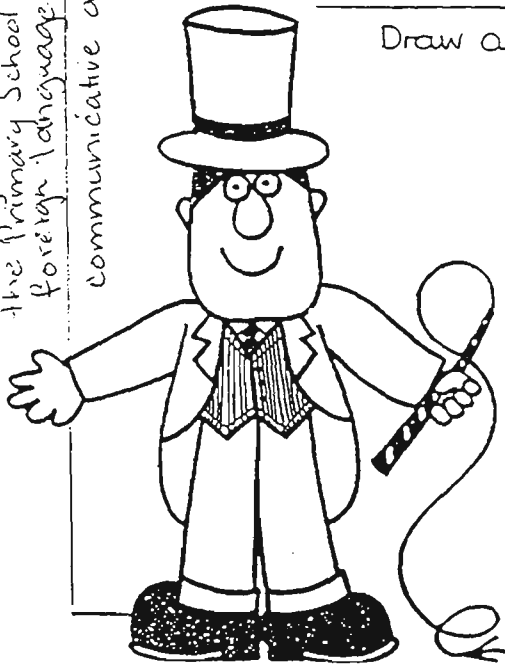


## Circus words.

Read this list of circus words. Ask about any words you do not know.

elephant	juggler	sword-swallower	
bigtop	lion-tamer	make-up	audience
performer	fire-eater	cage	balloon
clown	feathers	stallion	conjurer
trapeze	sequins	trainer	seal
lion	pony	dog	camel
sawdust	caravan	acrobat	cashier
ring-master	music	fanfare	rider
tightrope	strongman	ring	whip
tiger	monkey	costume	seat

Draw a picture to illustrate one circus word.





No2.

## CIRCUS SPELLING

Look at your list of circus words. Some of the words refer to circus people, some to circus animals, and the others refer to things that circus people might use.

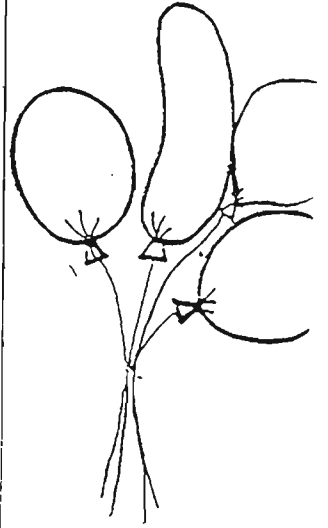
Write out the words in the space below. Make sure you put each word in its correct list. Check carefully that your spelling is correct.



animals



people



things.

### Circus spelling 3.

### Circus animals.

List words	Space A	Space B.	Space C.
elephant			<u>1 syllable</u>
tiger			
lion			
monkey			<u>2 syllables</u>
pony			
camel			
seal			
dog			<u>3 syllables</u>
stallion			

1. Look, study, cover, write and check each list word in space A
2. Re-arrange the words into alphabetical order in space B.
3. Write the words in their syllable parts in space C.



In the space below draw your favourite circus animal showing it doing its tricks. Write some sentences telling how you think the animals are trained to do these acts.





## Circus spelling 4. Circus animals (cont.)

### Singular and plural

There was one white pony and three black ponies in the circus parade.

Notice - The word pony (only one) ends with a 'y'. When we talk of ponies (more than one) the ending has changed. The 'y' has disappeared and changed to 'ies'.

Now you do these:-

#### Singular

pony  
lady  
fairy  
baby  
berry  
cherry

#### Plural

Now look at these.

The grey donkey followed the brown donkeys round the circus ring. In this case we made the plural by just adding an 's'. donkey - donkeys

The rule is :- if the noun ending in 'y' has a vowel (a, e, i, o, u) immediately before the 'y', then you make the plural by just adding an 's'.

Now do these :-

#### Singular

donkey  
monkey  
key

honey

#### Plural

There is no plural of honey unless using slang.

Change these to plural.

The lady with a monkey on her shoulder, rode on a white pony.

The circus donkey had a baby.

The clever monkey picked up the key.

The clown threw the jelly at the lady dressed as a fairy.





Write the names of  
10 more circus  
performers.

Circus Spelling NO.5.                     

Read this list of circus people

clown  
ring-master  
juggler  
lion-tamer  
fire-eater  
strongman  
sword-swallower  
trainer  
conjurer  
rider  
cashier

Study, cover, write and check the words in the space above.

clown, conjurer cashier.  
Write these three words in alphabetical order.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

What do these people do in the circus? Complete the sentences to explain what each person does.

A clown \_\_\_\_\_

A ring-master \_\_\_\_\_

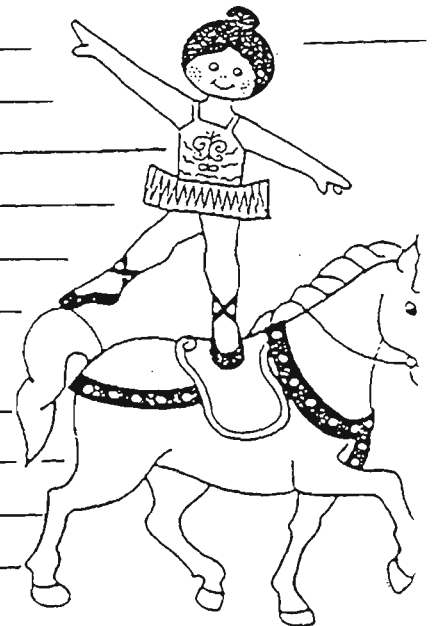
A juggler \_\_\_\_\_

A strongman \_\_\_\_\_

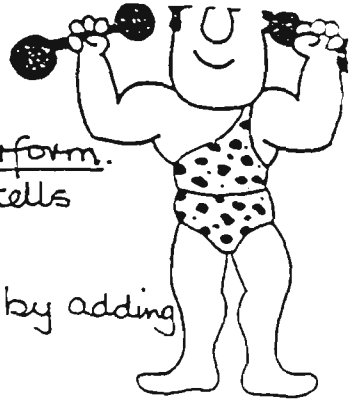
A cashier \_\_\_\_\_

A rider \_\_\_\_\_

A trainer \_\_\_\_\_



## Circus spelling NO 6. Circus people.



### Wordbuilding

I went to the circus to see the animals perform.  
The word 'perform' is an action word that tells what the animals do.

Make new words from the word 'perform' by adding the endings:- er, ing, ed, ance.

Write a sentence using one of your new words.

contortionist

illusionist

These two people might also work in a circus. What would they do?

A contortionist \_\_\_\_\_

An illusionist \_\_\_\_\_

Say briefly what these other "ist" people do.

hypnotist

ventriloquist

dentist

florist

artist

dramatist

somnambulist

motorist

physiotherapist



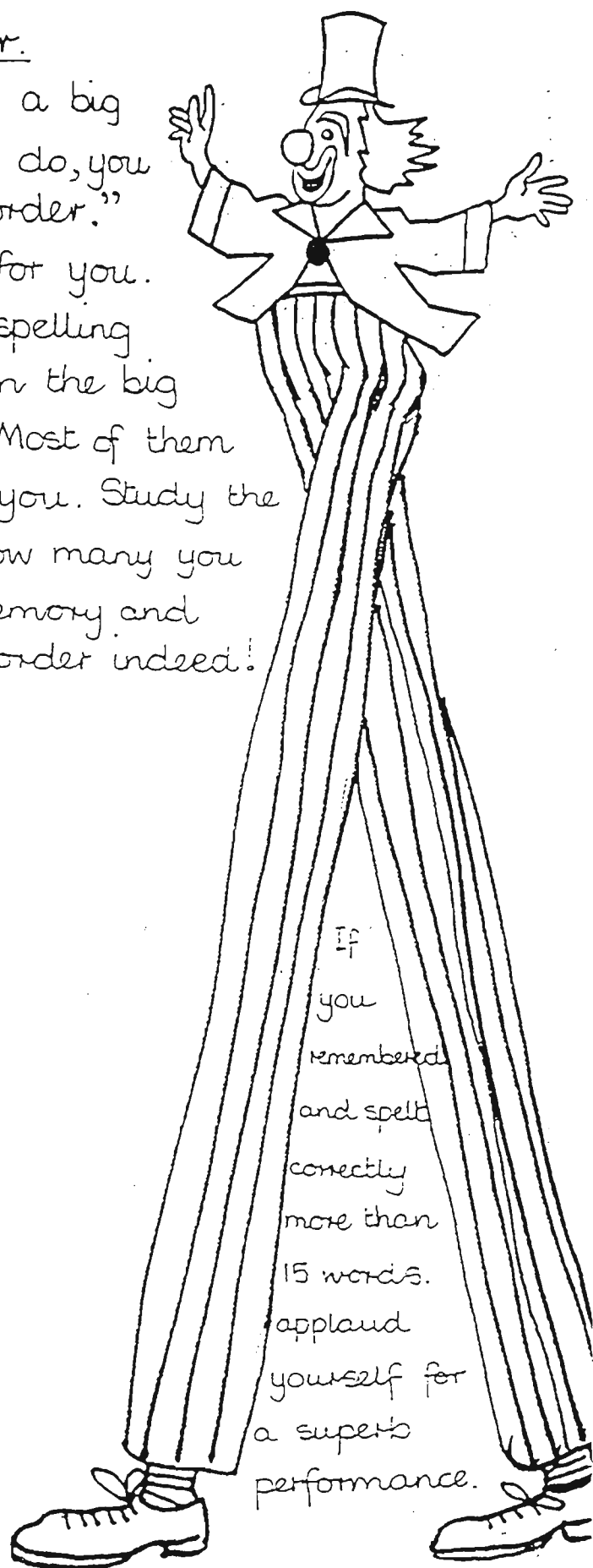
The audience <sup>is</sup> all the people who go to see the circus performance. Give one word for these groups of people. ① a group of people on one side in sport \_\_\_\_\_  
② a group of people who sing together \_\_\_\_\_  
③ a group of people who play musical instruments \_\_\_\_\_  
④ a group of people who act a play \_\_\_\_\_  
⑤ a group of people who worship in church \_\_\_\_\_

A tall order.

If someone gives you a big and difficult task to do, you might call it "a tall order."

Here is a tall order for you.

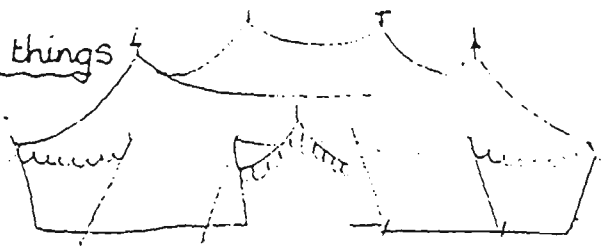
Turn back to circus spelling sheet NO 1. Read again the big list of circus words. Most of them will now be familiar to you. Study the words and then see how many you can write below, from memory and spelt correctly. A tall order indeed!



If  
you  
remembered  
and spelt  
correctly  
more than  
15 words.  
applaud  
yourself for  
a super's  
performance.

Circus spelling - No 7. Circus things  
 Carefully read the list of words.

tightrop  
 trapeze  
 sawdust  
 tightrope  
 feathers  
 sequins  
 caravan  
 music  
 make-up  
 cage  
 fanfare  
 ring  
 costume  
 balloon  
 whip  
 seat



3. Arrange in alphabetical order  
 sequins, sawdust, seat.

4. Which two list words cannot be  
 seen?

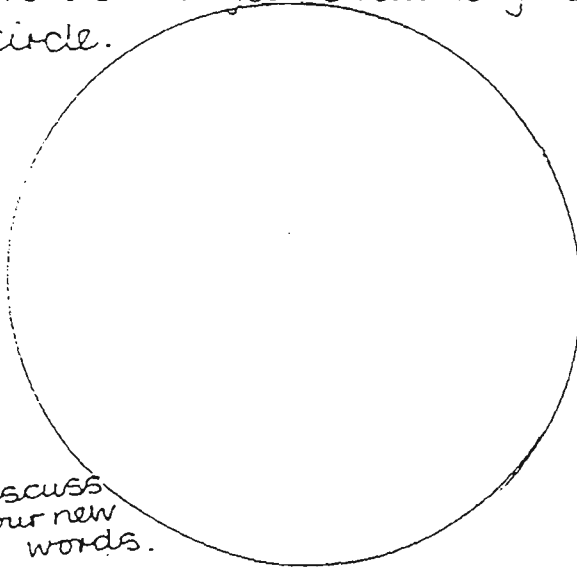
5. Write costume, feathers and sequins  
 in one sentence.

Study, cover and write each word in the space above.

Which list word means the same as circus? \_\_\_\_\_

6. Pick out and write the compound words from the list.

7. Circus means a circle. Find some more 'circ' beginning  
 words. Use your dictionary to help you. Write them in the  
 circle.



Discuss  
 your new  
 words.

8. Piccadilly Circus is a  
 famous place in London,  
 it is not where you go to see  
 clowns, performing animals  
 and trapeze artists. What  
 you think it might be?

**APPENDIX G.**

**NEW PRIMARY SCHOOL CURRICULUM**

**DRAFT PROPOSAL**



NOTE : *The moment you mention Grammar to a Nepali teacher they start quoting rules. Grammar is simply a*

1. By the end of Grade 4 Children will be able to speak and understand English in a limited set of school situations. They will have acquired the grammar and the vocabulary needed to function at a simple proficiency level in these situations. They will have learnt the English they need to cope with the Grade 5 curriculum. *description of what people do with language & using*  
*Not specific enough* *some cases are inaccurate one*
2. By the end of Grade 5 Children will be able to speak, understand and write English in a limited set of home and school situations. They will have acquired the grammar and the vocabulary needed to function at a simple proficiency level in these situations. They will have learnt the English they need to cope with the Grade 6 curriculum.
3. This curriculum is a specification of communicative functions with the grammar and vocabulary necessary for the deployment of these communicative functions. Lessons should be built up on the communicative functions and their associated grammar and vocabulary. *— sentence model, & sentence structure*
4. The order in which the communicative functions are presented is intended to reflect pedagogical sequencing.
5. *limit* It is recommended that teachers do not go far beyond the exponent of the communicative function specified for the Grade they are teaching.
6. The curriculum for Grade 4 (IV) is a prerequisite for the Grade 5 curriculum. The Specifications for Grade 5 therefore do not repeat the details provided in the Grade 4 curriculum.

*Terribly general  
& no specificity. Untrained  
& unconfident teacher  
would have trouble  
using*

This course is designed for Grade 4 and Grade 5 students at the primary level of education in Nepal who are beginning their study of the English language from scratch. It is designed with a view to catering to the immediate needs of these students and building a solid and sound foundation for their higher studies in a through English.

The broad aim of the course is to develop in students an ability to use English effectively by exposure to the language used in real life situations where children are using English as their mother tongue. At the same time the course is designed to enable learners to internalise the underlying system and structure of the language and to develop functional performance skills in it.

The course is a radical departure from the existing one in that it sets out to put into practice a functional notional approach to language learning and teaching. Unlike the existing course which aims at building grammatical competence in each of the four traditional skills of language, this course aims at developing well-integrated and comprehensive communicative competence on the part of the learners.

Communicative competence means the ability to communicate effectively, both productively and receptively. To develop this ability one has to have learned not only how to use a language correctly, but also how to use it appropriately. In addition, the learner has to develop a kind of pragmatic sensitivity that enables <sup>the learner</sup> her to understand not only what an expression means but also what communicative function serves.

The design of this curriculum is guided by the following basic principles:

1. Speaking and writing are different. Both are important.
2. Grammars are attempts to describe what native speakers say.
3. A language is made up of different sub-languages or dialects or varieties.
4. The language learner plays an active part in learning by generalising and being creative. *many words in different ways*
5. Where possible, language learning should be interactive or meaning-seeking reflecting genuine communication. *Most boys like football - By thinking about the language*
6. Learners do not normally have the necessary knowledge to talk about language. *You don't talk about grammar*
7. Reception and production need one another, but productive skills are more difficult in the early stages.

The INTRODUCTION is too technical. The level of English of most teachers will prohibit their understanding. You need simpler vocabulary and you need examples. At least the old curriculum used simpler vocabulary - all be it limiting

25. Lose the simplicity of the sentence -

Ask "What kind of a girl is she?"

Adjectives are absorbed by using them. We do not need the label.

Grammar for a native speaker: Capital letter, full stop, question mark, exclamation mark, comma, colon, semi colon, in parenthesis - Recognise - Able to write it in Y6 - Noun/adjective,

17.	Interpreting signs & pictures <i>adverb, phrase + clause difference, conjunctions, homonyms, synt. ant. compound words, abbreviations &amp; possessive introduced at grade 6.</i>	..	..	Display some signs and pictures and ask wh-questions about them like - i. What is this? ii. What is Ram/Sita doing in picture no 2?
18.	Interpreting tables	..	higher, value, currency, Indian etc.	Present a table of currencies and ask wh-questions like - i. Which currency has higher value, Nepali or Indian?
19.	Telling time	..	-	Draw a couple of clocks and ask wh-questions like - i. What's the time? ii. What time is it?
20.	Interpreting bills	Wh-question	rate, cleaning etc.	Show a bill and ask wh-questions like - i. What is the rate of cleaning a shirt?

No mention of development in note taking from Grade 4's simple start to Gr 5. I would have thought this would be a valuable exercise across the curriculum.

21.	Interpreting charts	..	more	present a chart and ask wh-questions like i. Who's got more children, Ram or Shyam?
22.	Interpreting Graphs <i>Very difficult. unless very simple</i>	..	greater, number	Draw a graph and ask wh-questions like - i. Which school has got greater number of girls? ii. Which school has got greater number of boys?
23.	Interpreting menus	..	menu, expensive, cheaper, mutton, chicken, etc	Present a menu of a hotel and ask wh-questions like - i. Which is more expensive, tea or coffee? ii. Which is <del>more</del> cheaper, mutton or chicken?
24.	Using abbreviations and contractions	Noun+Copula+Noun	a.m., p.m., Apr. Aug. Dec, Can't Don't, mustn't etc.	prescribe a set of abbreviations and contractions like - i. a.m., p.m. ii. Apr. Aug. Dec, etc

17.	Advising someone to do something/for something	Verb +Infinitive	feeling, well etc.	S1 : I'm not feeling well today. S2 : Go and see a doctor.
18.	compelling/forcing someone to do something/for someone	Subject+Modal +Verb+Adjunct Do+Negative+ Verb	must, keep, quiet, out, raining, etc.	i. You must keep quiet. ii. Don't go out. It's raining.
19.	Requesting someone to do something/responding to a query	Verb imperative+ Object	pass, salt, please, here, will, close, etc.	S1 : Pass the salt. Please. S2 : Here you are. S1 : Will you close the door, Please ? S2 : (behavioral response)

### English

#### Order and scope of language functions

#### Grade 5

S/No	Function	Grammar	Vocabulary	Example
1.	Expressing want and desire	Subject+Predicate (V past)	would, foot, etc.	i. I would like to go on foot. ii. I want the red one, please.
2.	Narrating actions, events and experiences	Subject+Verb+ Infinitive	early, zoo, left, around, etc.	- All the boys and girls of Class five met at the school early in the morning. We were very happy. The School bus left at about nine o'clock. We were going to the zoo. It took an hour to get to the zoo. We went around the zoo and were very happy to see many birds and animals.
3.	Apologizing/ Responding to an apology	Formulae	sorry, all right	S1 : (I'm) sorry ! S2 : That's all right.
4.	Asking to repeat	..	Excuse	Excuse me !

9.	Cautioning/ Warning/Alerting someone against something/someone	Verb imperative	beware, fire, close, animals, etc.	i. Beware of the dog ! ii. Fire ! Fire !! iii. Don't go close to animals.
10.	Correcting oneself/someone else	Formulae	where, on, fire, in, drawer, etc.	S1. Where is my pen ? S2. It's on the rack. Oh ! no ! It's in the drawer.
11.	Making notes	-	telephone, birthday, friends, July, January, August, etc.	My Friends S.N. Name Place Telephone Birthday 1. Dolma Teku. 220442 4 July 2. Shyam New road 220232 5 Jan. 3. Rita kirtipur 220342 10 Aug.
12.	Reporting things told	Subject+Verb past+Sentence	told, said, poor, writing, etc.	i. Ram told me he is poor. ii. Sita said she went to school at 9 O'clock. iii. Hari said he was writing a letter.
13.	Checking and responding	Yes/No Question	play, football, smoke, etc.	S1 : Do you play football ? S2 : Yes, I do./No I don't. S1 : Do you smoke ? S2 : No, I don't/Yes, I do.
14.	Checking with a choice/Making a choice in response to a query	Wh-Question	what, day, Sunday, Monday, Today etc.	S1 : What day is today, Sunday or Monday ? S2 : Today is Sunday.
15.	Seeking confirmation/ confirming/accepting/den ying/agreeing/disagreeing/ expressing ignorance/indecision	Tag Question	from, father, teacher, etc.	S1 : You are from Janakpur, aren't you ? S2 : Yes, I am./No, I'm not. S1 : Your father is a teacher, isn't he ? S2 : Yes, he is./ No, he isn't.
16.	Seeking/giving information	Wh-Question	how, old etc.	S1 : What's your name ? S2 : (My name is) Gopal. S1 : How old are you ? S2 : I'm nine./I'm nine years old.

Old syllabus more precise & easier to follow  
 providing teachers do not cling to the grammatical  
 terminology but teach the model.  
 It is better to teach the sentence models & give the  
 labels at a later stage as labels are meaningless to  
 young children.

## Order and Scope of Language Functions

### Grade 4

S.No	Function	Grammar	Vocabulary	Example
1.	Expressing likes/dislikes <i>Clear Noun + Verb Not even Pronoun</i>	Subject+Verb+ Object	like, dislike	i. I like mangoes. <i>Subject + Verb + Object</i> ii. I don't like bananas. <i>object meaning</i>
2.	Expressing approval/ disapproval	Subject+Verb+ Object/comple- ment	good, hate <i>Do you have to teach the</i>	i. That's good. <i>feelings</i> ii. I like it. <i>central to</i> iii. I hate it. <i>development of</i> <i>language</i>
3.	Directing someone how to get to someplace/how to find something	Subject+Be+ Noun Complement+ Adjunct <i>Knowing that is no help.</i>	post office, third, right, etc.	S1. Where is the post office? S2. The post-office is the third building on your right.
4.	Instructing someone what to do and how to do something.	Verb+Adjunct	look, turn, page, etc.	i. Look at page six. ii. Turn to page ten.
5.	Describing objects, persons, places, etc.	Subject+copula +complement <i>Specialist in Linguistics only would require or even need this knowledge</i>	tall, beautiful, curly, hair, always, wear, kind, quiet, small, dining-room, living-room, kitchen, etc.	i. <u>Persons</u> : Dolma is a tall and beautiful girl. She has dark eyes and curly hair. She always wears kurta and suruwal. She is in Grade 4. She is kind and quiet. ii. <u>Objects</u> : I live in a small house. It's got a living- room, two bed-rooms, a bath room, a dining room and a kitchen, etc.
6.	Identifying objects and Persons	Subject+Copula +complement	which, that	S1. Which is your Pencil? S2. That one/That one is mine.
7.	Narrating actions and events	Subject+V past+O+Adjunct	ate, went, breakfast, at, etc.	i. I ate my breakfast at 8 O'clock. ii. I went to School at 10 O'clock.
8.	Expressing plans and intentions	Subject+Modal +Verb+Object/ Prep. Phrase	visit, summer, cinema, etc.	i. I'll visit my uncle in the summer. ii. We'll go to the cinema this evening.

untrained teachers would not know how to do this.

Not necessary at this level. Native speakers, <sup>ch</sup> at this level, would not be required to do this. Especially INTERROGATIVE. Probably depends on teaching methodology

# Elaboration of Learning Outcomes for Language Skills

Scope	Grade 4	Grade 5
Listening	<ul style="list-style-type: none"> <li>- to identify English sounds</li> <li>- to understand simple instructions in English</li> <li>- to understand simple questions and statements</li> <li>- to show an interest in simple rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- to follow the gist of a simple story read aloud in English. <sup>Needs explanation of how to progress through the stage and achieve the aim.</sup></li> <li>- to show an interest in simple poems</li> <li>- to retell a simple story or other narrative read aloud in English.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>- to imitate and produce English sounds</li> <li>- to repeat, after the teacher, sounds, phrases, words and sentences</li> <li>- to greet the teacher or visitor in English</li> <li>- to give simple instructions</li> <li>- to ask simple Wh-and Yes/No questions and answer them.</li> </ul> <p><i>uncertain as to what this means</i></p>	<ul style="list-style-type: none"> <li>- to recite simple rhymes</li> <li>- to tell a simple story in English</li> <li>- to provide a brief oral description of a person, object or experience</li> <li>- to take part in conversations on simple topics.</li> </ul> <p><i>No indication of how to do it.</i></p>
Reading	<ul style="list-style-type: none"> <li>- to identify and distinguish the shapes of English letters</li> <li>- to read with understanding simple English words displayed by the teacher</li> <li>- to read with understanding the text book provided at this level</li> <li>- to <u>identify</u> and recognize <u>numbers</u> up to 10 (ten)</li> </ul>	<ul style="list-style-type: none"> <li>- to recognise and identify the names of the months</li> <li>- to say hours and minutes</li> <li>- to read a simple instruction in English and carry it out</li> <li>- to identify and recognise numbers up to 1000</li> <li>- to read with understanding the textbook provided at this level</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- to copy and reproduce non-cursive English letters (both small and capitals), words, phrases and sentences.</li> <li>- to perform simple written tasks such as matching, filling in gaps</li> <li>- to copy and write the numbers 1-50 both in figures and in words. <sup>406</sup></li> <li>- to take dictation of words and phrases</li> <li>- to write simple sentences and transform them into negative and interrogative</li> </ul> <p><i>what the point of recognition is only useful as a spelling test of the very limited</i></p>	<ul style="list-style-type: none"> <li>- to write words, phrases and sentences using cursive (both small and capital letters)</li> <li>- to use punctuation marks and capital letters appropriately</li> <li>- to take dictation of words, phrases and sentences</li> <li>- to write a simple description of a person, place or experience</li> <li>- to write a simple letter to a friend.</li> <li>- to copy and write the numbers 51 to 100 both in figures and in words.</li> </ul>

**APPENDIX H.**

**SAMPLE PAGES FROM**

**NEW READING TEXTS**

**PROMULGATED BY BPEP**



# Class Four, Book 1, Part 1.



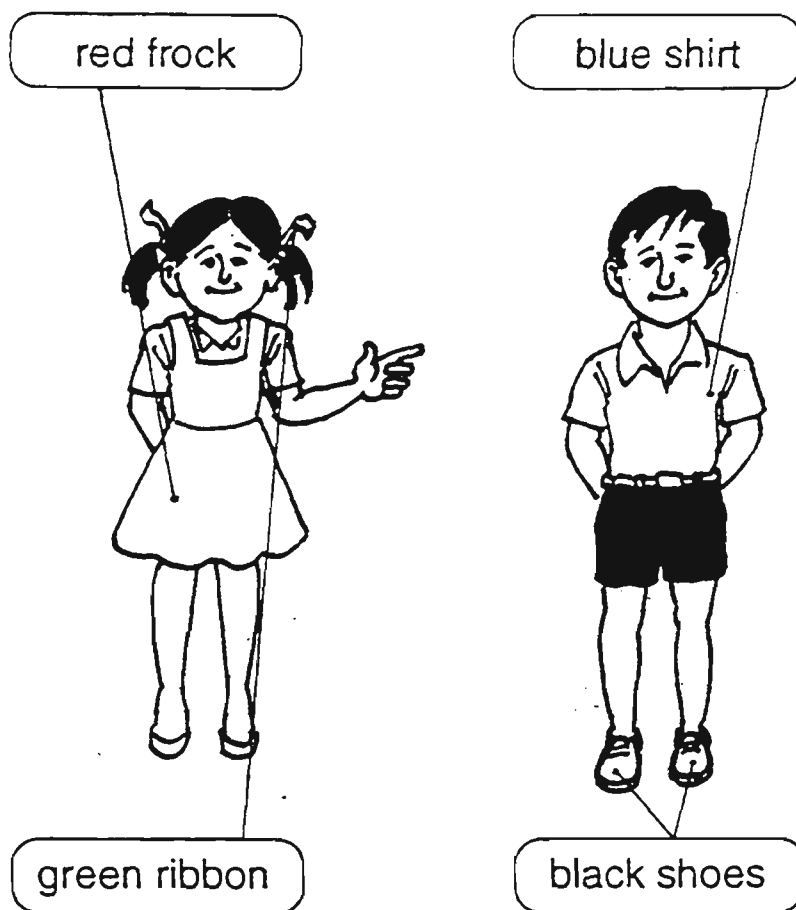
Although "And" is used correctly in this way occasionally, the above sentence is not a good model to use for EFL learners as it represents uncommon, rather than common, usage.

~~This exercise will not be practical in current Nepali classrooms. The activity would be too noisy. It could perhaps be done in a~~

Work in groups:  
A : Hello, I'm \_\_\_\_\_  
And, what's your name ? ~~circle with everyone listening to the speaker.~~  
B : Hello, my name is \_\_\_\_\_  
Who's that ? ~~However this activity~~

A : \_\_\_\_\_  
~~can sometimes create restlessness and hence discipline problems.~~

Colour the pictures :



I have yet to find a <sup>8</sup> Nepali school (Government) which has crayons etc for this activity.

Substitute "dress" for "frock". Also note that the above illustration shows the girl wearing a "pinafore". It would be better if the illustration could show the girl wearing a "dress." A dress is a garment all in one, not a blouse and a pinafore.



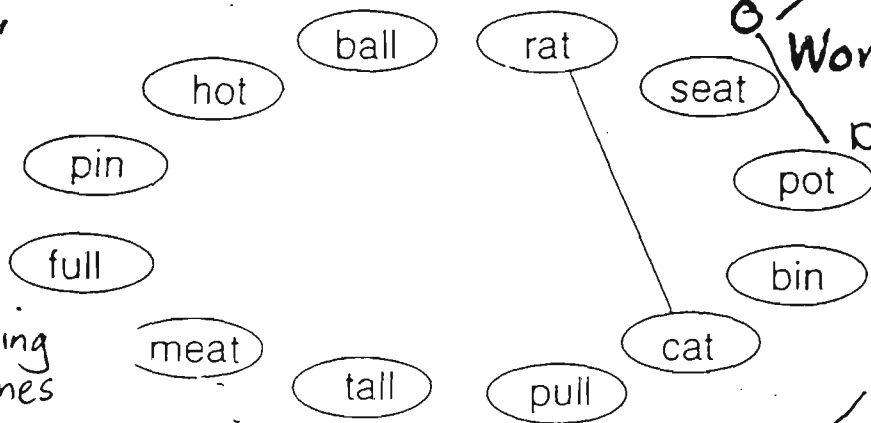
409  
This is a dress.

Phonic teaching points. Phonic <sup>æ</sup>a <sup>i</sup>i <sup>ea</sup>ea

Join the pairs :

Other "o"

also use  
for  
spelling  
and teaching  
letter names



Word building

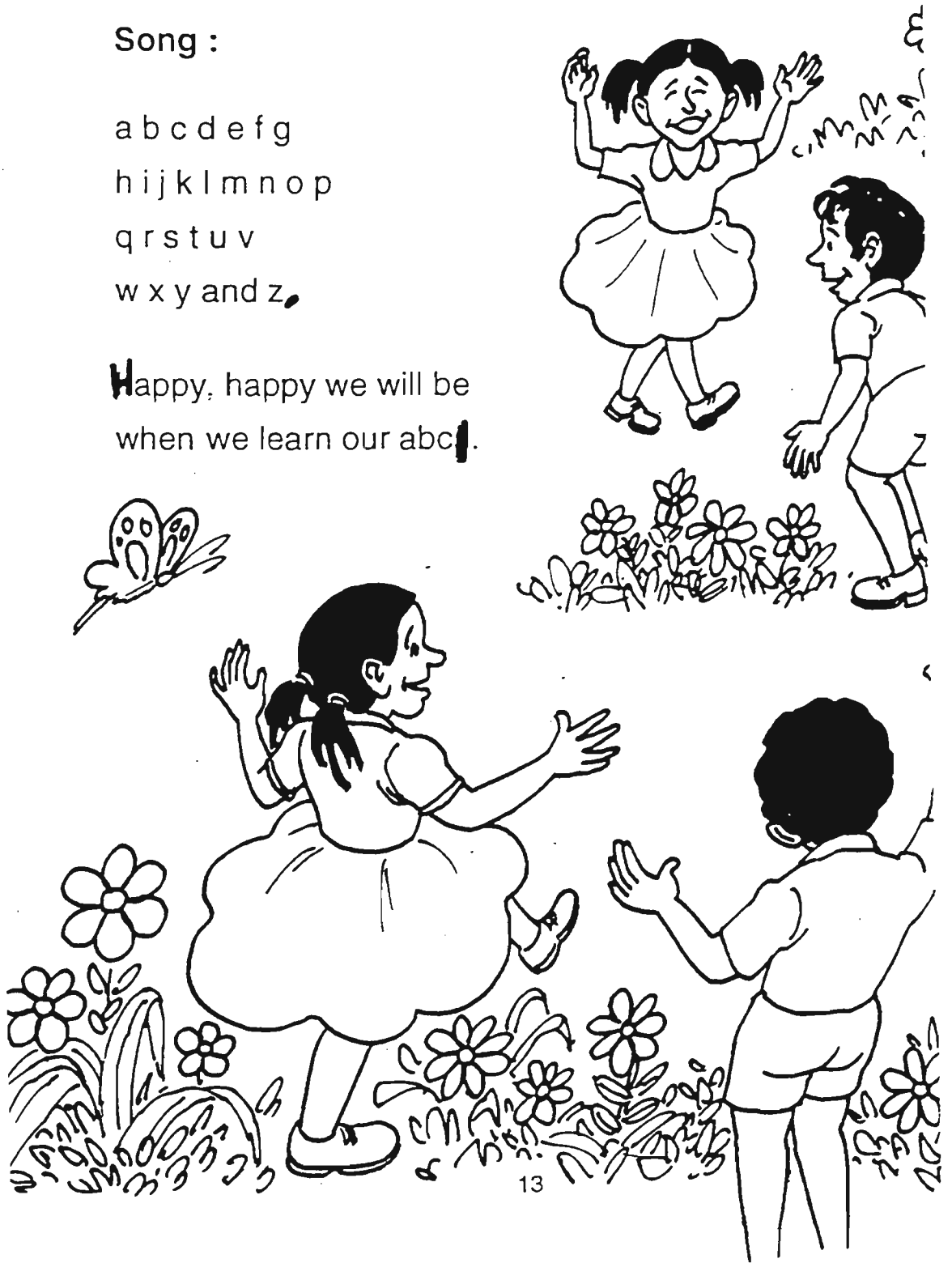
Point to the same letter :

a	o	e	a
b	p	b	d
d	b	p	d
p	d	p	b
q	b	p	q
i	j	i	l
f	t	f	e
g	g	q	b
h	n	r	h
m	w	m	n
w	M	m	w
V	r	u	V
u	u	v	n

Song :

a b c d e f g  
h i j k l m n o p  
q r s t u v  
w x y and z.

Happy, happy we will be  
when we learn our abc.



Complete the chart on Hari's Family:

At this point Hari has indicated he has a mother and a brother only. See page 14.

Page 16  
Should be moved further forward



412

Father and mother

Draw a picture of your family and label them:

me

my brother

my sisters

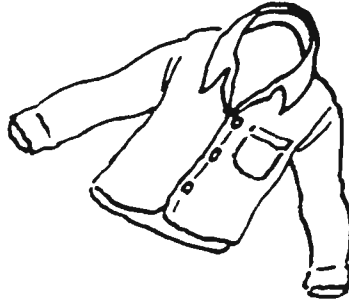
my father

my mother

my grandfather

my grandmother

Look at the pictures and read the words:



frock is

shirt

shoes

obsolete.



ribbons



nurse



farmer



housewife



schoolgirl

The illustration is of a skirt, not a frock.

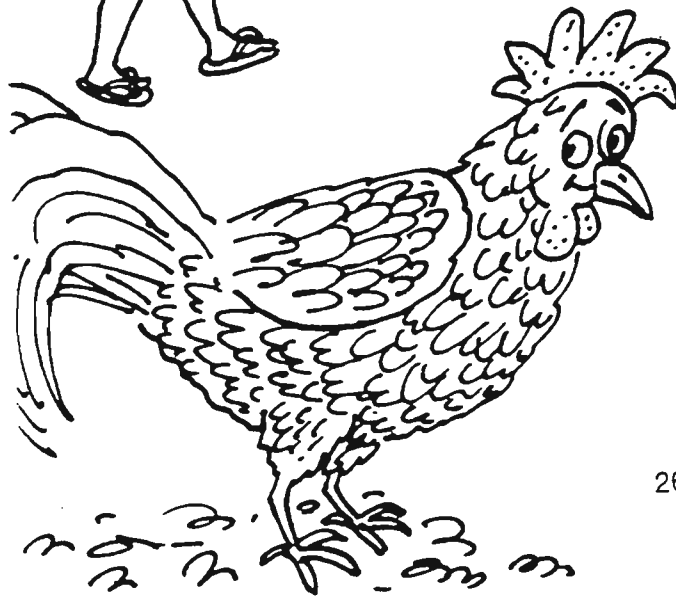
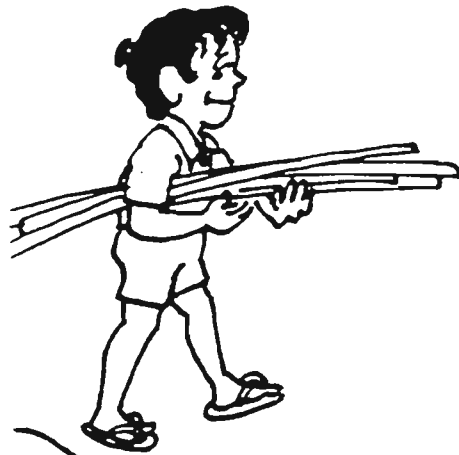
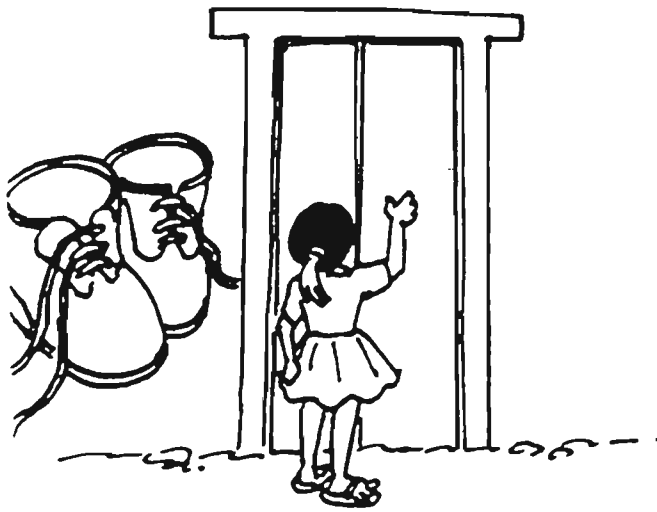
I have drawn an(rough) outline of a frock.

I advise that the word dress be substituted for "frock" as the word is no longer in common use.

Circle the the same letter:

A	V	A	R
U	Y	V	U
D	D	O	G
O	Q	D	O
T	L	J	T
S	S	Z	R
E	K	E	B
N	V	M	N
M	M	N	W
H	X	T	H
Z	S	R	Z
P	B	D	P
K	X	Y	K
F	G	F	K
W	M	W	X

Teach that these are upper case letters.



Song :

One, two,  
buckle my shoe.

Three, four,  
knock at the door.

Five, six,  
pick up sticks.

Seven, eight,  
lay them straight.

Nine, ten,  
a big fat hen.



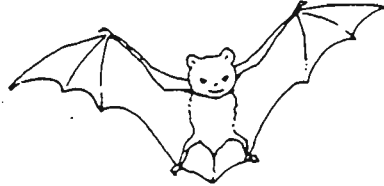
Look at the pictures and read the words :



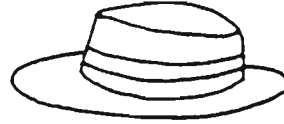
cat



rat



bat



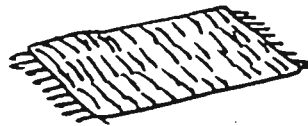
hat



cap



legs



mat



map

What sounds are the same?

a  
at  
ap

29

Write the words with the same sound.

Hari is in grade 4.



How old is he ?



He's ten.  
And, how old are you ?



I'm nine. And you ?



I'm ten, too. And, what  
class are you in ?

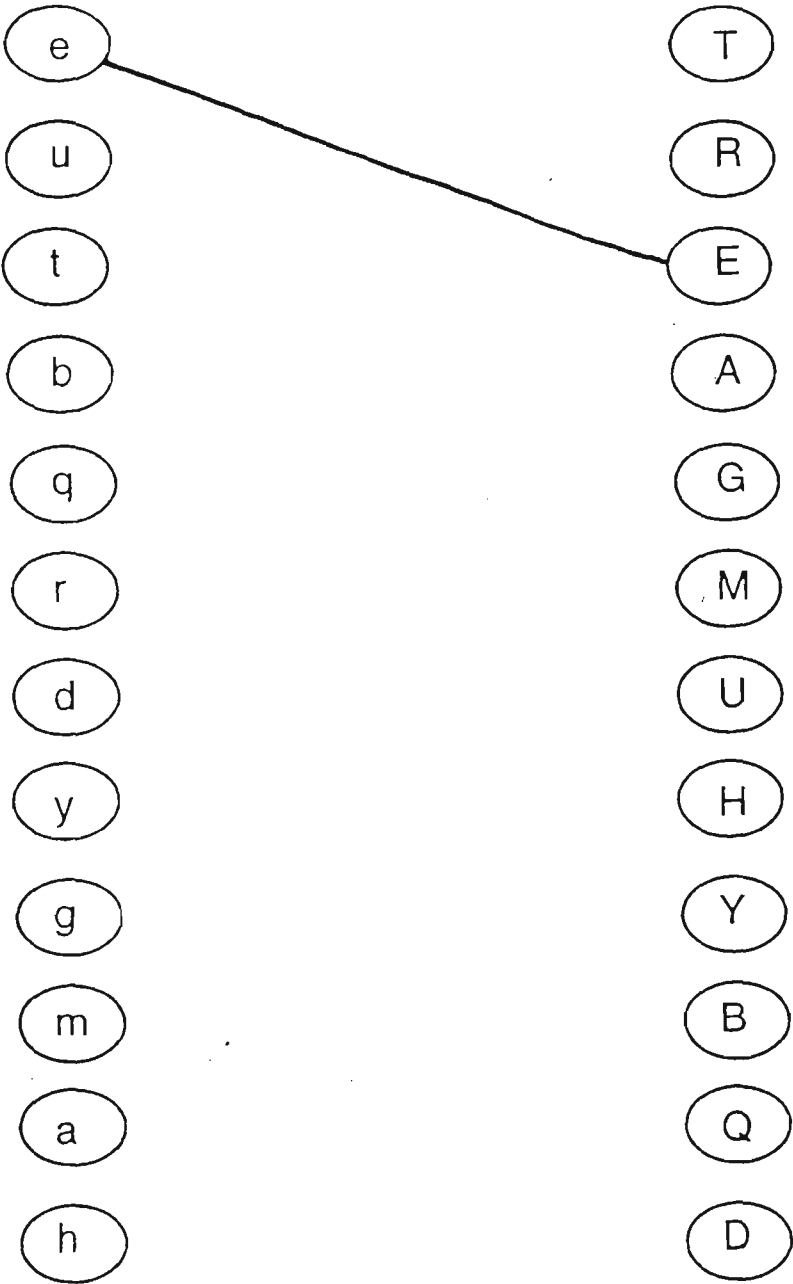


Four.



*Teaching point  
too meaning  
as well as*

Match the small letters with big letters:



Practice:

h h h

b b b

d d d

l l l

t t t

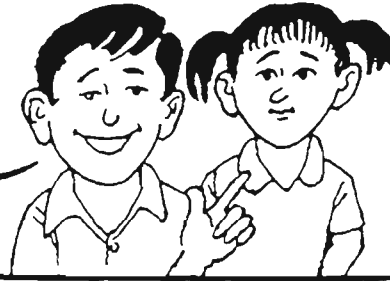
I I I

31

Multi-purpose exercise.

Use for writing and initial sounds and letter names.

Hello, I'm Ram.  
I'm starting in Grade Five.  
This is my sister, Sita.



# MY PRIMARY ENGLISH

## BOOK TWO

### GRADE V

#### (PART I)

Hello, this is my  
friend, Prem.



A vocabulary list needs to be included that will be relevant to each lesson. The vocabulary will need to be taught before the children do free reading or commence an activity.

I refer, of course, to vocabulary that is not known. However such a list would also be of use for revision.

Words could be written on the b.b.  
Flash cards would also be useful.

Teaching points for this page.

Grammar revision / Function section 2. Grade or Y4 revision.

When teaching communicative function abbreviations should be taught.

I'm = I am

Here's = Here is

It's = It is

| It is better to use the term exclamation mark when working with young children.

Also verb (generally) is a "doing word",  
noun is a "naming word".

? Question mark. <sup>425</sup>  
ie. Keep terms simple.

Pg 5 introduces an exclamation mark.

On page five a teacher can extract points for revision of abbreviations and compare with the possessive

Unless revising one would not teach these things all at once.

The page can also be used to teach phonic sounds.

eg B Biratnagar } look for all the words  
Bonzo } that start with B.  
(letter sound not name)

All the words that contain the sss sound.

(Many will write is and this will be wrong as the letter 's' will make a zzz sound when is is pronounced correctly)  
shop will also be wrong as it says sh.

Focus also on the (a) It will reinforce the use of the definite article.

(b) "th" is not a sound in Nepali language and ∴ needs a lot of practice.

What is the difference between the way we say here / there

Show here / dear similar sound.

Also punctuation exercise

Write in boxes all the words which start with an Upper case (Capital letter)

Name of a place	Name of a person
-----------------	------------------

Starts a sentence	
-------------------	--

3. Ram and Sita's father is a grocer. He has a grocery shop. He sells rice, daal, sugar, flour, oil, salt and eggs.

Match these people and what they do:

A hair-dresser

A farmer

A chemist

A baker

grows crops.

sells medicine.

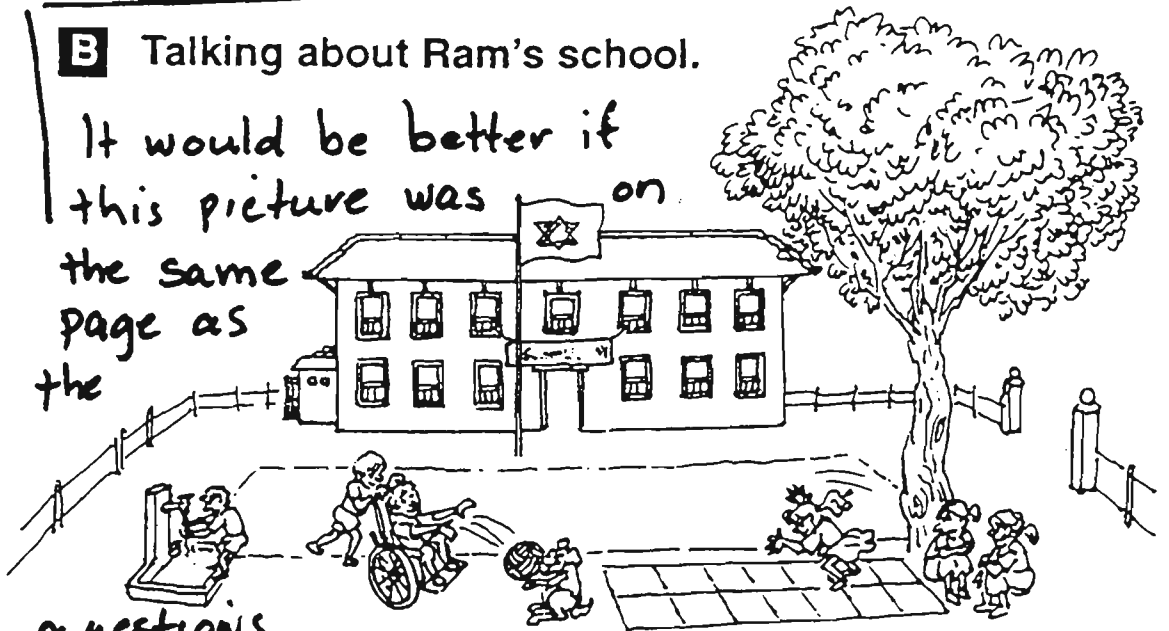
makes bread and cakes.

cuts hair.

Write out the four sentences correctly.

**B** Talking about Ram's school.

It would be better if  
this picture was on  
the same  
page as  
the  
questions.



Also either label <sup>7</sup> or list vocabulary near  
the picture



The children will need a vocabulary list of the necessary words they will need to use in order. Look at the picture of Jyoti School. Answer your teacher's questions. Ask your friend the questions and answer them correctly. Ask some new questions, too.

They could be written on the b.b. during discussion or

(a) How many children are sitting under the tree or a chart could be made.

(b) What is Prem doing?

He's \_\_\_\_\_ a ball for Bonzo.

(c) What is Ram doing?

He's \_\_\_\_\_ Prem's wheelchair.

(d) Is Sita playing hopscotch?

Yes, \_\_\_\_\_

(e) Has the school fifteen doors?

\_\_\_\_\_

Verbs and correct expression can be taught from this page.

push	pushing	pushed
wheel	wheeling	wheeled.

Four

Three

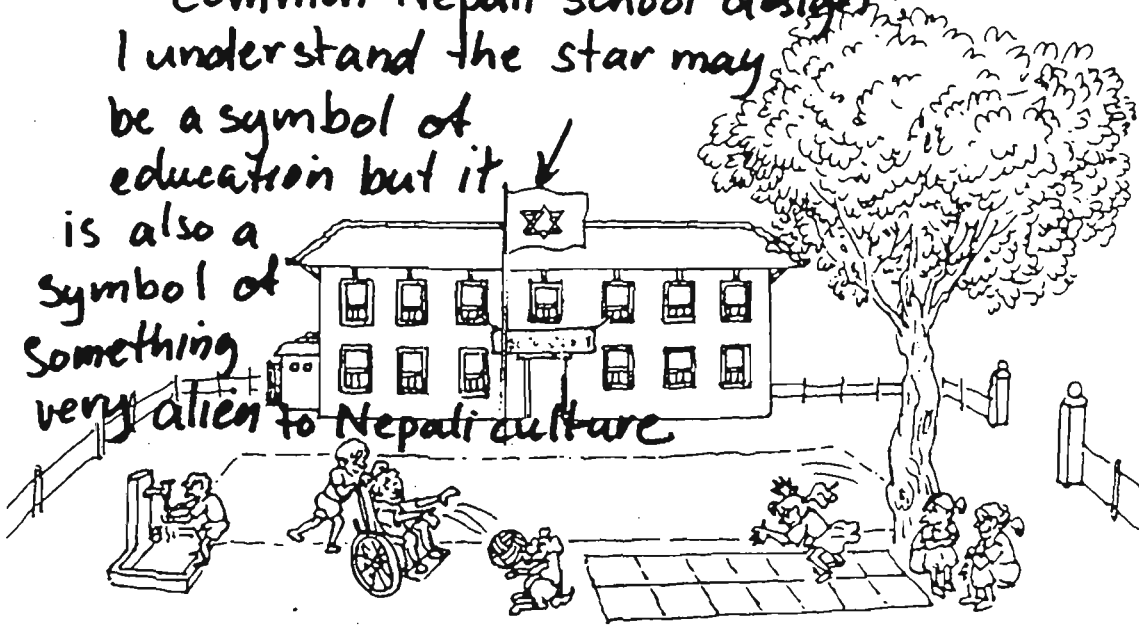
Here are seven sentences. ~~Five~~ are true. ~~Two~~ are false. Copy the true sentences in your exercise book.

Why not a Nepali flag and a more common Nepali school design?

I understand the star may

be a symbol of education but it

is also a symbol of something very alien to Nepali culture



This is a picture of a market. F

It is a school day. T

The children are playing in the playground. T

A boy is washing his hands. T

There are two big trees. F

There are two flags. F

Bonzo is catching a ball. T

More T/F questions could be made up by the teacher<sup>9</sup>.

eg Bonzo is a cat.

## Teaching point introduction of self and others

**C**



Go all round the class.

Everyone introduce a friend.

Say "Hello, this is my friend \_\_\_\_\_."

10

A student with a disability accepted in the normal school environment is a very "modern" concept.

## Teaching point (15) See curriculum

**D**

What's in my pocket, Ram ?

I don't know, Grandfather. Is it a pencil ?

No, it isn't !

Is it a handkerchief ?

No, it isn't a handkerchief.

You be Ram and Sita and ask Grandfather about these things.

Is it a fruit ?

Is it a vegetable ?

No, it isn't !

Yes, it is ! It's a enormous potato.

Grandfather is a very good gardener.

Play this game with your teacher. Who guesses first ?

This page is also good for teaching articles.

How will this exercise be utilized in a Nepali classroom? With large numbers of children in groups, acting out the situation, the class would be noisy and unmanageable. If done in front of the whole class, it would become boring after the third repetition. Perhaps children and teachers could write a few more examples that would allow further dialogue practice and scope for active involvement, eg something that happened at home last night, something that happened in the school ground.

P 12

It could also be extended into a creative writing exercise or oral story telling.

**E**

*Print error  
change to lower case*

Oh Kalu Dai, Is my  
mother angry  
about her wool ?

She's looking for it.  
It's here. I'm winding it up.

Oh, it's here.  
That's good.

Thank you Kalu Dai.  
Bonzo isn't in trouble !


Act this story with two friends.  
in groups?  
before the class?<sup>12</sup>


This page also teaches Statement and question.


**F** Writing:


Copy the pictures and the sentences. Choose words from the box. Write neatly and carefully.


They're   He's   She's   Is it   Are they  
Is he   Is she   It's


1.  He's running to school.

2.  Is she reading a book?  
No, she's reading a newspaper.

3.  It's raining. Note lower case only here.

4.  Is it Open? No, it's closed.

5.  What's her job?  
She's a police-woman.

6.  There are Mary and Dolma.  
Are they coming too?

13

When has this concept been taught?  
Abbreviations will need to be taught.

# G

A Chant.

Clap your hands or bang a drum when you say the dark sounds.  
underlined



Bonzo is naughty, naughty, naughty  
Bonzo's a very naughty dog.

He's only a puppy, puppy, puppy  
He's only learning to be good.



Learn the chant.

Say it with two groups.

Start quietly, then become louder.

How quickly can you say it ?

Also good for teaching sounds

au or aw list words and build  
vocabulary.

ear sounds like ur  
Relationship you learn with your ear  
you hear with your ear. Note different  
sounds with the same group of letters.

Also word search.

Can you find some words inside  
words? eg puppy learning

only learning

435

Note spelling error.

14



Vocab. will need to be taught.

**H** Ram is reading a book about snakes.

Read the passage quietly, then do the puzzle.

This is a very big snake.

It is called a python.

It lives in India and other countries.

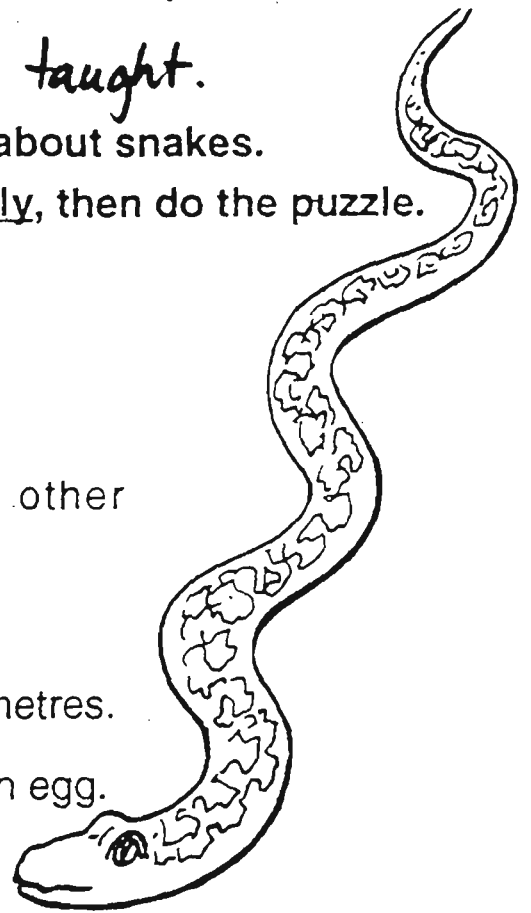
It is thirty metres long.

Six bicycles make thirty metres.

The baby comes out of an egg.

It is one metre long.

A big python eats a whole goat. Then it doesn't eat for many weeks. A python dies after twenty or thirty years.



This big snake is a \_\_\_\_\_.

It is \_\_\_\_\_ metres long.

Snakes lay \_\_\_\_\_.

They eat \_\_\_\_\_.

*Discuss snakes. Write names of other snakes.  
Write your snake names or words associated  
with snakes like a snake eg slither, hiss.*

Vocab. will need to be taught.



Ram is reading a book about snakes.

Read the passage quietly, then do the puzzle.

This is a very big snake.

It is called a python.

It lives in India and other countries.

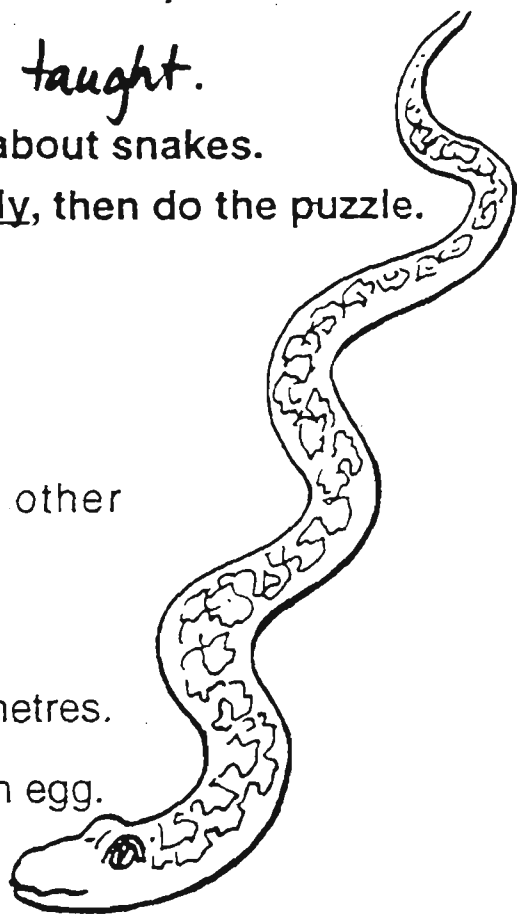
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Snakes lay \_\_\_\_\_.

They eat \_\_\_\_\_.

Discuss snakes. Write names of other snakes.  
Write your snake names or words associated  
with snakes like a snake eg slither, hiss.

There are a great many teaching points in this lesson, including several mathematics practice sessions on telling the time.

It covers: days of the week,  
time; minutes, hours,  
conversion from 24 hour clock to  
12 hour AM - PM clock,  
conversion of rupees to US dollars.

Discussion could also range around % of pay earned by various people.

How many weeks, months, etc would it take for a teacher to be able to save the fare for this flight?

fare - fair Homonym.

These would not be taught in one single lesson but the ideas are noted here to extend the use of the book. Your untrained teachers would need training in producing lesson plans to extend vocabulary etc.

I suggest potatoes be changed to bananas in the first step of the lesson then when the concept of S signifying plural has been grasped the concept of "es" and "ies" should be taught in separate lessons. This page deals with more than one concept of forming a plural. The vocab. here is also good for a word search. eg find the word within a word.

Is the lesson aim to teach plurals. If so this exercise needs to be written  
 Words with 's' and words without 's'.  
 In Govinda's shop there're some eggs, and there's some rice.

We write.

There are some eggs and there is some rice.

(ie expressed differently)



What is there in Govinda's shop ?

Write a long sentence. Remember the commas.

In Govinda's shop there is rice, \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_,

\_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_.

There are also \_\_\_\_\_ and lentils.

16

rice like mice covers singular and plural.

Teaching point: "there're" is spoken but rarely, if ever, written. It is considered ugly in writing and we tend to write "there are".  
 Activity.

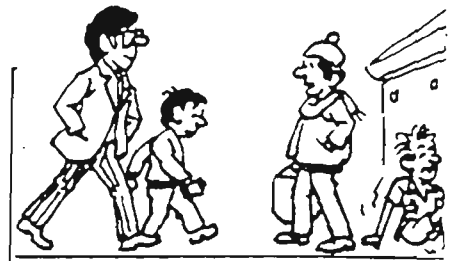
List singular words | List plural words.

439

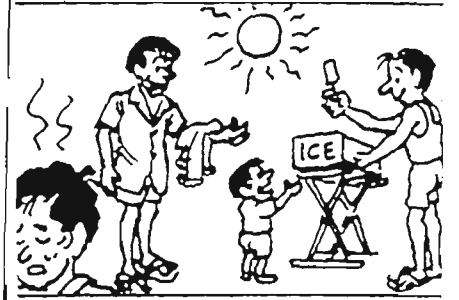
Word within a word onion (on) (ion) lentils  
 potatoes = pot, at, toes. Even just drawing attention to groups of sounds is

A

Every year, we have  
cold weather –



and hot weather –



and monsoon  
weather.



Every year we plant  
rice, and harvest it.



17

What months of the year fit these weather patterns? List the English words for months. Make them into sentences. (Teacher) eg.

In December and January we have cold weather.

This section would be confusing to children in the mountain regions. The teacher would need to modify it.

Describe the clothes worn for different types of weather. List the words as a vocab. exercise. Write the words in sentences.

Read your sentences to the teacher and class. The teacher should write the sentences on the b.b. Class should also read the sentence aloud.

Unknown words should be listed, practised + discussed.

Every year many kinds of birds fly thousands of kilometres. Swallows from Britain fly to South Africa every September. It is ten thousand kilometres across sea, desert and jungle.

In South Africa it is warm, and they find plenty of food.



Difficult sound for Nepalis to produce. Practice it

And every year in October, Ram and Sita go to Kathmandu with their father and mother.

th also should be practised

How do you go?  
What do you do?



We go by bus.  
We go by taxi or rickshaw from the bus-station. We stay with my uncle and aunt. We usually stay about ten days. We sometimes go to the zoo. I enjoy that!

Yes Bonzo,  
You can come too.



**B** Ask your friend these questions. Your friend can give a sensible answer from the box.

Across a river

To Hong Kong

Across India

To Pokhara

To a village

1. Where do people go to by plane ?



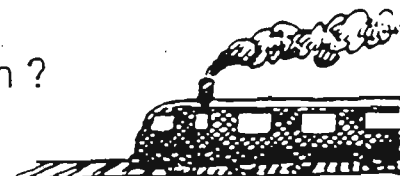
2. Where do people go to by bus ?



3. Where do people go to by boat ?



4. Where do people go to by train ?



5. Where do people go to on foot ?



Note  
Some questions have more than one correct answer.<sup>19</sup> No 1 has three answers that may be correct. eg Pokhara, Across India, Hong Kong

**C** Ram is writing about every day. But he isn't thinking! His sentences are muddled.

Write them in the correct order.

*I walk to school.*

*I have a good breakfast.*

*I run home at 4 o'clock.*

*Every day I get up at 6 o'clock.*

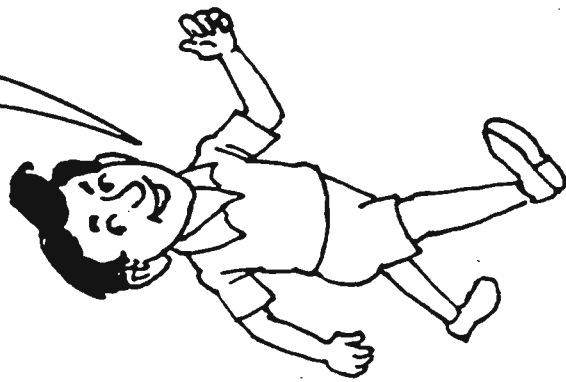
*I work hard at school.*

**D** Remember 's'.

43

Ram walks to school and he runs home.

I walk to school.



20  
20

Three special ones to remember.

I go

She goes

We do

Ram does

They have

He has

Try these.

(a) I walk to school, but Maya — by bus.

(b) We eat rice, but a cow — grass.

(c) I wear a shirt, but Raju — a sweater.

(d) I have a cat, but Ram — a puppy.

(e) We play badminton, but Shanti — volleyball.

C

Now write Exercise ~~B~~ in the correct order, but write about Ram. Begin -

Everyday Ram gets up at 6 o'clock.

He

21



The teacher needs to read this aloud first +  
 [E] Read quietly about a pilot's work, and then do  
 the activities in your copy. words.

### A PILOT'S LIFE

Mr. Vaidya lives in Bhaktapur.  
 He usually drives to the airport on a  
 motorcycle, but sometimes he goes  
 by taxi.

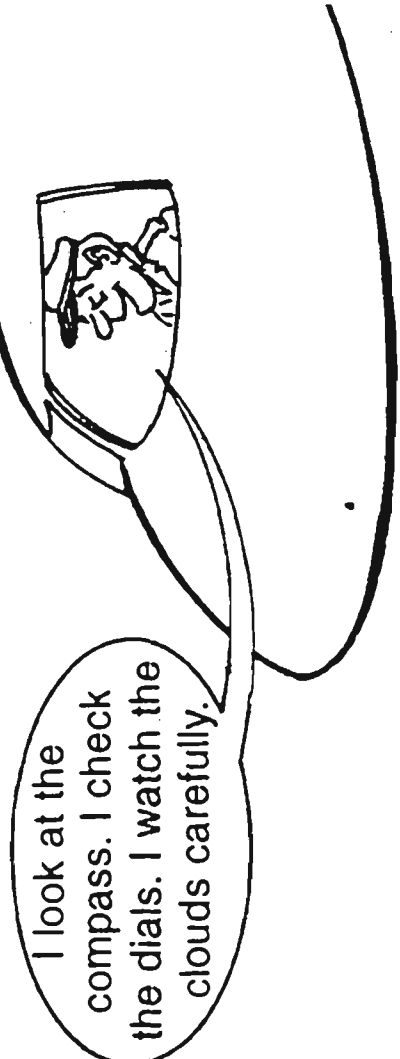


He arrives at the airport at 7 o'clock  
 every morning.



He usually flies a Twin Otter aeroplane.  
 It holds fifteen people. sometimes he  
 flies an Avro. It holds forty people.

Here he is in the cockpit of the Twin Otter.



Mr. Vaidya goes to Lukla, Chaurjhari, Rumjatar and  
 Biratnagar. Sometimes he goes to other places.

1. Answer 'Yes, he does' or 'No, he doesn't'.

- (a) Does Mr. Vaidya live in Biratnagar ?
- (b) Does he ride a motor-bike ?
- (c) Does he go to work in the morning ?
- (d) Does he sometimes fly a big plane ?

2. Choose A,B,C or D.

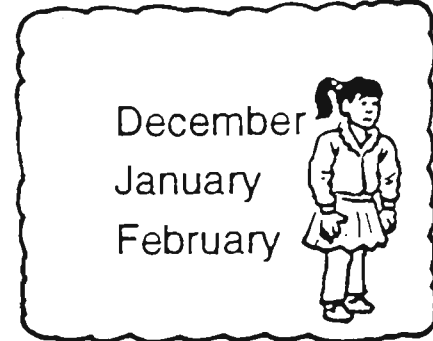
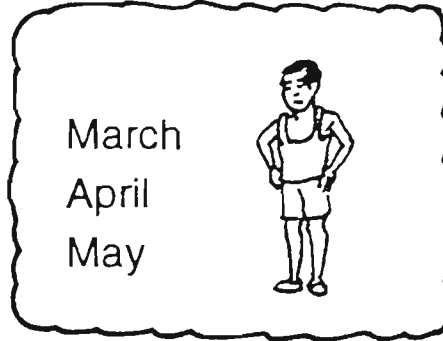
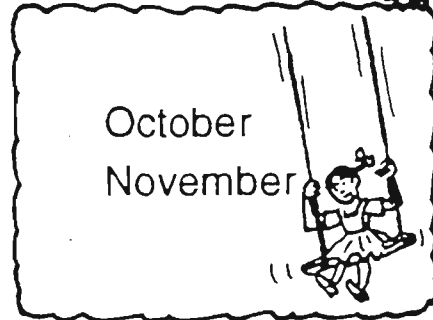
- (a) A Twin Otter is
  - ☐ A a motorbike.
  - ☐ B a small plane.
  - ☐ C a big plane.
  - ☐ D a place.
- (b) A cockpit is
  - ☐ A the place a pilot sits.
  - ☐ B the back of an aeroplane.
  - ☐ C a room.
  - ☐ D a window.
- (c) Rumjatar is
  - ☐ A a man's name.
  - ☐ B a country .
  - ☐ C a place in Nepal.
  - ☐ D a part of Kathmandu.

List the Western year i.e. months in order first, or else the children will not have a basis upon

**F** Months.

which to work. The list can then be

erased or covered to test learning through the exercise below.



Write the months in order in your copy.

J \_\_\_\_\_ , F \_\_\_\_\_ , M \_\_\_\_\_ , A \_\_\_\_\_

M \_\_\_\_\_ , J \_\_\_\_\_ , J \_\_\_\_\_ A \_\_\_\_\_ ,

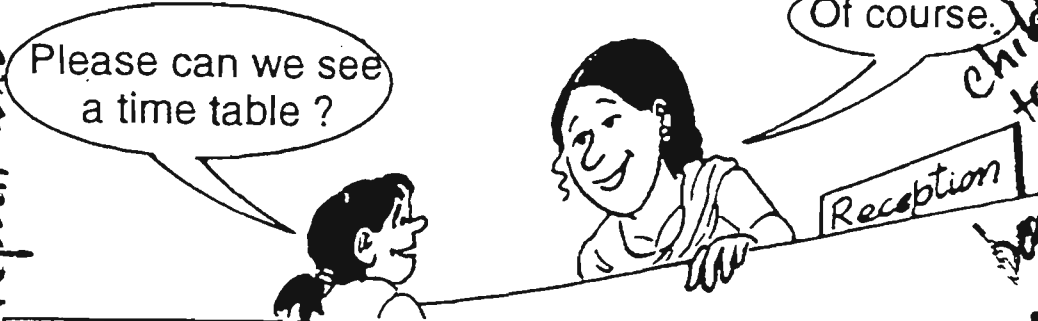
S \_\_\_\_\_ , O \_\_\_\_\_ , N \_\_\_\_\_ , D \_\_\_\_\_

I find this time table very difficult to follow.  
 I showed it to an experienced Nepali who is also very good at English. He also found it extremely difficult. You need a simplified time table to enable children to learn this skill.

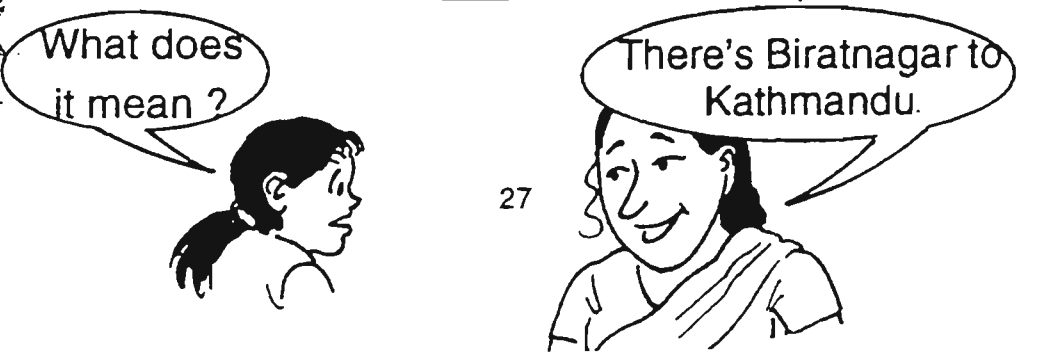
### 3

## Making plans

**A** You can go from Biratnagar to Kathmandu by bus or by aeroplane.



From to	Days	FLT. NO.	DEP	ARR	Pax Fare	
					NER	US\$
Biratnagar (BIR) Bhojpur	2...6	305	0810	0835	400	39
	...3...		0940	1005		
	...4...7		0630	0655		
Bhadrapur	...2...	312	1245	1305	470	33
	...3...6	104	1255	1315		
Calcutta *	*...3...6	209			2080	65
Kathmandu *	1...45.7	104	1325	1415	1400	77
	...2...		1445	1545		
	*2...	106	1040	1130		
	*...3...6		1150	1240		



It would be very difficult to conduct  
**B** this exercise in a large class. The teacher

400 rupees

yes

106

It leaves at 1040

at 11:30

Tuesdays and Fridays

25 minutes

would need to ask the questions.

Your friend asks the questions.

You give the answers.

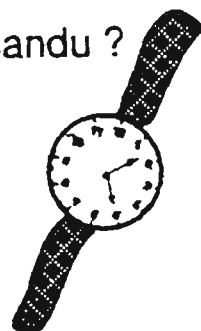
Look at the time-table.

1. Is there a plane to Bhojpur ?
2. How much does it cost ?
3. How long does it take ?
4. Is there a plane to Kathmandu on Monday morning ?
5. What's its flight number ?
6. What time does it leave ?
7. When does it arrive in Kathmandu ?

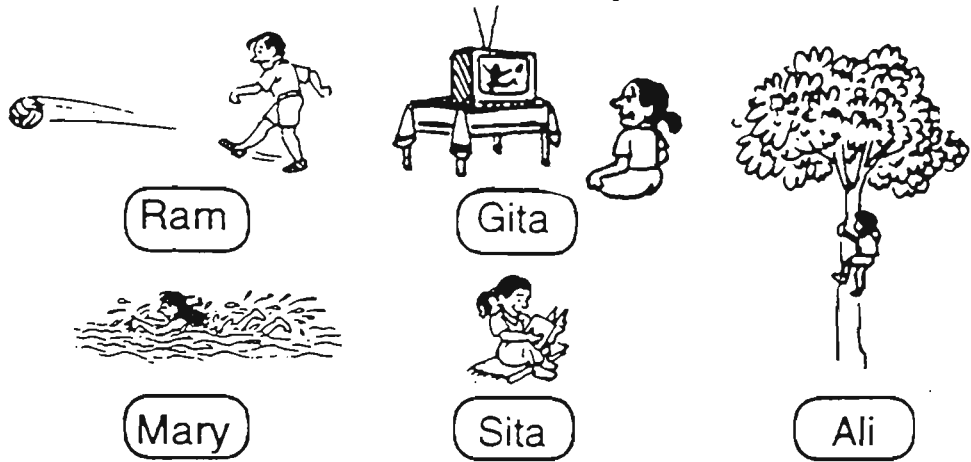
**C** Has your teacher a watch ?

Find out how long it takes

- (a) to write the alphabet.
- (b) to count quickly to 50.
- (c) to run from your classroom to a tree and back.
- (d) to write your name on the blackboard .
- (e) to walk to a shop.



## 2. Questions about yesterday.



Here are questions about what the children did yesterday. The answers are in the box. Only write the answers.

1. What did Ram play yesterday ?
2. What did Gita watch ?
3. Where did Mary swim yesterday ?
4. What did Sita read ?
5. What did Ali climb ?

*She swam in the river.*

*She read a book.*

*He played football.*

*She watched television.*

*He climbed a tree.*

Needs to have instructions.

A. Teacher reads aloud to class

3. Rapunzel

B. Teacher lists unknown + difficult words. Children suggest or write additions.

Rapunzel is a beautiful girl, but a witch keeps her in a high tower.

Teacher reads aloud again.

The witch calls, "Rapunzel, Rapunzel, let down your hair."

Children

later

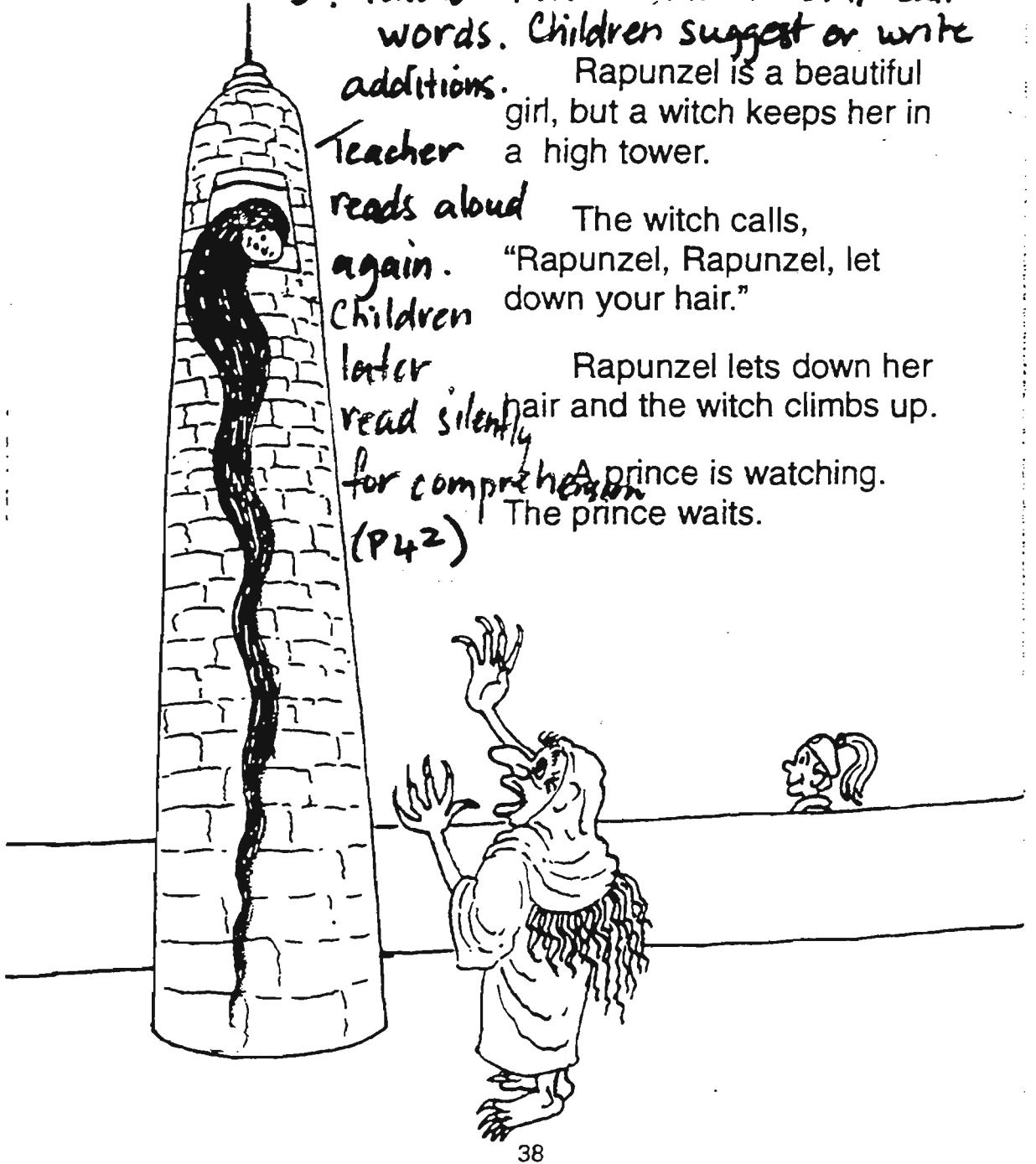
read silently

for comprehension

(P42)

Rapunzel lets down her hair and the witch climbs up.

A prince is watching. The prince waits.



**c** Sh ! Everyone is sleeping. The bus goes all night.

Here is a quiet chant about a night bus. But the last line is very loud. Clap on the dark words.

*underlined*

The bs goes on and on.

The bs goes on and on.

The night is dark,

The lights are bright,

The villagers are sleeping. Shh !

The bs goes on and on.

The bs goes on and on.

The inside lights are off.

The seats are folded back

The passengers are sleeping. Shh !

The bs goes on and on.

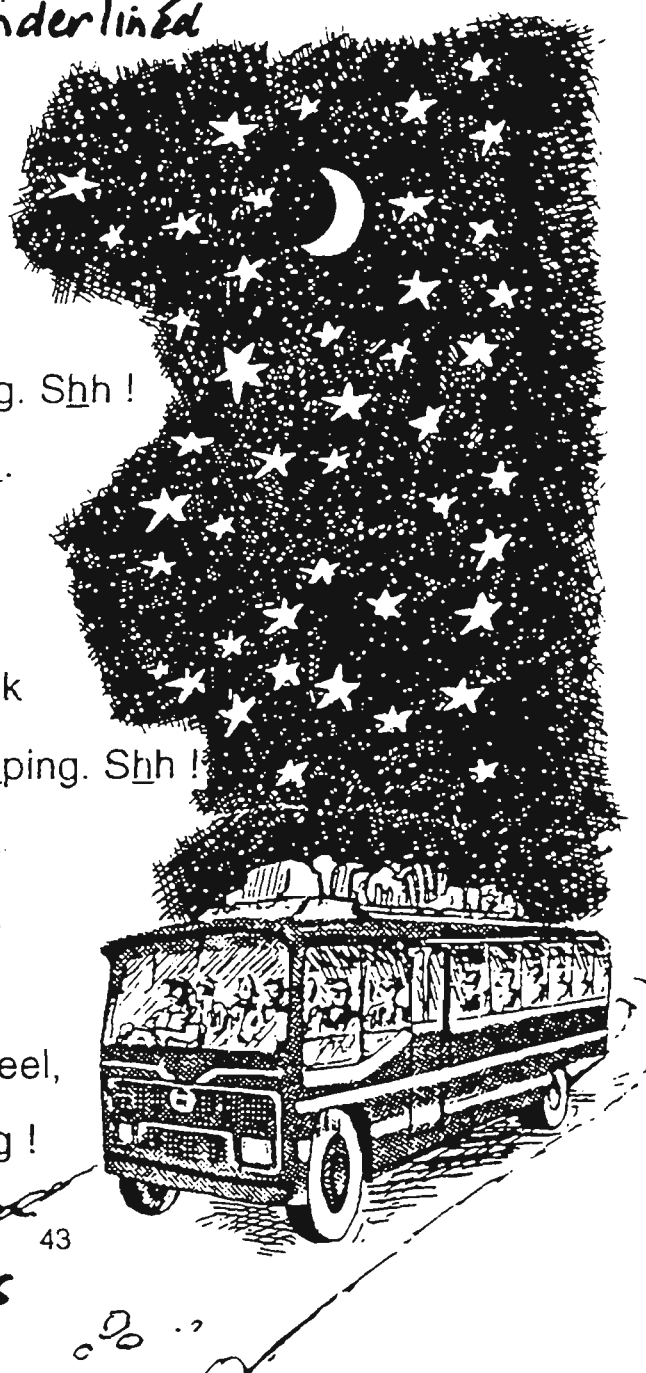
The bs goes on and on.

The driver looks ahead,

He turns the steering wheel,

The driver ISN'T sleeping !

*List ight words etc*  
*List abbreviations*



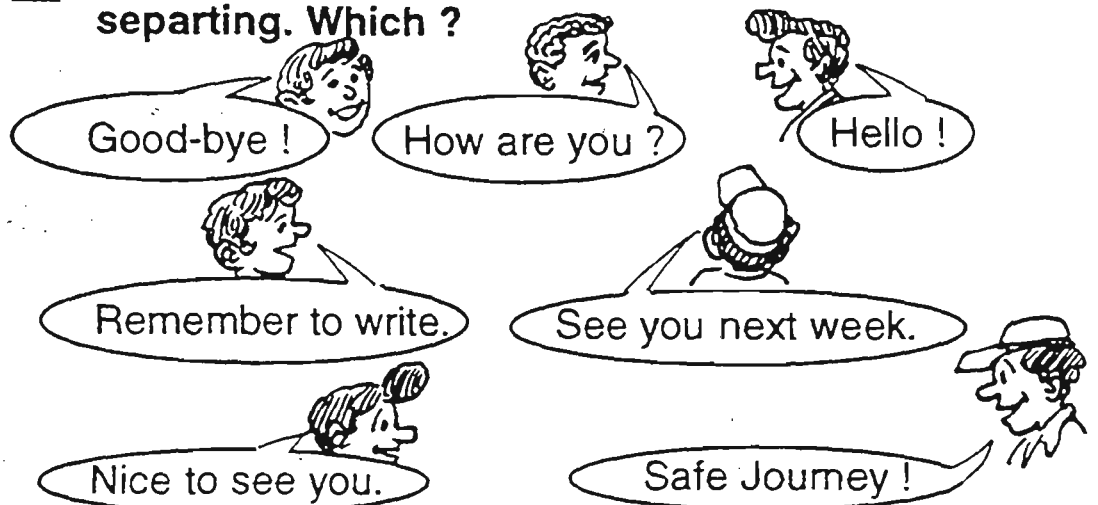
43

**D** Match the times.

2045	Mid-night
1215	Quarter to nine in the evening.
0210	Mid-day
0000	Quarter past twelve in the day
1200	Ten past two at night
1830	half past six in the evening

*Greetings Arrival and departure refer back to p 34.*

**E** Three of these people are meeting, four are separating. Which ?





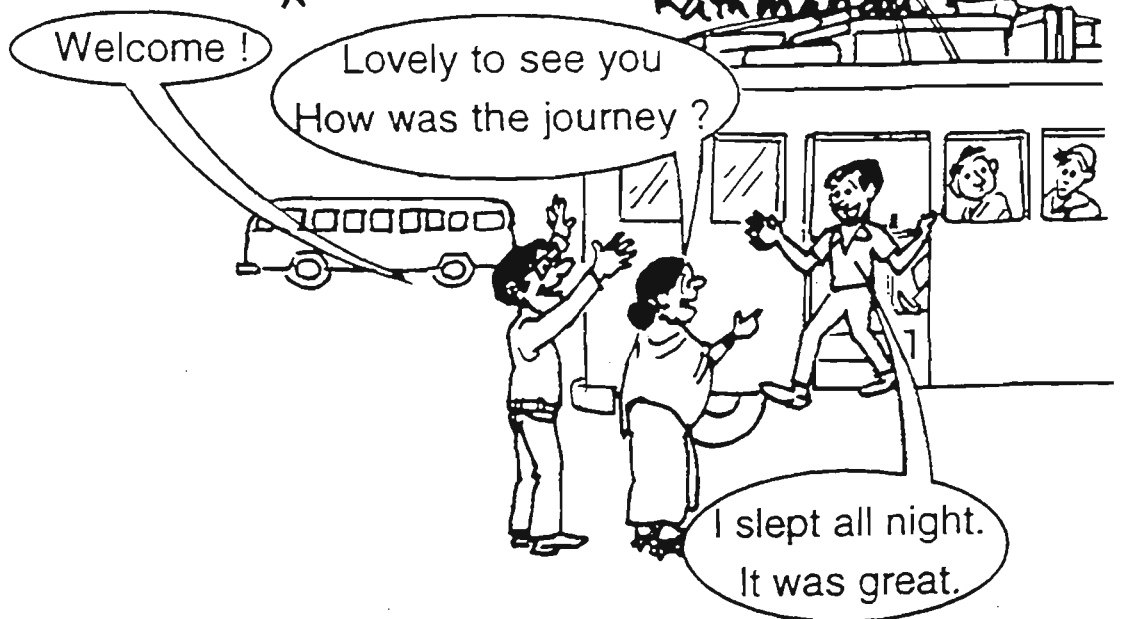
## Kathmandu's new bus station

**5**

### Arriving

or the new Kathmandu  
bus station, or the

**A** At 7 o'clock in the morning the bus arrives at  
Kathmandu new bus station. *new bus station in  
Kathmandu*



Aim: to teach **EXPRESSION**

Can also be used for vocab. building +

**B** Sita was surprised. She said, "Isn't it big!"  
grammar.

Her voice went up at the end.

Look at the pictures. What do you say?

Use the words in the box

dark

cold

tall

heavy

dirty

Isn't it \_\_\_\_\_!



Isn't it \_\_\_\_\_!



Isn't it \_\_\_\_\_!



Isn't it \_\_\_\_\_!



Isn't he \_\_\_\_\_!



47

**C**



Play this guessing game with your teacher or with your friend.

*This example can be expanded.*

48

Discussion needed.

**E** Different ways of travelling.

*Emphasise  
this sound*



yacht



helicopter



cart



ship



sledge

Write the sentences in your copy.

1. A \_\_\_\_\_ flies straight up in the air.
2. Oxen pull a \_\_\_\_\_
3. Dogs or huskies pull a \_\_\_\_\_ over the snow.
4. A \_\_\_\_\_ is a small boat. It has sails.
5. A \_\_\_\_\_ goes on the sea.

Although Nepali children may understand the concept of a ship it is doubtful whether a "yacht" or a "sledge" is either known or relevant. Why not a car, bicycle-rickshaw or aeroplane?

**F**

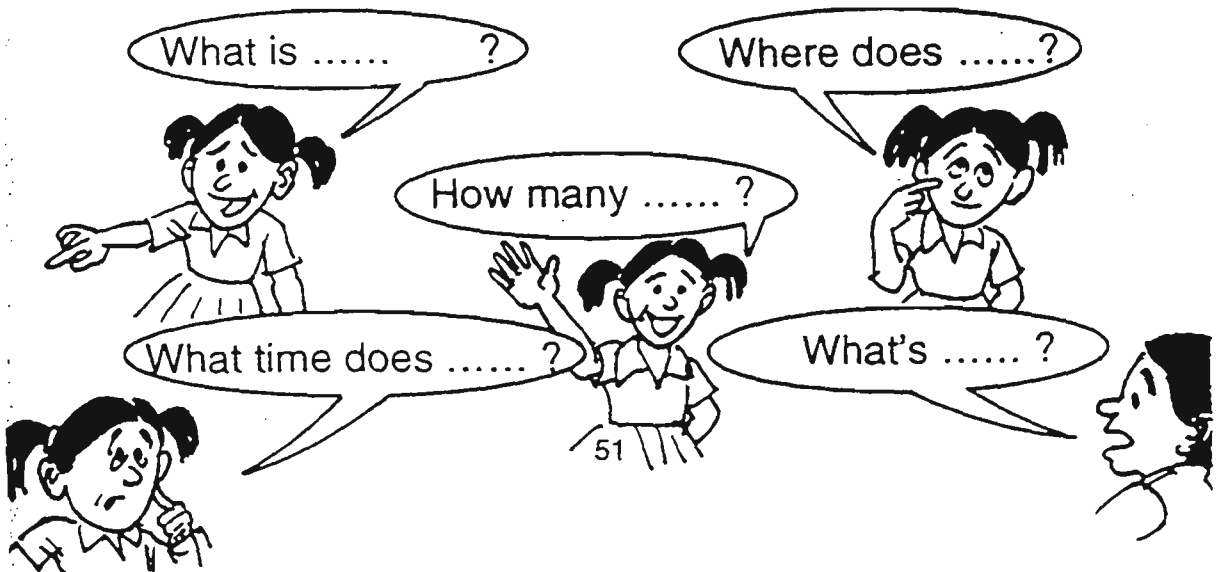
- (a) Draw this form in your copy. Make it big. Read quietly about the bus in the picture, and fill in the form.

Bus No.	
From :	
To :	
Colour	
No of Seats	
Dep. Time	
Arr. Time	
Fare	

what picture?  
where?

The blue bus, number 2235, goes from Kathmandu to Pokhara. It has 52 seats, and it leaves at 7:00 a.m. It arrives at 3:00 p.m., and the fare is 120 rupees.

- (b) Now ask your friend questions about the bus.



Oral practice  
Written practice .

**G** What did they do yesterday ?



Mr. Rai



Ali



Mary



Ram and Sita



Bonzo



Uncle

## Lesson - 1

### Good Morning

#### A. Look and Listen :

illustrations  
in a  
Classroom  
situation

Teacher: Good morning.

Students: Good morning.

Teacher: My name is Mala.

I'm a teacher.

I'm from Patan.

Illustrations:

2 students -

Bimal and

Radha

introducing -

to each other.

#### B. Work in Pairs :

Bimal: My name is Bimal.

I'm a student

I'm from Bara.

Radha: My name is Radha.

I'm a student.

I'm from Pokhara

Illustration:  
 boarding school  
 students and their  
 teachers are having  
 breakfast together.  
 b: Gopal joins  
 them.

### C. Role-play :

Gopal : Good morning, sir.

Teacher : Good morning, Gopal. He

Gopal : I'm fine thank you.  
 are you ?

Teacher : I'm fine too.

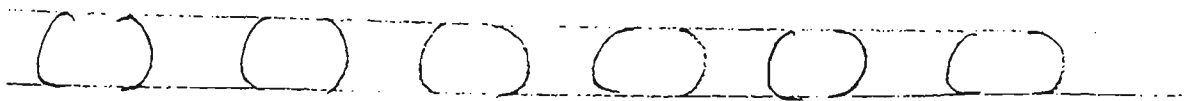
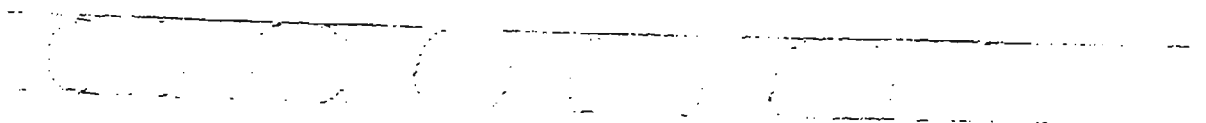
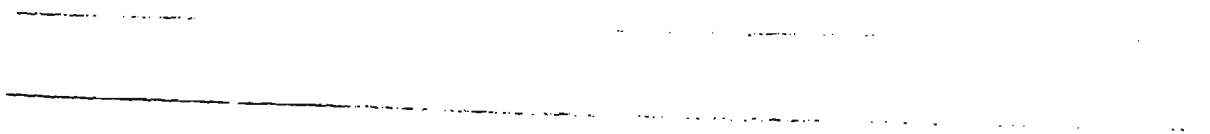
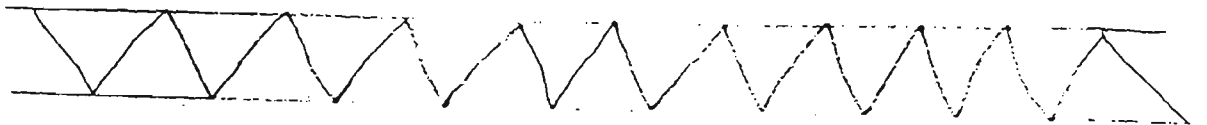
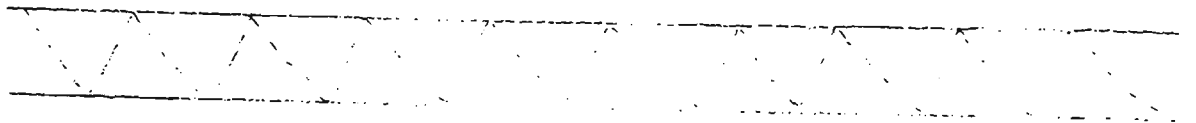
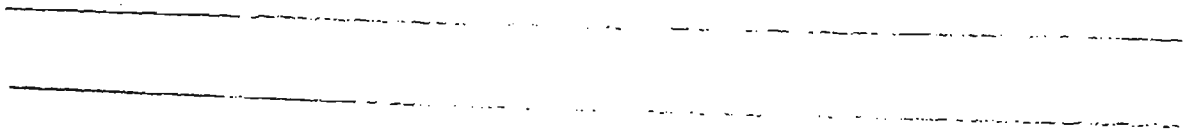
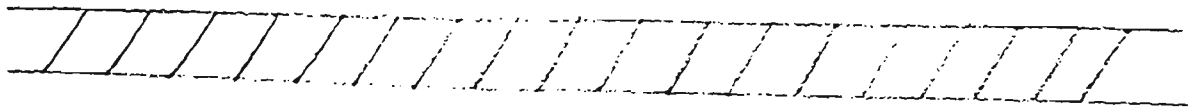
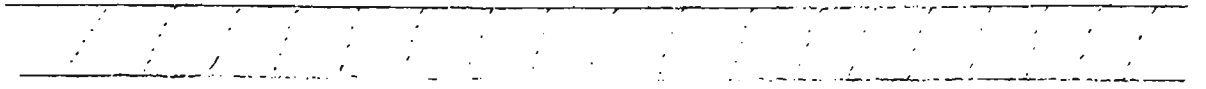
### D. Point to the same shape :

a	o	e
b	p	b
d	b	p
p	d	p
q	b	p
i	j	i
f	t	f
g	g	q
h	n	r
m	459 w	m
w	M	m



	v	r	u	v	
	u	u	n	r	

### E. Practice



F. Say together:

A B C D E F G  
H I J K L M N O P — 2

Q R S / T U V

W X Y and Z — 1

Happy happy you will be,  
When you learn your ABCs. —

E. Say together:

Hari's got a big black dog, ↘

And Bingo is his name - oh

B - I - N - G - O ↗

B - I - N - G - O ↗

B - I - N - G - O ↘  
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and, Bingo is his name - oh.

## Lesson - 2

### This is my friend

#### A. Look and Listen :

Illustration:

Hari  
introduces  
Shobha

Hello! my name is Hari.  
And, this is Shobha.  
She is my friend.  
She is from Balaju.

Gopal  
introduces  
Kiran

Hello! my name is Gopal. I'm from Dhavan.  
And, this is Kiran.  
He is my friend.  
He is from Ilam.

#### B. Role-play :

David  
introduces  
Jane

Hello! My name is David.  
I'm from Canada.  
And, this is Jane.  
She is my friend.  
She is from England.

C. Circle the same letter :

A	V	(A)	R
U	Y	V	U
D	D	O	G
O	Q	D	O
T	L	J	T
S	S	Z	R
E	K	F	B
N	V	M	N
M	M	N	W
H	X	T	F
Z	S	R	Z
P	B	D	P
K	X	Y	K
F	<sup>463</sup> G	C	K
W	M	W	X

D. Practice :

U U U U U U U U U U U U U U U U

U U

V V V V V V V V V V V V V V V V

V

W W W W W W W W W W W W W W W W

W

X X X X X X X X X X X X X X X X

X


Z Z Z

XZ XZ XZ

Lesson - 3

I'm a student

A. Listen and Say.

Rita 

My name is Rita  
I'm a student.  
I am 10 years old.  
I like dancing.



This is my father  
He is a farmer.  
He is 40 years old.  
He likes fishing.

B. Act in Pairs

Mohan: My name is Mohan.  
I'm a doctor. I am 35 years old.

This is my wife. She is a pilot.  
She is 32 years old.

Geeta: My name is Geeta.  
I'm a teacher. I am 42 years old.

That is my son. He is an artist.  
He is 22 years old.

C. Match the small letters with big

e

u

t

b

q

r

d

y

g

m

a

h

D. Practice :

kagoo  
letters

h h h

b b b

d d d

a a a

t t t

f f f

k k k



## Lesson - 2

### This is my friend

#### A. Look and Listen :

Illustration:

Hari  
introduces  
Shobha

Hello! my name is Hari.  
And, this is Shobha.  
She is my friend.  
She is from Balaju.

Gopal  
introduces  
Kiran

Hello! my name is Gopal. I'm from Dharan.  
And, this is Kiran.  
He is my friend.  
He is from Ilam.

#### B. Role-play :

David  
introduces  
Jane

Hello! My name is David.  
I'm from Canada.  
And, this is Jane.  
She is my friend.  
She is from England.

D. Practice :

U U U U U U U U U U U U U U U U

U U

V V V V V V V V V V V V V V V V

V

W W W W W W W W W W W W W W W W

W

X X X X X X X X X X X X X X X X

X

Z Z Z

XZ XZ XZ

**APPENDIX I.**

**ACTFL**

## Defining Proficiency Levels

Is there a standard set of guidelines by which these three mysterious terms may be uniformly understood? The answer is yes, and while textbooks and curricula do not by any means universally adhere to these guidelines, they nevertheless offer us a practical description of speaking, listening, reading, and writing proficiency at numerous gradations.

The *ACTFL Proficiency Guidelines* (1986) have come to be a widely recognized proficiency standard in language teaching circles. The current version of the guidelines is historically related to what for many years was referred to as “FSI levels” of speaking proficiency. The FSI (Foreign Service Institute) levels, now referred to as “ILR” (Interagency Language Roundtable) levels in more formal, research settings, represent points on an increasing scale of sophistication as determined by the FSI Oral Interview. The Oral Interview is a carefully designed set of structured tasks that elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge, grammar, and vocabulary. The test taker is judged to possess proficiency that falls into one of the following eleven different levels:

LEVEL	DESCRIPTION
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken

Table 7.1. ACTFL Proficiency Guidelines.

Generic Descriptions—Speaking	
Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: <ul style="list-style-type: none"> <li>—create with the language by combining and recombining learned elements, though primarily in a reactive mode;</li> <li>—initiate, minimally sustain, and close in a simple way basic communicative tasks;</li> <li>—ask and answer questions.</li> </ul> Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases.
Intermediate-Low	Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident.

Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and

Advanced

—narrate and describe with paragraph-length connected discourse.

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech.

Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced Plus

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectal variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures, and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

## **APPENDIX J.**

### **FIRST STEPS**

# Overview of Reading Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

## Phases

### Phase 1: Role Play Reading

In this phase readers display reading-like behaviour as they reconstruct stories for themselves. They show a natural interest in books and the language of print.

### Phase 2: Experimental Reading

In this phase readers use memory of familiar texts to match some spoken words and written words. They realise that print contains a constant message and begin pointing to words. They may comment on pictures, but seldom question written text.

## Key Indicators

- ◆ displays reading-like behaviour
  - holding the book the right way up
  - turning the pages appropriately
  - looking at words and pictures
  - using pictures to construct ideas
- ◆ realises that print carries a message but may read the writing differently each time, e.g. when 'reading' scribble to parents
- ◆ focuses on the meaning of a television program, story, or other text viewed, listened to or 'read'. Responses reflect understanding.
- ◆ makes links to own experience when listening to or 'reading' books, e.g. points to illustration, saying 'My dog jumps up too.'
- ◆ uses pictorial and visual cues when watching television, listening to or 'reading' stories, i.e. talks about a television program, advertisement or picture in a magazine or book, relating it to own knowledge and experience
- ◆ recognises own name, or part of it, in print
- ◆ realises that print contains a constant message, i.e. that the words of a written story remain the same, but the words of an oral story may change
- ◆ is focused on expressing the meaning of a story rather than on reading words accurately
- ◆ uses prior knowledge of context and personal experience to make meaning, e.g. uses memory of a text to match spoken with written words
- ◆ recognises some personally significant words in context, e.g. in job roster, weather chart or books
- ◆ matches some spoken words with written words when reading a book or environmental print

## Major Teaching Emphases

- ◆ encourage discussion and praise critical and divergent thinking
- ◆ provide picture books with limited text that children can 'read' to themselves and others
- ◆ re-read favourite stories and rhymes
- ◆ share 'Big Books' with children incidentally modelling reading behaviours
- ◆ establish a language-rich environment, presenting print in natural and meaningful contexts
- ◆ read from an enlarged text (big book) so that children can follow the print as it is read
- ◆ read texts featuring rhyme, rhythm and repetition

As the opportunities arise:

- ◆ show that a written word is a unit of print with space either side
- ◆ talk about letters by name, relating initial letters to the sounds they represent
- ◆ show that print is written left to right and top to bottom
- ◆ relate spoken to written words in context
- ◆ draw attention to relationships between words and pictures
- ◆ demonstrate use of context cues to construct meaning

## Major Teaching Emphases

- ◆ share with children times when you challenge or disagree with a text
- ◆ discuss instances of stereotyping in texts
- ◆ value and encourage both critical and empathetic responses from children, especially those that are different from your own
- ◆ Before, during and after reading promote discussion that goes beyond the literal level
- ◆ provide opportunities for children to retell stories
- ◆ use environmental print purposefully each day
- ◆ select reading material that is predictable, familiar and has natural repetition
- ◆ discuss conventions of print informally when reading
- ◆ model reading strategies such as predicting words and reading-on
- ◆ involve children in oral cloze activities focusing on words
- ◆ talk about letters and words in context, pointing out distinctive features
- ◆ encourage children to explore letter-sound relationships

## At all phases:

- ◆ foster children's enjoyment of reading, encouraging them to explore a variety of texts and take risks with confidence
- ◆ read to students every day and share your own enjoyment of reading
- ◆ encourage students to respond critically to texts they have read or viewed
- ◆ model reading behaviours and strategies for students to emulate
- ◆ encourage students to select their own books and read independently every day
- ◆ encourage students to share experiences related to reading and viewing
- ◆ talk to students about their reading and viewing
- ◆ provide opportunities for students to write every day for different purposes and audiences

### Phase 3: Early Reading

In this phase readers may read unfamiliar texts slowly and deliberately as they focus on reading exactly what is on the page. Readers are beginning to reflect on their own strategies, e.g. for working out unknown words. They sometimes comment on and question texts.

- ◆ is beginning to read familiar texts confidently and can retell major content from visual and printed texts, e.g. language experience recounts, shared books, simple informational texts and children's television programs
- ◆ can identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documentaries
- ◆ demonstrates understanding that all texts, both narrative and informational, are written by authors who are expressing their own ideas
- ◆ may read word-by-word or line-by-line when reading an unfamiliar text, i.e. reading performance may be word centred. Fluency and expression become stilted as the child focuses on decoding
- ◆ uses pictures cues and knowledge of context to check understanding of meaning
- ◆ has a bank of words which are recognised when encountered in different contexts, e.g. in a book, on the blackboard, in the environment or on a chart
- ◆ relies heavily on beginning letters and sounding-out for word identification (graphophonic strategies)

### Phase 4: Transitional Reading

In this phase readers are beginning to integrate a variety of reading strategies. They are able to adapt their reading to different types of text. With teacher support they will comment on and criticise texts.

- ◆ shows an ability to construct meaning by integrating knowledge of:
  - text structure, e.g. letter, narrative, report, recount, procedure
  - text organisation, e.g. paragraphs, chapters, introduction, conclusion, contents, page, index
  - language features, e.g. descriptive language connectives such as because, therefore, if... then
  - subject specific language, e.g. the language of reporting in science and the language of a journalistic report
- ◆ can retell and discuss own interpretation of texts read or viewed with others, providing information relating to plot and characterisation in narrative or to main ideas and supporting detail in informational text
- ◆ recognises that characters can be stereotyped in a text, e.g. a mother looking after children at home, while the father goes out to work or a prince rescuing a helpless maiden from an evil stepmother, and discusses how this could be changed
- ◆ selects appropriate material and adjusts reading strategies for different texts and different purposes, e.g. skimming to search for a specific fact; scanning for a key word

### Major Teaching Emphases

- ◆ ask readers about ideas and information they have found in books. Encourage a range of opinions and reactions, discuss stereotypes and generalisations
- ◆ provide opportunities for individual conferences where students discuss aspects of their reading
- ◆ provide opportunities for students to demonstrate understanding of a text
- ◆ encourage students to reflect on personal reading strategies
- ◆ model strategies such as substituting, re-reading, and self-correcting during shared reading sessions
- ◆ Encourage use of personal experiences, knowledge of oral language patterns and text structure to help readers make meaning
- ◆ model strategies for attacking unknown words, e.g. identifying similar word beginnings, common word patterns, chunking parts of a word
- ◆ support the development of a basic sight vocabulary by:
  - selecting resources that use many of these words in a natural way
  - encouraging readers to re-read favourite books
  - scribing the students' own language and using this text to focus on basic sight words
  - developing class word banks containing topic words, high frequency words, linking words etc.

### Major Teaching

- ◆ create a climate which fosters critical thinking
- ◆ help students to be aware of the view of the world presented by an author and how this affects different people
- ◆ discuss with students the effect of texts on their own attitudes and perceptions
- ◆ ensure that students read a range of texts for a variety of purposes
- ◆ discuss the use of prior knowledge of:
  - the text topic
  - text structures
  - language appropriate for different text types
- ◆ Provide opportunities for:
  - making comparisons with other texts
  - identifying the main issues in a text and providing supporting detail
  - identifying cause and effect and predicting outcomes
  - identifying character traits from textual cues
  - analysing plots
  - interpreting symbolic or metaphorical meaning
  - discussing concepts and vocabulary
  - extracting and organising information



## Phase 5: Independent Reading

Reading is purposeful and automatic. Readers are only aware of reading strategies being employed when encountering difficult text or reading for a specific purpose. Readers have greater ability to make connections between what is current knowledge and what is new. They may challenge texts, drawing on evidence from their own experience.

- ◆ is becoming efficient in using most of the following strategies for constructing meaning:
  - makes predictions and is able to substantiate them
  - self-corrects when reading
  - re-reads to clarify meaning
  - reads-on when encountering a difficult text
  - slows down when reading difficult texts
  - substitutes familiar words
  - uses knowledge of print conventions
- ◆ makes meaningful substitutions, i.e. replacement miscues are meaningful, e.g. 'cool' drink for 'cold' drink. The integration of the three cuing systems (semantic, syntactic and graphophonic) is developing
- ◆ has an increasing bank of sight words, including some difficult and subject-specific words, e.g. science, experiment, February, Christmas
- ◆ is becoming efficient in the use of the following word identification strategies for constructing meaning:
  - sounds-out to decode words
  - uses initial letters as a cue to decoding
  - uses knowledge of common letter patterns to decode words, e.g. th, tion, scious, ough
  - uses known parts of words to make sense of the whole word
  - uses blending to decode words, e.g. str-ing
  - uses word segmentation and syllabification to make sense of whole word
- ◆ can recognise and discuss the elements and purposes of different text structures, e.g. reports, procedures, biographies, narratives, advertisements, dramas, documentaries
- ◆ reads and comprehends text that is abstract and removed from personal experience
- ◆ makes inferences based on implicit information drawn from a text and can provide justification for these inferences
- ◆ returns purposefully to make connections between widely separated sections of a text
- ◆ makes critical comparisons between texts
- ◆ can discuss an alternative reading of a text and offer possible reasons why a text may be interpreted differently by different readers or viewers
- ◆ uses a range of strategies automatically when constructing meaning from text
  - self-corrects
  - re-reads
  - reads-on
  - slows down
  - sub-vocalises
- ◆ uses word identification strategies appropriately and automatically when encountering an unknown word
  - knowledge of graphophonics
  - knowledge of word patterns
  - knowledge of word derivations
  - morphographs, prefixes, suffixes and syllabification

## g Emphases

- ◆ Model and discuss
  - prediction and confirmation strategies
  - use of syntactic and semantic cues
  - use of picture cues
  - use of context cues
  - re-reading
  - reading-on
  - substituting words
- ◆ Model and discuss word identification strategies:
  - use of graphophonic knowledge and 'sounding-out'
  - blending
  - letter and word patterns
  - sight words
  - using syllabification and segmentation
  - using knowledge of root words and word components

## Major Teaching Emphases

- ◆ teach students to:
  - articulate their reading difficulties
  - discuss the questions they asked of the text and any questions that weren't answered
  - discuss how they solved problems
  - select and use appropriate strategies when reading for different purposes
- ◆ praise and encourage students when they show evidence of critical reading, listening and responding sensitively to their comments
- ◆ teach students to identify and comment on different points of view in texts
- ◆ establish a language-rich environment presenting print in natural and meaningful contexts
- ◆ provide opportunities for students to examine, analyse and discuss narrative and expository texts
- ◆ teach students to:
  - analyse topics/questions
  - generate self-questions
  - select appropriate texts and compile reference lists
  - summarise and take notes
  - organise responses for reporting
  - compile bibliographies
- ◆ develop the students' ability to read from a writer's viewpoint and to write from a reader's viewpoint

# Indicators For Reading Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

## Phases

### Phase 1: Role Play Reading

#### Making Meaning at Text Level

- displays reading-like behaviour
  - holding the book the right way up
  - turning the pages appropriately
  - looking at words and pictures
  - using pictures to construct ideas
- realises that print carries a message but may read the writing differently each time, e.g. when 'reading' scribble to parents
- focuses on the meaning of a television program, story, or other text viewed, listened to or 'read'. Responses reflect understanding.
- makes links to own experience when listening to or 'reading' books, e.g. points to illustration, saying 'My dog jumps up too.'
- uses pictorial cues when sharing a book or 'reading', e.g. pointing to a picture in The Three Little Pigs, says 'The three little pigs left home.'
- turns the pages of a book, telling the story from memory
- knows that writing and drawing are different, e.g. 'Mummy reads the black bits.'
- selects favourite books from a range, e.g. chooses a book saying 'I want The Three Little Pigs.'
- can talk about favourite stories and enjoys hearing them
- is beginning to use some book language appropriately, e.g. 'Once upon a time...' The child may use a 'reading' voice
- responds to and uses simple terminology such as: book, right way up, front, back, upside down

#### Making Meaning Using Context

- uses pictorial and visual cues when watching television, listening to or 'reading' stories, i.e. talks about a television program, advertisement or picture in a magazine or book, relating it to own knowledge and experience
- reacts to environmental print, e.g. noticing a fast food sign the child says 'I want a hamburger.'

#### Making Meaning at Word Level

- recognises own name, or part of it, in print
- is beginning to recognise some letters, e.g. Sam says 'That's my name', pointing to 'Stop' sign

#### Attitude

- displays curiosity about print by experimenting with 'writing' and drawing and asking 'What does that say?'
- wants to look at books
- offers to 'read' writing and points to text while 'reading', indicating the beginning of having-a-go
- expresses enjoyment by joining in orally and responding emotively when listening to familiar stories
- eagerly anticipates book-reading events that are part of daily routine

### Phase 2: Experimental Reading

#### Making Meaning at Text Level

- realises that print contains a constant message, i.e. that the words of a written story remain the same, but the words of an oral story may change
- is focused on expressing the meaning of a story rather than on reading words accurately
- knows that print goes from left to right and from top to bottom of a page
- responds to and uses terminology such as: letter, word, sentence, chapter
- is beginning to demonstrate awareness of literary language, e.g. 'a long, long time ago...', 'by the fire sat a cat', 'No, no, no', said the....'
- identifies the subject matter of a story through the use of titles and illustrations, e.g. 'I want the story about the big black cat'
- shows an ability to connect ideas and events from stories heard or viewed by retelling events in sequence, using pictures, memory of the story and knowledge of story structure
- expresses personal views about the actions of a character and speculates on own behaviour in a similar situation, e.g. 'If I had been...I would have...'
- sub-vocalises or whispers when reading 'silently'

#### Making Meaning Using Context

- uses prior knowledge of context and personal experience to make meaning, e.g. uses memory of a text to match spoken with written words
- demonstrates understanding of one-to-one correspondence between spoken and written words, for instance, the child slows down when dictating to an adult
- asks for assistance with some words. May be aware that own reading is not accurate and may seek help, re-read or stop reading
- uses patterns of language to predict words or phrases

#### Making Meaning at Word Level

- recognises some personally significant words in context, e.g. in job roster, weather chart or books
- matches some spoken words with written words when reading a book or environmental print
- is developing the ability to separate a word from the object it represents. For instance, the child realises that 'Dad' is a little word, not that 'Dad' is a big word because Dad is big
- recognises some letters of the alphabet and is able to name them
- demonstrates some knowledge of letter-sound relationships, for instance, the sound represented by the initial and most salient letters in words
- points to specific known words as they are read

... .. predict words in texts

#### Attitudes

- is beginning to see self as a reader and talks about own reading
- may ask for favourite stories to be read
- joins in and acts out familiar stories if invited to do so
- selects books to read for pleasure
- self-selects texts on basis of interest or familiarity

### Phase 3: Early Reading

Making Meaning at Text Level	
◆	<b>is beginning to read familiar texts confidently and can retell major contents from visual and printed texts, e.g. language experience recounts, shared books, simple informational texts and children's television programs</b>
◆	<b>can identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documentaries</b>
◆	<b>demonstrates understanding that all texts, both narrative and informational, are written by authors who are expressing their own ideas</b>
•	identifies the main topic of a story or informational text and supplies some supporting information
•	talks about characters in books using picture clues, personal experience and the text to make inferences
•	provides detail about characters, setting and events when retelling a story
•	talks about ideas and information from informational texts, making links to own knowledge
•	has a strong personal reaction to advertisements, ideas and information from visual and written texts
•	makes comparisons with other texts read or viewed. The reader's comments could relate to theme, setting, character, plot, structure, information or the way the text is written
•	can talk about how to predict text content, e.g. 'I knew that book hadn't got facts in it. The dinosaurs had clothes on.'
Making Meaning Using Context	
◆	<b>may read word-by-word or line-by-line when reading an unfamiliar text, i.e. reading performance may be word centred. Fluency and expression become stilted as the child focuses on decoding</b>
◆	<b>uses picture cues and knowledge of context to check understanding of meaning</b>
•	generally makes meaningful substitutions, however over-reliance on graphophonics may cause some meaning to be lost
•	may sub-vocalise when reading difficult text 'silently'
•	is beginning to use self-correction as a strategy
•	uses knowledge of sentence structure and punctuation to help make meaning (syntactic strategies)
•	sometimes reads-on to confirm meaning
•	re-reads passage in order to clarify meaning that may have been lost due to word-by-word reading. May re-read a phrase, a sentence or a paragraph.
•	can talk about strategies used at the sentence level, e.g. 'If I think it doesn't sound right, I try again'
•	is beginning to integrate prediction and substantiation

Making Meaning at Word Level	
◆	<b>has a bank of words which are recognised when encountered in different contexts, e.g. in a book, on the blackboard, in the environment or on a chart</b>
◆	<b>relies heavily on beginning letters and sounding-out for word identification (graphophonic strategies)</b>
•	carefully reads text, demonstrating the understanding that meaning is vested in the words
•	may point as an aid to reading, using finger, eyes or voice, especially when reading difficult text
•	locates words from sources such as word banks and environmental print
•	when questioned can reflect on own word identification strategies, e.g. 'I sounded it out'
Attitude	
•	is willing to have-a-go at reading unknown words
•	enjoys listening to stories
•	reads for a range of purposes, e.g. for pleasure or information
•	responds sensitively to stories read
•	discusses favourite books
•	talks about favourite author
•	selects own reading material according to interest, purpose and level of difficulty and, with teacher support, can reconstruct information gained

# Indicators For Reading Developmental Continuum

## Phase 4: Transitional Reading

Making Meaning at Text Level	
<ul style="list-style-type: none"> <li>shows an ability to construct meaning by integrating knowledge of:               <ul style="list-style-type: none"> <li>text structure, e.g. letter, narrative, report, recount, procedure</li> <li>text organisation, e.g. paragraphs, chapters, introduction, conclusion, contents, page index</li> <li>language features, e.g. descriptive language connectives such as because, therefore, if... then</li> <li>subject specific language, e.g. the language of reporting in science and the language of a journalistic report</li> </ul> </li> <li>can retell and discuss own interpretation of texts read or viewed with others, providing information relating to plot and characterisation in narrative or to main ideas and supporting detail in informational text</li> <li>recognises that characters can be stereotyped in a text, e.g. a mother looking after children at home while the father goes out to work or a prince rescuing a helpless maiden from an evil stepmother, and discusses how this could be changed</li> <li>selects appropriate material and adjusts reading strategies for different texts and different purposes, e.g. skimming to search for a specific fact; scanning for a key word</li> <li>makes inferences and predictions based on information which is both explicit and implicit in a text</li> <li>makes generalisations based on interpretation of texts viewed or read, i.e. confirms, extends, or amends own knowledge through reading or viewing</li> <li>uses a range of strategies effectively to find relevant information in texts, e.g. makes use of table of contents and index</li> <li>reads orally with increasing fluency and expression. Oral reading reflects personal interpretation</li> <li>selects texts effectively, integrating reading purpose and level of difficulty</li> <li>makes comparisons with other texts read</li> <li>recognises devices which influence construction of meaning such as the attribution of 'good' or 'bad' facial characteristics, clothing or language and the provision of emotive music and colour, and stereotypical roles and situations in written or visual texts</li> </ul>	<ul style="list-style-type: none"> <li>makes meaningful substitutions, i.e. replacement miscues are meaningful, e.g. 'cool' drink for 'cold' drink. The integration of the three cuing systems (semantic, syntactic and graphophonic) is developing</li> <li>is able to talk about some of the strategies for making meaning</li> </ul>
Making Meaning at Word Level	
<ul style="list-style-type: none"> <li>has an increasing bank of sight words, including some difficult and subject-specific words, e.g. science, experiment, February, Christmas</li> <li>is becoming efficient in the use of the following word identification strategies for constructing meaning:               <ul style="list-style-type: none"> <li>sounds-out to decode words</li> <li>uses initial letters as a cue to decoding</li> <li>uses knowledge of common letter patterns to decode words, e.g. th, tion, scious, ough</li> <li>uses known parts of words to make sense of the whole word</li> <li>uses blending to decode words, e.g. str-ing</li> <li>uses word segmentation and syllabification to make sense of the whole word</li> </ul> </li> </ul>	
Attitude	
<ul style="list-style-type: none"> <li>is self-motivated to read for pleasure</li> <li>reads for a range of purposes</li> <li>responds sensitively to stories</li> <li>discusses favourite books</li> <li>may discover a particular genre, e.g. adventure stories (may seek out other titles of this type)</li> <li>shows a marked preference for a specific type of book or author</li> <li>makes comparisons with other texts read</li> <li>demonstrates confidence when reading different texts</li> </ul>	
Strategies for Making Meaning Using Context	
<ul style="list-style-type: none"> <li>is becoming efficient in using most of the following strategies for constructing meaning:               <ul style="list-style-type: none"> <li>makes predictions and is able to substantiate them</li> <li>self-corrects when reading</li> <li>re-reads to clarify meaning</li> <li>reads-on when encountering a difficult text</li> <li>slows down when reading difficult texts</li> <li>substitutes familiar words</li> <li>uses knowledge of print conventions, e.g. capitalisation, full stops, commas, exclamation marks, speech marks</li> </ul> </li> </ul>	

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

## Phase 5: Independent Reading

Making Meaning at Text Level	
◆	can recognise and discuss the elements and purposes of different text structures, e.g. reports, procedures, biographies, narratives, advertisements, dramas, documentaries
◆	reads and comprehends text that is abstract and removed from personal experience
◆	makes inferences based on implicit information drawn from a text and can provide justification for these inferences
◆	returns purposefully to make connections between widely separated sections of a text
◆	makes critical comparisons between texts
◆	can discuss an alternative reading of a text and offer possible reasons why a text may be interpreted differently by different readers or viewers
•	talks with others about interesting or difficult content
•	can justify own interpretation of a text
•	comments and makes judgements on the ways authors represent people from different cultural and socio-economic groups
•	is beginning to recognise and appreciate that authors manipulate language in a variety of ways to clarify and enhance meaning
•	can recognise and discuss the elements and purpose of different text structures, e.g. biography, mystery
•	reflects on and discusses issues and topics that have emerged when reading or viewing <ul style="list-style-type: none"> <li>– challenges and criticises text and topics, offering supportive evidence</li> <li>– organises logical responses to a text</li> <li>– selects relevant information for own purpose</li> <li>– identifies and synthesises points of view</li> <li>– draws conclusions from text and generalises about information extracted from them</li> </ul>
•	may compare self and own experiences with fictional characters to enrich understanding
•	reads and comments critically on materials such as news items, magazine articles and advertisements and letters in the press, identifying techniques and features designed to influence readers
•	applies basic research skills effectively such as identifying informational needs, using knowledge of library organisation and text organisation and extracting relevant information from data base, catalogue or book
Making Meaning Using Context	
◆	uses a range of strategies automatically when constructing meaning from text <ul style="list-style-type: none"> <li>– self-corrects</li> <li>– re-reads</li> <li>– reads-on</li> <li>– slows down</li> <li>– sub-vocalises</li> </ul>

Making Meaning at Word Level	
◆	uses word identification strategies appropriately and automatically when encountering an unknown word <ul style="list-style-type: none"> <li>– knowledge of graphophonics</li> <li>– knowledge of word patterns</li> <li>– knowledge of word derivations, morphographs, prefixes, suffixes and syllabification</li> </ul>
Attitude	
•	may avidly pursue a favourite author. Books may be compared and recommended to others
•	feels strongly about reading preferences and can justify opinions
•	is totally absorbed when reading
•	sees books as a major source of information
•	empathises strongly with admired characters in fiction

## Phase 6: Advanced Reading

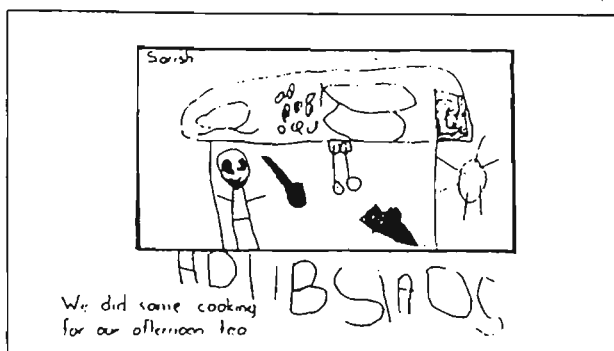
<b>Making Meaning at Text Level</b>
♦ critically reflects on and responds to text, providing different levels of interpretation and adopting alternative view-points
♦ can stand back and reflect on own reactions to authors' perceived ideologies and positions
♦ recognises specific language forms such as figurative language, jargon and technical language
♦ recognises and describes the purpose and structure of different genres
♦ reflects personal interpretation of a text through oral reading
♦ recognises and responds to text complexity, e.g. ambiguity and conflicting messages in text
♦ can compare and contrast different points of view
♦ can identify and integrate layers of facts and concepts within a text
♦ can identify and discuss different authors' styles
♦ can recognise texts as 'cultural constructs' and can analyse the cultural beliefs underpinning texts
♦ can synthesise information within and across texts
♦ is able to select, use, monitor and reflect on appropriate strategies for different reading purposes
♦ is able to interrogate texts, articulating problems and formulating relevant questions
♦ can select key information and ignore irrelevant material
♦ can apply understanding of text structure to the acquisition, organisation and application of information
♦ can formulate and apply research strategies
♦ can recognise and analyse bias, propaganda and stereotyping in texts
♦ can draw on literary and cultural repertoires to construct meanings in order to compare the perceived world view of an author with own
<b>Attitude</b>
• uses reading to enter worlds beyond personal experience
• confidently handles new texts
• responds sensitively and perceptively to literature
• reads literature with emotional involvement and reflective detachment

# Overview of Spelling Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

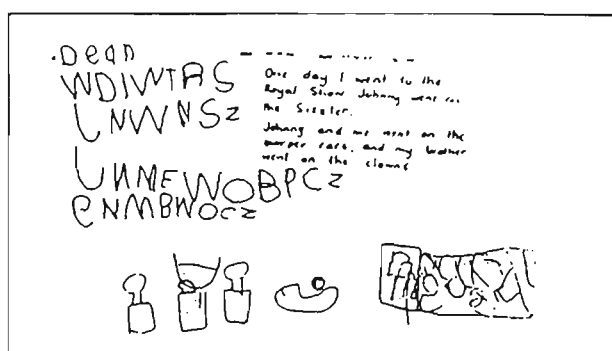
## Phase 1: Preliminary Spelling

In this phase children become aware that print carries a message. They experiment with writing-like symbols as they try to represent written language. Their writing is not readable by others as understandings of sound-symbol relationships have yet to develop. Children are fascinated by print and are constantly trying to explore the relationships between written and spoken words and between letters and sounds through emulating adults in role play of reading and writing.



## Phase 2: Semi-Phonetic Spelling

In this phase children show developing understanding of sound-symbol relationships. Their spelling attempts show some evidence of sound-symbol correspondence. They may represent a whole word with one, two or three letters. In this, as in all phases of development children will be copying, recalling and inventing words. Children at this phase are able to copy letter by letter.



## Key Indicators

- ◆ is aware that print carries a message
- ◆ uses writing-like symbols to represent written language
- ◆ uses known letters or approximations of letters to represent written language
- ◆ assigns a message to own symbols

*is confident to experiment with words*

- ◆ uses left to right and top to bottom orientation of print
- ◆ relies on the sounds which are most obvious to him or her
- ◆ represents a whole word with one, two or three letters. Uses mainly consonants

*is confident to experiment with words— sees it as a problem-solving task*

## Major Teaching Emphases

Preliminary spellers need to be immersed in print. The environment should support the development of concepts of print and stimulate them to write.

- ◆ develop an awareness of letter names
- ◆ develop understandings of concepts of print
- ◆ use correct terminology for letters, sounds, words and sentences

### At all phases:

- ◆ model writing in a variety of contexts
- ◆ encourage students to reflect on their spelling strategies
- ◆ encourage children to reflect on their understandings, gradually building a complete picture of the spelling system
- ◆ ensure that students have opportunities to write for a variety of audiences and purposes
- ◆ encourage students to take risks and have-a-go at spelling words they need to write

## Major Teaching Emphases

Semi-Phonetic spellers need to be exposed to print in natural and meaningful contexts. They need opportunities to experiment with writing so they will develop understandings about print.

- ◆ help children develop a stable concept of a word
- ◆ help children to hear different sounds in words
- ◆ help children develop the ability to segment spoken words into individual sounds
- ◆ help children to represent sounds heard in words with letters written in the order they are heard
- ◆ select high interest and high frequency words from children's reading and class writing to add to class word lists
- ◆ teach children that letter names are constant but the sounds they represent vary
- ◆ provide many opportunities for children to explore and identify sound-symbol relationships in meaningful contexts

### Phase 3: Phonetic Spelling

In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling. There is often evidence of self-constructed rules that may not conform to adult rules. Writers copy, recall and construct words according to their current understandings. They use rote recall for an increasing number of words.

Onse apen a time ther  
was a loking vampia he  
lived next to me. won rght  
I had to yos his telefon to  
ring my mome and dad up  
it had a! spidr webs on it  
he gav me a cup ov cofy  
I chucd it awa

- ◆ chooses letters on the basis of sound without regard for conventional spelling patterns
- ◆ sounds out and represents all substantial sounds in a word
- ◆ develops particular spellings for certain sounds often using self-formulated rules

*has a positive attitude towards self as a speller*

### Major Teaching Emphases

Phonetic spellers should be exposed to a wide variety of printed materials to provide data from which (at their own pace) they can draw new conclusions about spelling.

- ◆ teach writers to look for visual patterns and common letter sequences in words
- ◆ teach writers to identify critical features of words (i.e. differentiating characteristics)
- ◆ continue to emphasise the building up of a systematic view of spelling with emphasis on the way:
  - (a) letters can represent different sounds depending on context or place in the word
  - (b) a sound can be represented by more than one letter or letters
- ◆ teach writers to think about meaning as a strategy
- ◆ continue the development of word banks by incorporating theme, topic, high frequency and interesting words as they arise
- ◆ introduce proof-reading strategies

### Phase 4: Transitional Spelling (from sounds to structures)

In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaning-based strategies. They may still have difficulty recognising if a word 'looks right' but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words. To help writers at this point it is better not to emphasise phonics but to extend their repertoire of alternative strategies. This is a critical phase in the development of spelling. It often takes writers a long time to move through it. It is important that progress is carefully monitored so as much support and explicit teaching can be given as possible. If writers do not receive sufficient support they may not progress beyond this phase.

The Princy Adventure  
Once apen a time thier  
lived a hoasom priase his  
mother was dying and  
he had to find some fruit  
to quier her. In the kingdom  
there were no fruit trees

- ◆ uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable
- ◆ is beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words

*is willing to take risks and accepts responsibility*

### Major Teaching Emphases

Transitional spellers need to develop familiarity with many common patterns of spelling through reading, writing and specific spelling activities.

They also need opportunities to focus on groups of words rather than words in isolation. This enables them to make generalisations about word patterns and to formulate rules.

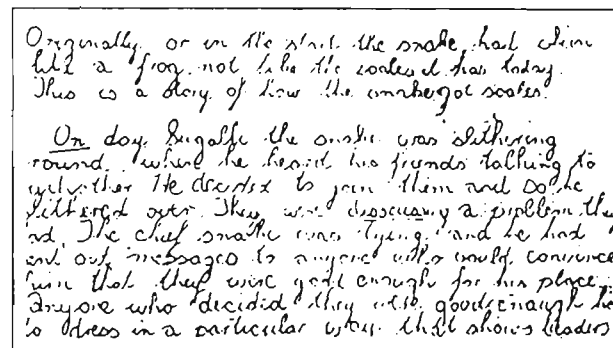
- ◆ continue to emphasise visual patterns encouraging writers to focus on patterns and to classify words
- ◆ focus on word meaning and word derivations as a guide to spelling, e.g. sign - signature
- ◆ teach strategies for remembering the correct spelling of difficult words
- ◆ teach strategies for spelling new words
- ◆ encourage writers to generate alternative spelling in order to select the right one
- ◆ encourage writers to hypothesise and generalise, e.g. rules for plurals and syllabification
- ◆ encourage the use of words not previously used to enlarge spelling vocabulary
- ◆ continue the development of Word Banks and class alphabetical lists
- ◆ continue to model and teach proof-reading skills



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## Phase 5: Independent Spelling

In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn't look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall. Independent spellers continue to use personal constructions when spelling unfamiliar words in draft writing. Independent spellers realise the importance of proof reading.



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See all Indicators in the Independent Phase (page 94).

*is aware of social obligations as a speller*

## Major Teaching Emphases

Independent spellers should be encouraged to accept responsibility for extending their spelling vocabulary. They should proof read all their written work as they are now able to spell most commonly used words correctly.

- ◆ focus on meaning as a guide to spelling
- ◆ continue to explore derivations of words—meanings of foreign words as a guide to spelling
- ◆ consolidate and extend proof-reading skills
- ◆ continue to build up a systematic picture of the whole spelling system
- ◆ teach writers to use context as a guide to spelling
- ◆ reinforce strategies for remembering correct spelling of difficult words
- ◆ emphasise social importance of spelling—insist on correct spelling for public audiences, parents, other classes or principal

# Indicators For Spelling Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

## Phase 1: Preliminary Spelling

In this phase children become aware that print carries a message. They experiment with writing-like symbols as they try to represent written language. Their writing is not readable by others as understandings of sound-symbol relationships have yet to develop

◆ is aware that print carries a message
◆ uses writing-like symbols to represent written language
◆ uses known letters or approximations of letters to represent written language
◆ assigns a message to own symbols
• knows that writing and drawing are different
• knows that a word can be written down
• draws symbols that resemble letters using straight, curved and intersecting lines
• uses a combination of pictorial and letter representations
• places letters randomly on a page
• repeats some known alphabet symbols and often uses letters from own name
• writes random strings of letters
• shows beginning awareness of directionality
• recognises own name or part of it, e.g. Stephen says 'That's my name' looking at 'Stop'
• writes the first one or two letters of own name or word correctly and may finish with a random string of letters
• writes own name correctly
• names or labels own 'writing' and pictures using a variety of symbols
• reacts to environmental print
• is willing to have-a-go at writing
• enjoys experimenting with writing-like forms
• talks about what has been 'written' or drawn
• asks questions about printed words, signs and messages
• is keen to share written language discoveries with others

## Phase 2: Semi-Phonetic Spelling

In this phase children show developing understanding of sound-symbol relationships. Their spelling attempts show some evidence of sound-symbol correspondence. They may represent a whole word with one, two or three letters.

◆ <b>uses left to right and top to bottom orientation of print</b>
◆ <b>relies on the sounds which are most obvious to him or her. This may be the initial sound, initial and final sounds, or initial, medial and final sounds, e.g. D (down), DN (down), DON (down), KT (kitten), WT (went), BAB (baby), LRFT (elephant)</b>
◆ <b>represents a whole word with one, two or three letters. Uses mainly consonants, e.g. KGR (kangaroo), BT (bit)</b>
• uses an initial letter to represent most words in a sentence, e.g. s o i s g t o c a s (Someone is going to climb a slide)
• uses letter names to represent sounds, syllables or words, e.g. AT (eighty)
• uses a combination of consonants with a vowel related to a letter name, e.g. GAM (game), MI (my)
• writes one or two letters for sounds, then adds random letters to complete the word, e.g. greim (grass), rdms (radio)
• begins to use some simple common letter patterns e.g. th (the), bck (bike)
• uses a small bank of known sight words correctly
• recognises some sound-symbol relationships in context, e.g. points to 'ship' and says 'sh' or recognises first letter of name
• knows the letters of the alphabet by name
• recognises some words in context, e.g. 'That says 'dog''
• recognises rhyming words
• recognises and copies words in the environment
• leaves spaces between word-like letter clusters, e.g. I h bn sik (I have been sick)
• confuses words with objects they represent, e.g. 'Train is a long word, 'cos trains are long. Butterfly is a little word...'
• is willing to have a go at representing speech in print form
• is confident to experiment with words
• talks about what has been drawn, written
• seeks response by questioning
• is keen to share written language discoveries with others

## Phase 3: Phonetic Spelling

In this phase writers are able to provide an almost perfect match between letters and sounds. Letters are chosen on the basis of sound often without regard for conventional letter patterns. Spelling attempts are meaningful and becoming more like standard spelling.

◆ <b>chooses letters on the basis of sound without regard for conventional spelling patterns e.g. kaj (cage), tabl (table), birgla (burglar), vampia (vampire), pepl (people), sum (some), bak (back)</b>
◆ <b>sounds out and represents all substantial sounds in a word, e.g. ktn (kitten), wacht (watched), anathe (another), aftrwoods (afterwards), sicton (cyclone), spidr (spider), isgrem (icecream), necst (next), peepl (people)</b>
◆ <b>develops particular spellings for certain sounds often using self-formulated rules, e.g. becoz (because)/wvz (was), wher (were)/whas (was), dor (door)/sor (saw)/mor (more), hape (happy)/fune (funny), poot (put)/wood (would)</b>
• substitutes incorrect letters for those with similar pronunciation, e.g. oshan (ocean), nacher (nature), wold (world), heard (herd), disobays (disobeys), concert (concert), butiful (beautiful), tuched (touched), daw (door), tresher (treasure), thort (thought)
• adds an incorrect vowel after a correct vowel or consonant, e.g. hair (hat), derum (drum), miu (my), fiene (fine), saeid (said), beo'ore (before), seing (sing)
• represents past tense in different ways according to the sounds heard, e.g. stopt (stopped), watcht (watched), livd (lived)
• uses the letter 'r' to represent a syllable, e.g. watr (water), mothr (mother)
• confuses short vowel sounds, e.g. pell (pill), yallow (yellow), u (a), pan (pen), lat (let), sow (saw)
• sometimes omits one letter of a two letter blend or digraph, e.g. lug (drop), mk (milk), leve (leave), plak (olank)
• still uses some letter name strategies e.g. awa (away), excellnt (excellent), mlt (might), lrst (last), cav (cave)
• creates some words by combining known sight words and patterns e.g. apreesheet (appreciate), jenyowine (genuine), MaThursday (Mother's Day)
• usually spells commonly used sight words correctly, e.g. in, has, his, he, my, the, here
• uses some known patterns in words, e.g. ...ing, th..., sh..., nght (night)
• is beginning to use syllabification for spelling longer words, e.g. telefon (telephone), butufl (beautiful). Some syllables may be omitted
• identifies and uses knowledge of similar sounding words
• experiments with spelling words in different ways
• applies knowledge which has been gained from reading and words encountered in books, e.g. pirate, ship
• is beginning to use simple homonyms and homophones correctly, e.g. wind, read, park, their/there, one/won, for/four, too/to
• is willing to have-a-go at spelling
• sees self positively as a writer and speller

## Phase 4: Transitional Spelling (from sounds to structures)

In this phase writers are moving away from heavy reliance on the phonetic strategy towards the use of visual and meaning-based strategies. They may still have difficulty recognising if a word 'looks right', but should be able to proof their known bank of words. Writing will show evidence of an increasing bank of learned words.

◆ uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable, e.g. holaday (holiday), gramous (grandma's), castel (castle), replyd (replied), gorillas (gorillas)
◆ is beginning to use visual strategies, such as knowledge of common letter patterns and critical features of words, e.g. silent letters, double letters
• uses visual knowledge of common English letter sequences when attempting to spell unknown words, e.g. thousand (thousand), cort (caught), doller (dollar)
• uses vowel digraphs liberally, but may be unsure of correct usage, e.g. played (played), kangarows (kangaroos), aiyen (alien)
• may have over-generalised the use of silent 'e' as an alternative for spelling long vowel sounds, e.g. mite (might), biye (buy), chare (chair), moste (most), rane (rain), growe (grow), ocaye (okay)
• syllabifies and correctly inserts a vowel before the 'r' at the end of a word, e.g. 'brother' instead of 'brothr', 'water' instead of 'watr'
• spells inflectional endings such as ...tion, ...ious, ...ight, ...ious conventionally
• includes all the correct letters but may sequence them incorrectly, e.g. yuo (you), shose (shoes), Micheal (Michael), thier (their), recieve (receive)
• is beginning to make spelling generalisations, e.g. uses some double letters correctly
• is able to proof read known bank of words
• is beginning to use knowledge of word meanings, e.g. sign/signature, medicine/medical, circle/circular
• usually represents all syllables when spelling a word, e.g.. uncontrollably (uncontrollably)
• is extending bank of known words that are used in writing, including some subject specific words, e.g. February, Christmas, restaurant, diameter, conservation, scientific
• is beginning to use knowledge of word parts, e.g. prefixes, suffixes, compound words
• uses more difficult homonyms and homophones correctly, e.g. sore/soar, pour/poor, board/bored
• is willing to 'have a go' at spelling specialised words found in specific subject areas such as science and social studies, e.g. experament (experiment), abatories (abattoirs), lattitude (latitude), electriscity (electricity)
• is aware of the importance of standard spelling for published work
• is willing to use a range of resources
• has an interest in words and enjoys using them

## Phase 5: Independent Spelling

In this phase writers have become aware of the many patterns and rules that are characteristic of the English spelling system. When spelling a new word they use a multi-strategy approach. They have the ability to recognise when a word doesn't look right and to think of alternative spellings. Spellers in this phase will have accumulated a large bank of known words that they can automatically recall.

◆ is aware of the many patterns and rules that are characteristic of the English spelling system, e.g. common English letter patterns, relationship between meaning and spelling
◆ makes generalisations and is able to apply them to new situations, e.g. rules for adding suffixes, selection of appropriate letter patterns (-ion)
◆ accurately spells prefixes, suffixes, contractions, compound words
◆ uses context to distinguish homonyms and homophones
◆ uses silent letters and double consonants correctly
◆ effectively spells words with uncommon spelling patterns and words with irregular spelling, e.g. aisle, quay, liaise
◆ uses less common letter patterns correctly, e.g. weird, forfeit, cough, reign
◆ uses a multi-strategy approach to spelling (visual patterns, sound patterns, meaning)
◆ is able to recognise if a word doesn't look right and to think of alternative spellings
◆ analyses and checks work, editing writing and correcting spelling
◆ recognises word origins and uses this information to make meaningful associations between words
◆ continues to experiment when writing new words
◆ uses spelling references such as dictionaries, thesauruses and resource books appropriately
◆ uses syllabification when spelling new words
◆ has accumulated a large bank of known sight words and is using more sophisticated language
◆ shows increased interest in the similarities, differences, relationships and origins of words
◆ is willing to take risks and responsibilities and is aware of a writer's obligations to readers in the area of spelling
◆ has a positive attitude towards self as a speller
◆ has an interest in words and enjoys using them
◆ is willing to use a range of resources and extend knowledge of words, including derivation, evolution and application

# Overview of Oral Language Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases.

## Phase 1: Beginning Language

### Phase 2: Early Language

In this phase children's use of language becomes more refined and extended. It is used to satisfy simple social needs and to gain control of objects, people and knowledge in the environment.

CH: *I know where my Grandma lives*  
T: *Where?*  
CH: *(points)*  
T: *When did you last see your Grandma?*  
Ch: *A long time ago.*

## Key Indicators

### The child:

- ◆ uses own grammar style which is an approximation of adult grammar—overgeneralisations are common, e.g.  
plurals                      sheeps for sheep  
verbs                        goed for went  
auxiliary verbs          I did run fast
- ◆ is beginning to develop awareness of listener needs and begins to provide feedback information when introducing new topic, e.g. Nanna, I went shopping. Look at this.
- ◆ gives simple descriptions of past events
- ◆ shows an interest in explanations of how and why

## Major Teaching Emphases

- ◆ focus on language structures and patterns through songs, chants, rhymes and stories
- ◆ develop children's ability to adjust their language to suit particular purposes, audiences and situations
- ◆ encourage children to tell stories, recount experiences, describe ideas, events and objects, report information and role play characters and situations
- ◆ develop and extend children's use of vocabulary in different contexts
- ◆ help children to give and receive simple explanations, information and instructions

### At all phases:

- ◆ provide models of correct English
- ◆ ensure that students encounter a range of purposes, audiences and situations that challenge them to use language in many different ways

### Phase 3: Exploratory Language

In this phase, children already know a great deal about language. They use language competently and include most grammatical patterns. They know that language can be used to express meaning and share experiences with others.

Ch1: *Good morning everyone. Um, when I went to my Grandma's I saw a light brown rabbit hop into the bush.*

T: *Where is your Grandma's house?*

Ch1: *They're called Dowling Flats.*

Ch2: *Our house has a flat roof.*

Ch1: *No, not the roof. It's a building.*

### Phase 4: Emergent Language for Learning

In this phase, children use language effectively to satisfy social and communicative needs. They also display considerable skill in responding to, and using language to satisfy the demands of formal learning.

*I'm going to tell you about yesterday when we went to the zoo. We went in the conservation room and I held a llama skin in the feeling boxes and Mrs Smith pressed the button, um, and it showed us a picture of llamas and I had a race with, um a tortoise and I won because I was faster, and ...*

#### The child:

- ◆ has grasped most grammatical rules but may still overgeneralise, e.g.
  - tenses      swam for swam, kept for kept
  - plurals      mouses for mice
  - pronouns    they put the book in there
- ◆ contributes appropriately to classroom interactions, showing or expressing puzzlement if something is not understood
- ◆ adapts language for social control, requests and for seeking information
- ◆ includes when, who, where, what in recounts
- ◆ uses language to explain, enquire and compare

#### The speaker/listener:

- ◆ judges whether a sentence is grammatically correct and adapts accordingly
- ◆ uses tone, volume, pace, intonation pattern and gesture to enhance meaning
- ◆ takes into account audience and purpose when speaking
- ◆ can sustain a conversation with a variety of audiences, e.g. teacher, peers, parents
- ◆ develops specific vocabulary to suit different purposes, e.g. language for description, classification, comparison, argument
- ◆ shows evidence of language cohesion;
  - (a) narrative logical, sequenced retells
  - (b) recounts sequenced by time order
  - (c) conversation sustained, on topic
- ◆ uses language to predict and recall
- ◆ uses language to interact with peers, e.g. collaborative activities

### Major Teaching Emphases

- ◆ focus on language structures and patterns through songs, chants, rhymes and stories
- ◆ provide opportunities to develop language through small-group and large-group interaction
- ◆ help children to learn through speaking and listening, e.g. formulating ideas, classifying, comparing, giving and receiving instructions and explanations
- ◆ provide opportunities to retell stories
- ◆ assist children to recount experiences, within and outside school
- ◆ encourage children to talk about reading and writing experiences
- ◆ incorporate collaborative and exploratory activities in all curriculum areas

- ◆ allow time to practise the sounds, rhythms, words and structures of language
- ◆ make links between oral and written language
- ◆ encourage students to respond to a range of oral and visual texts
- ◆ value the processes of group interaction

### Major Teaching Emphases

- ◆ provide opportunities to listen and respond to stories, songs and poems
- ◆ develop the language necessary to express an understanding of narrative structure, e.g. giving logical, sequenced retells; describing setting, characters and events; or incorporating literary language
- ◆ assist students to use different styles of language to suit a range of audiences and purposes
- ◆ include collaborative and exploratory activities that encourage children to predict, hypothesise and make comparisons
- ◆ promote language that allows children to discuss and express opinions related to topics, issues and interests
- ◆ introduce subject-specific vocabulary through oral, written and reading activities
- ◆ develop students' ability to ask and answer questions as a strategy for solving problems
- ◆ help students present factual information clearly and logically

## Phase 5: Consolidated Language for Learning

In this phase, children use a variety of language forms and manipulate language to suit a range of situations. They also understand how listening, speaking, reading and writing complement each other as tools for learning.

*Well, I think it was last Sunday and it was raining cats and dogs so for once my Dad let me bring my parrot, Cocka, inside, and he let her out. I just patted her neck because she doesn't fly about much, um, only when she gets mad with you. And then she started dancing with my Mum by moving up and down...*

## Phase 6: Extended Language for Learning

In this phase speakers/listeners continue to extend and refine their understandings and use of language. Language is manipulated and adapted to suit a range of situations and purposes.

*... I generally had a good time and I'm sure everyone else did as well, but I certainly did find some things difficult at Pioneer World, particularly having to wear a hat and not being allowed to talk unless spoken to. A few things occurred there that we had a good laugh about..*

### The speaker/listener:

- ◆ communicates effectively by sharing ideas, offering advice, opinion and information and reacting to the contributions of others
- ◆ recognises that language is adapted to meet different social, situational and educational needs, e.g. the language of reporting is different from the language of interviewing or story-telling
- ◆ demonstrates the ability to develop a topic in curriculum-related situations, e.g. reporting, describing, comparing
- ◆ interprets texts from own point of view — expresses opinions, draws conclusions
- ◆ uses appropriately specialised vocabulary and structures in a variety of situations, e.g. discussions, reports, modified debates
- ◆ continues to develop reason and logic, by attempting to draw conclusions, make inferences, justify and explain statements; asking questions and seeking confirmation
- ◆ listens to evaluate, draw inferences and make judgements

### Major Teaching Emphases

- ◆ help students to present factual information in a clear and logical way
- ◆ help students to discuss increasingly complex issues taking others' views into consideration
- ◆ help students to assess and interpret arguments and opinions
- ◆ implement activities that require students to present ideas, experiences and understandings in all curriculum areas
- ◆ help students to use specialised vocabulary
- ◆ include small-group and whole-group activities that focus on joint sharing, problem-solving, negotiation and consensus
- ◆ help students to talk to and respond to wider audiences using a variety of language styles
- ◆ help students to summarise main ideas
- ◆ help students to express and justify own opinions

### The speaker/listener:

- ◆ selects and sustains language and style appropriate to purpose, context and audience e.g. formal, informal talk
- ◆ effectively interprets whether a message has been understood
- ◆ summarises main ideas from written or spoken texts using succinct language
- ◆ draws conclusions from, makes inferences based on and evaluates written and oral text and is able to listen and respond to an alternative perspective
- ◆ describes events, objects and concepts outside immediate experience, e.g. world news
- ◆ uses language to express independent, critical thinking
- ◆ uses oral language to formulate hypotheses, criticise, evaluate, plan and to influence the thinking of others
- ◆ deals with abstract ideas using concrete examples

### Major Teaching Emphases

- ◆ structure experiences that challenge students to select and use different styles of language to suit a range of audiences and purposes
- ◆ help students to develop proficient speaking and listening skills that focus on clear speech, and a logical and sequential expression of ideas and understandings
- ◆ promote the use of subject-specific vocabulary
- ◆ include activities and resources that encourage students to reflect on the aesthetic features of language
- ◆ involve the students in planning presentations, e.g. to the class, school assembly
- ◆ structure activities to enable students to interpret, summarise or evaluate a range of texts
- ◆ help students to develop language for independent, critical thinking
- ◆ provide opportunities for students to use language to persuade, surprise, entertain or amuse others
- ◆ help students to give and respond to increasingly complex explanations and instructions

Oral Language: Developmental Continuum/ Individual Student Profile

Indicators For Oral Language Developmental Continuum

Teachers can identify a child's phase of development by observing that the child is exhibiting all the key indicators of a phase. It should be noted however, that most children will also display indicators from other phases

Phase 1: Beginning Language

Language and Literacy Behaviours		
• develops a repertoire of cries to satisfy biological needs		
• cries, chuckles, gurgles, coos		
• 'babbling' and repeats sound patterns		
• constantly plays at making sounds, alone or with others		
• recognises human voices		
• responds to own name		
• uses voice to attract attention		
• uses sound to signify emotions, e.g. anger, excitement		
• voices many sounds which resemble those of first language, e.g. ma-ma, da-da		
• uses non-verbal gestures, e.g. waves		
• produces first real words		
• co-ordinates gestures and words, e.g. waves and says <i>Bye</i>		
• uses single words and two-word phrases to convey meaning: <i>drink</i> - I want a drink <i>go way</i> - Go away		
• uses non-verbal communication to support single and two-word utterances: <i>drink</i> - points to fridge		
• understands more language than can be verbalised		
• may overgeneralise word meanings to represent many ideas: <i>bed</i> may mean bed, pillow, blanket, going to bed		
• has favourite words, e.g. <i>No! Mine!</i>		
• relates messages which are supported by facial expression or intonation: <i>Mummy car!</i> <i>Mummy car?</i>		
• may make mispronunciations:		
	<i>tu</i>	for cup
	<i>free</i>	for tree
	<i>ress</i>	for dress
	<i>rink</i>	for drink
• mixes words, e.g. <i>shakemilk</i> for milkshake		
• has control over some functional language, e.g. <i>in, on, out, down</i>		
• may produce parents' speech sounds without meaning, e.g. in attempting to hold a conversation with a visitor		
• understands simple questions		
• follows simple directions		
• is beginning to question for information		
• engages in language games, e.g. <i>Round and round the garden, Incy wincy spider</i>		



## Phase 2: Early Language

### Language and Literacy Behaviours

#### Speech Development

- ◆ **uses own grammar style which is an approximation of adult grammar—overgeneralisations are common, e.g.**

plurals	sheeps for sheep
verbs	goed for went
auxiliary verbs	I did run fast
- experiments with sounds through rhyme and repetition
- is beginning to use pronouns but may make errors in syntax, e.g. *Look at the doggie. They is big.*
- shows confusion between pairs of terms, e.g. *I/you, this/that, here/there*
- demonstrates an understanding of distinction in personal pronouns, e.g. *Give it to him. Give it to me.*
- begins to use endings such as *ing, ed, s*
- may confuse tenses when describing an event, e.g. *I going shopping yesterday*
- uses function words - *is, was, a, the, for, because* - to link ideas previously expressed in unconnected ways:  
*Me go park* - becomes *I'm going to the park*
- demonstrates an understanding of most common prepositions, e.g. *on, under, front, behind*
- may make sound substitutions, e.g.

<i>b</i> for <i>v</i>	<i>dribe</i> for <i>drive</i>	<i>w</i> for <i>r</i>	<i>wabbit</i> for <i>rabbit</i>
<i>t</i> for <i>k</i>	<i>tick</i> for <i>kick</i>	<i>d</i> for <i>th</i>	<i>brudda</i> for <i>brother</i>
<i>s</i> for <i>sh</i>	<i>sip</i> for <i>ship</i>	<i>f</i> for <i>th</i>	<i>free</i> for <i>three</i>
- focuses on interesting sounding words and enjoys repeating them, e.g. *beautiful - bb-oo-di-fool*

#### Language of Social Interaction

- ◆ **is beginning to develop awareness of listener needs and begins to provide feedback information when introducing new topic, e.g. Nanna, I went shopping. Look at this.**
- is aware of social conventions but does not match actions to phrases, e.g. *'scuse me* and pushes friend with the blocks
- co-ordinates gesture and tone of voice to convey meaning, e.g. *I love you, Mum* (cuddles)
- refines conversation skills, e.g. learns ways to enter conversation, takes turns during an interaction
- talks aloud to self
- engages in imaginary play, often using toys or other props
- converses with imaginary friends

#### Language and Literacy

- ◆ **gives simple descriptions of past events**
- shows an interest in listening to and talking about stories
- asks for and joins in stories
- 'reads' books aloud, often assigning own meaning to print
- tells 'stories' about pictures in books
- begins to develop an understanding of story structure, e.g. notices when a page is not read from a favourite book
- 'pretend reads' to other children, dolls, toys
- retells simple stories
- demonstrates an awareness of rhyme
- reads familiar print in the environment
- acts out stories or repeats phrases encountered in books
- draws symbols and 'reads' the message
- shows an interest in the meaning of words encountered in books

#### Language and Thinking

- ◆ **shows an interest in explanations of how and why**
- is able to express an opinion, e.g. *I don't like...*
- is beginning to develop concepts of quantity, size, speed, time
- is beginning to see relations between objects, e.g. puts toys together, building blocks
- begins to understand cause and effect, e.g. *My tower fell over 'cos I put this big block on top*
- is beginning to verbalise reasons
- makes simple predictions of future events, e.g. *We'll be going in two more sleeps*
- offers solutions and explanations to a situation, e.g. *It sank 'cos it was full*
- expresses feelings
- constantly questions - *why, who, what, where, when*
- may demonstrate confusion between fantasy and reality, e.g. *I didn't break it. Monster did*

## Phase 3: Exploratory Language

Language and Literacy Behaviours						
<b>Speech Development</b>						
<ul style="list-style-type: none"> <li>◆ <b>has grasped most grammatical rules but may still overgeneralise, e.g.</b> <table border="0"> <tr> <td>tenses</td> <td>swimmed for swam, kept for kept</td> </tr> <tr> <td>plurals</td> <td>mouses for mice</td> </tr> <tr> <td>pronouns</td> <td>they put the book in there</td> </tr> </table> </li> <li>• may still produce non-fluent speech</li> <li>• may make minor mispronunciations, e.g. <i>s/w</i> for <i>th</i>, <i>fw</i> for <i>sw</i></li> <li>• uses more lengthy and complex sentences, tending to overuse <i>and</i>, <i>then</i></li> </ul>	tenses	swimmed for swam, kept for kept	plurals	mouses for mice	pronouns	they put the book in there
tenses	swimmed for swam, kept for kept					
plurals	mouses for mice					
pronouns	they put the book in there					
<b>Language of Social Interaction</b>						
<ul style="list-style-type: none"> <li>◆ <b>contributes appropriately to classroom interactions, showing or expressing puzzlement if something is not understood</b></li> <li>◆ <b>adapts language for social control, requests and for seeking information</b></li> <li>• is aware of the impact of language in conflict situations. Often uses adults to deal with conflict.</li> <li>• sustains one-to-one conversation with children and adults</li> <li>• takes conversational turns as speaker and listener</li> <li>• is beginning to use polite conversational conventions, e.g. <i>Excuse me</i></li> <li>• can only see one course of action when in conflict, e.g. <i>I want that pen</i></li> </ul>						
<b>Language and Literacy</b>						
<ul style="list-style-type: none"> <li>◆ <b>includes when, who, where, what in recounts</b></li> <li>• uses language to describe objects, events and feelings</li> <li>• is beginning to develop a vocabulary for language concepts, e.g. 'sound', 'word', 'sentence'</li> <li>• engages in imaginative play, using language to negotiate roles, scenes and maintenance of play</li> <li>• distinguishes between, and describes, past and present experiences</li> <li>• relates stories from a sequence of 2-4 pictures</li> <li>• uses story language, e.g. <i>Once upon a time...</i></li> <li>• may combine fantasy and reality when describing or retelling</li> <li>• initiates and joins in playground chants and rhymes</li> </ul>						
<b>Language and Thinking</b>						
<ul style="list-style-type: none"> <li>◆ <b>uses language to explain, enquire and compare</b></li> <li>• makes inferences, e.g. <i>I can't play outside if it's raining</i></li> <li>• describes words in terms of function, e.g. <i>You ride a horse, You drive a car</i></li> <li>• may display confusion when using pairs of comparative terms, e.g. <i>more/less, big/little</i></li> <li>• projects into the future, anticipates and predicts, e.g. <i>If you blow that balloon up any more, it'll burst</i> or <i>When we go on holiday we'll need...</i></li> <li>• discusses events, concepts of objects not experienced</li> <li>• suggests possible alternatives when problem-solving, e.g. <i>If we use that cardboard box instead of the wood, we'd be able to bend it</i></li> <li>• shows an understanding of cause and effect</li> <li>• constantly questions</li> <li>• reflects on own and others' feelings, e.g. <i>I got mad at Nathan when he took my toys</i> or <i>It makes you sad, does it, Mum</i></li> </ul>						

## Phase 4: Emergent Language for Learning

Language and Literacy Behaviours
<b>Speech Development</b>
♦ <b>judges whether a sentence is grammatically correct and adapts accordingly</b>
<ul style="list-style-type: none"> <li>has grasped most grammatical rules but may still overgeneralise, e.g.  <div style="display: flex; justify-content: space-around;"> <span>verbs</span> <span>slept for slept</span> </div> <div style="display: flex; justify-content: space-around;"> <span>plurals</span> <span>mouses for mice</span> </div> </li> <li>is beginning to use some complex grammatical connectives to sustain a topic, e.g. <i>because, if, after</i></li> <li>uses cognitive verbs, e.g. <i>think, like, want</i>, etc. to express thoughts, wishes, dreams</li> <li>uses slang and jargon with peers</li> </ul>
<b>Language of Social Interaction</b>
♦ <b>uses tone, volume, pace, intonation pattern and gesture to enhance meaning</b>
♦ <b>takes into account audience and purpose when speaking</b>
♦ <b>can sustain a conversation with a variety of audiences, e.g. teacher, peers, parents</b>
<ul style="list-style-type: none"> <li>takes conversational turns as speaker and listener</li> <li>responds to classroom expectations of polite behaviour, e.g. <i>Could you pass me..., I'm sorry</i>. Waits for turn before speaking</li> <li>participates in group discussions</li> <li>distinguishes between language used in different situations, e.g. 'home language', 'classroom language' and 'playground language'</li> </ul>
<b>Language Literacy</b>
♦ <b>develops specific vocabulary to suit different purposes, e.g. language for description, classification, comparison, argument</b>
♦ <b>shows evidence of language cohesion;</b> (a) <b>narrative logical, sequenced retells</b> (b) <b>recounts sequenced by time order</b> (c) <b>conversation sustained, on topic</b>
<ul style="list-style-type: none"> <li>includes <i>when, who, where, what</i> in recounts</li> <li>shows a knowledge of story structure by describing, comparing or contrasting, setting, characters, events, conclusion, etc. in narrative texts</li> <li>uses language to express grammatical forms encountered in narrative texts, e.g. <i>Once upon a time..., ...and they lived happily ever after</i></li> <li>engages in more elaborate role play of characters or events encountered in stories</li> </ul>
<b>Language and Thinking</b>
♦ <b>uses language to predict and recall</b>
♦ <b>uses language to interact with peers, e.g. collaborative activities</b>
<ul style="list-style-type: none"> <li>demonstrates abstract thinking by using verbs of cognition to express thoughts, hypotheses, wishes, e.g. <i>I wonder, hope, understand, think, believe, wish</i></li> <li>uses language to describe similarities and differences</li> <li>uses language to categorise objects, people, places, events, etc.</li> <li>uses language to discuss cause and effect</li> <li>uses language to reason and argue</li> <li>is beginning to distinguish between language forms and language meanings, e.g. <i>Pull your socks up</i> means <i>Improve your behaviour</i></li> <li>is beginning to understand humour in jokes and riddles</li> <li>follows instructions e.g. classroom routines, relaying messages</li> <li>plans and gives instructions in a variety of situations, formal and informal, e.g. classroom routines, peer teaching</li> <li>questions to clarify or gain further information</li> <li>explains cause and effect, e.g. <i>She fell off the bar because she was trying a somersault for the first time, then her hand slipped</i></li> <li>follows instructions that include two or three elements</li> </ul>

## **APPENDIX K.**

### **LEARNING ASSESSMENT PROJECT, VICTORIAN BOARD OF STUDIES**

CATEGORY DESCRIPTIONS AND PERFORMANCE INDICATORS

Mark	Texts and Contextual understanding (TCU)	Linguistic structures and features (LSF)
0	INSUFFICIENT TO JUDGE	INSUFFICIENT TO JUDGE
1.1	THE BEGINNINGS OF WRITING <ul style="list-style-type: none"><li>written symbols whose meaning is not clear to the reader</li></ul>	EXPERIMENTING WITH WRITTEN SYMBOLS <ul style="list-style-type: none"><li>a mixture of invented and conventional letter shapes, numerals, or other symbols</li></ul>
1.2	STARTING TO COMMUNICATE IN WRITING <ul style="list-style-type: none"><li>written symbols conveying some meaning to the reader</li></ul>	STARTING TO USE THE CONVENTIONS OF WRITING <ul style="list-style-type: none"><li>writing from left to right, and from top to bottom of the page</li><li>the letters of the alphabet usually formed correctly</li><li>space between words or word-like clusters or letters</li><li>some known or copied words</li><li>the beginnings of conventional spelling</li><li>some attempts at punctuation</li></ul>
2.1	A BASIC TEXT <ul style="list-style-type: none"><li>very brief (two or three sentences)</li><li>little development</li><li>ideas or events listed rather than interrelated</li></ul>	WRITING INTELLIGIBLY <ul style="list-style-type: none"><li>text generally interpretable, but may need to be read more than once</li><li>some grasp of spelling</li><li>starting to use capitalisation</li></ul>
2.2	A BRIEF TEXT GIVING SOME RELATED IDEAS ABOUT THE TOPIC <ul style="list-style-type: none"><li>a few events or ideas in chronological or logical sequence</li><li>some development</li><li>some interrelating of ideas</li></ul>	DEVELOPING CONTROL OF BASIC FORMS <ul style="list-style-type: none"><li>readily interpretable</li><li>simple sentences* which may be strung together by <i>and ... and ... or and then ... and then ...</i></li><li>high frequency words usually correctly spelt</li><li>evidence of attempts to spell unfamiliar words by using the way words look and sound</li><li>occasional punctuation</li><li>beginning to use vocabulary and sentence structures suitable for purpose and audience</li></ul>
3.1	A SIMPLE CONNECTED TEXT <ul style="list-style-type: none"><li>longer than a few sentences</li><li>clear connection between the events or ideas in the text</li></ul>	MOST BASIC FORMS CONTROLLED <ul style="list-style-type: none"><li>mainly simple sentences* perhaps linked by simple connectors such as <i>and, then, so, but</i></li><li>possibly some complex sentences</li><li>correct spellings easily outnumbering misspellings</li><li>full stops and capital letters generally used correctly</li><li>words no longer omitted</li></ul>

3.2	<p><b>A PIECE WITH CLEAR DEVELOPMENT OR LOGICAL SEQUENCE</b></p> <ul style="list-style-type: none"> <li>• in a narrative: a developed story-line</li> <li>• in a recount: several aspects of a personal experience, or an event given in logical sequence</li> <li>• in a description: a broad description with attention to several features or details</li> <li>• in all of the above, a conscious "rounding-off"</li> </ul>	<p><b>ADDING POLISH TO BASIC TEXT</b></p> <ul style="list-style-type: none"> <li>• variation of sentence beginnings</li> <li>• occasional sophistication in the ways text is linked*</li> <li>• only occasional mis-spellings</li> <li>• uses vocabulary and sentence structures generally suitable for purpose and audience</li> </ul>
4.1	<p><b>A SUSTAINED TEXT WITH SOME ATTENTION TO DETAIL</b></p> <ul style="list-style-type: none"> <li>• a sustained text which sets out and develops ideas and events</li> <li>• makes some attempts to use detail for clarity and interest</li> <li>• a developing voice*</li> <li>• an occasional attempt to engage reader (eg. humour, colourful language, personal comment, appeals to authority or emotion) or to create surprise or suspense</li> <li>• connections may be spelled out where necessary to clarify things for the reader</li> </ul>	<p><b>STARTING TO DEVELOP STYLE</b></p> <ul style="list-style-type: none"> <li>• variety of sentence structures</li> <li>• text becoming fluent and smooth</li> <li>• growing control of common punctuation marks such as commas, exclamation marks, question marks, inverted commas</li> <li>• some experimentation with word choice</li> </ul>
4.2	<p><b>A SUSTAINED TEXT WITH APPROPRIATE USE OF DETAIL</b></p> <ul style="list-style-type: none"> <li>• a piece in which some detail is used successfully to support and enhance the text</li> <li>• a clear voice*</li> <li>• some successful attempts to engage reader or to create surprise or suspense</li> <li>• degree of explicitness showing awareness of the needs of the reader</li> </ul>	<p><b>MANIPULATING TEXT FOR EFFECT</b></p> <ul style="list-style-type: none"> <li>• appropriate use of paragraphing</li> <li>• text only occasionally disjointed</li> <li>• consistent use of common punctuation marks</li> <li>• some words well selected for precise meaning</li> <li>• consistently demonstrates awareness of purpose and audience in choice of vocabulary and sentence structure</li> </ul>
4+ (i.e. Beyond Level 4)	<p><b>A SUSTAINED, COHESIVE AND POSSIBLY COMPLEX PIECE</b></p> <ul style="list-style-type: none"> <li>• judicious selection of detail to add interest or impact</li> <li>• in a narrative: successful attention to introduction time order, complication and development of a resolution</li> <li>• in a recount: successful attention to orientation, sequence of events, participants and evaluation (personal comment)</li> <li>• in a description: a detailed description of a natural scene or place</li> </ul>	<p><b>SUCCESSFUL AND FLUENT TEXT</b></p> <ul style="list-style-type: none"> <li>• a range of sentence structures and verb tenses controlled and varied for effect</li> <li>• text generally linked smoothly and naturally</li> <li>• control of a wide range of punctuation marks</li> <li>• control of paragraphing</li> <li>• precise word choice</li> </ul>

\* these terms are explained on pages 9-10

**APPENDIX L.**

**SAMPLES OF TEACHERS' WRITING**

Note  
syntactic errors,  
spelling and grammatical errors.

I was school student ~~3 years ago~~ ~~before~~ 3 years ago. I was very happy in school student, because I had many friends. My school ~~was~~ life was gloden life.

Sample from a government school teacher in Kathmandu Valley 1994

When I was in class eight, there was a teacher who had very good English accent. I never missed his class, except when I got sick. I used to go imitate him.

One of the better writing samples from a 23 year old government school teacher, 1994.

When I was young, ~~that~~ I spent my life very unhappy. So I could n't learn <sup>it had taken</sup> very well.

At that time, my mother ~~was~~ <sup>at</sup> sister to years. Unfortunately, there ~~was~~ <sup>not</sup> difficulty. I affected cook rice. So ~~it~~ <sup>it</sup> was difficult. I was also poor in my in my student life. ~~the~~ I was ~~also~~ poor in my economic condition. I never ~~before~~ <sup>my</sup> left my school. Nobody guided me at my house. So my education was very low than other my friends.

Sample of writing from a private school teacher in Kathmandu Valley, 1994



## Sample A.

This sample response to the cloze exercise came from a private English medium school on the Terai.

Nepal is a landlocked country in Asia. It consists of the Terai\* the hills and the hilly mountains in the world. A legend claims Kathmandu valley was once a giant lake until the stone was removed and the water drained away leaving a large fertile valley. Farmers grazed cattle and planted crops.

Kathmandu is the capital of Nepal. Many people live in city. Dogs  bark  at night. This makes a problem for people who want to sleep. Some famous mountains in nepal are the Everest and Annapurna. Have you ever climbed one? Do you know the Sherpas live in the hilly area. The Sherpas speak their own language but the national language of Nepal is Nepali.

Some confusion of indefinite & definite articles  
wants to sleep      want to sleep. = noun/verb plural confusion  
The participant  
Answered the question but did not correct any punctuation as the group was not instructed to do so.  
However the participant  
Answered a question in the par so recognised a question  
\* Could cope with reading for meaning

## Sample B.

Despite teachers, working in the private schools visited on the Terai, generally demonstrating a higher standard of English standards, varied considerably.

This participant could not read with full understanding.

His response indicated very poor prediction skills.

The work demonstrates the participant also has a problem with the use of definite and indefinite articles.

The participant was from the same school on the Terai and the contrast in standard is considerable.

## Sample B.

Nepal is a landlocked ~~Country~~ <sup>Plains</sup> in Asia. It consists of ~~2~~ <sup>20</sup> Terai \* the hills and the ~~plateau~~ mountains in the world. A legend claims Kathmandu ~~valley~~ was once a giant lake until ~~the~~ stone was removed and the ~~pond~~ drained away leaving a large fertile valley. Farmers grazed ~~farm~~ and planted ~~crops~~.

Kathmandu is the capital of ~~Nepal~~. Many people live in the city. Dogs ~~are~~ at night. This makes ~~big~~ problem for people who ~~have~~ to sleep. Some famous mountains in nepal are ~~Makalu~~ and Dhaulagiri. Have you ever climbed one? Do you know ~~the~~ Sherpas live in ~~mountain region~~. The Sherpas speak their own language but the ~~one~~ <sup>own</sup> language of Nepal is ~~Nepali~~.

An example of copying.

I love my school very much. I Respe-  
ct my teachers and friends.

I loved my school very much. I respected  
my teachers. They were my second God.  
Now I follow their rules. I love my friends.  
I laboured hard. Always I obeyed my teachers.  
I took an oath in my school time, that I  
will be a good teacher. Because a teacher  
can make a good citizen for a country.

A.

I love my school very much, I Respected  
my teachers and friends. Now I follow their's  
things.

B. An example of copying. Fig. A is the original while B and C are copied  
by those weaker in English who were sitting either side of participant A.

C

During the free writing exercise teachers sometimes shared special memories.

Sample from a government school in Kathmandu Valley.

When I was at the age of six, I joined a primary school by name Sureswari Primary School at Kharipati. I was a good student and was loved by every teachers. I had a good friend by name Keshav who always helped me with money and his English and Mathematics. I am always grateful for his help. In one rainy season, I was nearly going to die because of River flood. But luckily, I was saved by my friend Keshav.

Sample from a private school near the Indian border.

I haven't attended kindergarten classes. At the age of 5 I was admitted to a government primary school. Class B III onwards I started learning English. I remember some hard line teachers of English in my school. Still I remember a slap I got in the study of the usage of must as auxiliary verb.

Note the reasonable standard of English expression.