

Secondary Education Curriculum

2077

English

Grade: 9 and 10

Subject Code: Eng. 002(Grade 9), Eng. 003(Grade 10)

Credit Hour: 5

Annual Working hours: 160

1. Introduction

English, as a language of international communication, is widely used in education, mass media, information and communication technology (ICT), business, tourism, science, medicine and many other disciplines. Motivation to learn English is widespread in Nepal and its popularity is ever increasing. Thus, English is taught as a compulsory subject not only in school but also in almost all the undergraduate programmes at the university level. English has also been adopted as the medium of instruction in many schools and most higher education programmes.

This grade 9 and 10 curriculum has been revised in the context of recent socio-political restructuring of the country. Efforts have been made to incorporate recent trends and undercurrents in the field of language learning and teaching and all four language skills are adequately addressed. Strong grammatical foundation is also given due consideration and the learners are expected to be able to communicate in the English language with confidence.

This curriculum aims to enable the students to exchange their ideas in the English language. It also aims to expose students to the vast treasure of knowledge and pleasure that is available in both written and spoken English. The students learning English in these grades will develop their linguistic base in English for their further studies. The curriculum has also integrated soft skills in order to support the students to manage their study with balanced socio-emotional skills.

2. Competencies

By the end of grade 10, the students are expected to achieve the following competencies:

- a. Listen and respond to a variety of standard dialects of spoken English with reasonable accuracy, fluency and coherence;
- b. Understand the main points and extract essential information from clear standard speech on familiar matters;
- c. Communicate with reasonable accuracy and confidence on familiar topics;
- d. Read a variety of texts for information and understanding;
- e. Read short literary texts for pleasure and understanding;
- f. Demonstrate a good control of vocabulary to express the communicative needs;
- g. Produce a variety of texts for creative, personal, academic and functional purposes;
- h. Convey information and ideas on concrete as well as abstract topics in written and spoken form; and
- i. Use e-resources to boost their learning and develop language skills.

3. Grade-wise Learning Outcomes

3.1. Listening skill

Grade Nine	Grade Ten
<ol style="list-style-type: none">1. Identify the intention of the speaker and respond accordingly.2. Follow short talks, announcement, speech or lectures on familiar topics in clearly articulated standard speech.3. Follow the main points of extended discussion in the speech clearly articulated in standard dialect.4. Understand and extract specific information from short and clearly articulated spoken English on familiar matters.5. Understand and pick out/identify the main ideas and supporting details from news bulletins and simple recorded materials about familiar subjects delivered at normal speed.6. Understand and follow multi-step instructions and detailed directions.7. Understand and follow simple technical information about operating everyday equipment.8. Extract information from interpretation of charts and tables.	<ol style="list-style-type: none">1. Identify the intention of the speaker and respond accordingly.2. Follow short talks, announcement, speech or lectures on familiar topics in clearly articulated standard speech.3. Follow the main points of extended discussion in the speech clearly articulated in standard dialect.4. Understand and extract specific information from short and clearly articulated spoken English.5. Understand and pick out/identify the main ideas and supporting details from recorded or broadcast audio materials on familiar subjects delivered in clear standard speech/dialect.6. Understand and follow multi-step instructions and detailed directions.7. Understand and follow simple technical information about operating everyday equipment.8. Extract information from interpretation of charts and tables.

3.2. Speaking skill

Grade Nine	Grade Ten
<ol style="list-style-type: none">1. Express and respond to feelings such as surprise, happiness, sadness, interest and indifference.2. Express belief, opinion, agreement and disagreement politely.3. Give and seek personal views and opinions while discussing.4. Give detailed accounts of experiences, feelings and reactions.5. Present opinions in discussing with relevant explanations.6. Participate actively in routine and non-routine formal and informal discussion of familiar subjects.	<ol style="list-style-type: none">1. Express and respond to feelings such as surprise, happiness, sadness, interest and indifference.2. Express belief, opinion, agreement and disagreement politely.3. Give and seek personal views and opinions while discussing.4. Give detailed accounts of experiences, feelings and reactions.5. Present and defend opinions in discussing with relevant explanations.6. Participate actively in routine and non-routine formal and informal discussion of familiar subjects.

<p>7. Deal with most situations in shops, offices, bus station, airports.</p> <p>8. Explain a problem with reasons.</p> <p>9. Give and follow detailed instructions and directions.</p> <p>10. Describe pictures, maps, charts, tables and diagrams.</p> <p>11. Narrate stories and events.</p> <p>12. Give a prepared presentation on a familiar topic.</p>	<p>7. Deal with most situations in shops, offices, bus station, airports.</p> <p>8. Explain a problem with reasons.</p> <p>9. Give and follow detailed instructions and directions.</p> <p>10. Describe pictures, maps, charts, tables and diagrams.</p> <p>11. Narrate stories and events.</p> <p>12. Give a prepared presentation on a familiar topic.</p>
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3.3. Reading skill

Grade Nine	Grade Ten
<p>1. Understand texts that consist of high frequency everyday language.</p> <p>2. Understand straightforward factual texts on subjects of interests.</p> <p>3. Understand the description of events, feelings and wishes.</p> <p>4. Extract relevant information from everyday materials.</p> <p>5. Understand and identify main ideas and supporting details from the texts.</p> <p>6. Understand and identify the gist from argumentative texts.</p> <p>7. Understand the information from texts with contemporary problems.</p> <p>8. Retrieve required information from para-orthographic texts including the visual materials.</p> <p>9. Scan longer texts in order to locate desired information, and gather information from different parts of a text.</p> <p>10. Extrapolate the meaning of unfamiliar words and phrases from the context and deduce sentence meaning.</p> <p>11. Read poems and short stories for pleasure and understanding.</p> <p>12. Consult a dictionary to learn the different aspects of words.</p>	<p>1. Understand texts that consist of high frequency everyday language.</p> <p>2. Understand straightforward factual texts on subjects of interests.</p> <p>3. Understand the description of events, feelings and wishes.</p> <p>4. Extract relevant information from everyday materials.</p> <p>5. Understand and identify main ideas and supporting details from the texts.</p> <p>6. Understand and identify the gist from argumentative and persuasive texts.</p> <p>7. Understand the information from texts with contemporary problems.</p> <p>8. Retrieve required information from para-orthographic texts including the visual materials.</p> <p>9. Scan longer texts in order to locate desired information, and gather information from different parts of a text.</p> <p>10. Extrapolate the meaning of unfamiliar words and phrases from the context and deduce sentence meaning.</p> <p>11. Read poems and short stories for pleasure and understanding.</p> <p>12. Consult a dictionary to learn the different aspects of words.</p>

3.4. Writing skill

Grade Nine	Grade Ten
<ol style="list-style-type: none"> 1. Write a description of experiences and feelings in some detail. 2. Write letters, notes, notices, advertisements, recipe and instructions in appropriate language and form. 3. Narrate or develop stories. 4. Write accounts of experiences describing feelings and reactions in simple connected text. 5. Write short descriptive, narrative and expository essays. 6. Write an interpretation of charts, tables and diagrams. 7. Write biographies and short news stories. 8. Write short simple reviews of books and films. 9. Paraphrase short written texts in a simple fashion. 10. Write with accurate spelling, punctuation and layout. 	<ol style="list-style-type: none"> 1. Write a description of experiences, feelings and events in some detail. 2. Write letters, notes, notices, advertisements, recipe and instructions in appropriate language and form. 3. Narrate or develop stories. 4. Write accounts of experiences describing feelings and reactions in simple connected text. 5. Write short descriptive, narrative, expository and persuasive essays. 6. Write an interpretation of charts, tables and diagrams. 7. Write biographies and short news stories. 8. Write short simple reviews of books and films. 9. Paraphrase short written texts in a simple fashion. 10. Write with accurate spelling, punctuation and layout.

4. Language Functions

S.No.	Grade 9	Grade 10
1	Making plans and expressing intentions	Reporting statements
2	Suggesting, advising and warning	Reporting questions
3	Making requests and responding to requests	Reporting commands
4	Expressing condolence and sympathy	Giving, withholding and reporting permission
5	Apologising and responding to an apology	Expressing conditions
6	Asking for permission	Asking for and giving reasons
7	Making, accepting and rejecting offers	Criticising
8	Describing phenomena	Expressing preferences and likes and dislikes
9	Getting things done	Narrating past events
10	Locating places	Talking about past actions with present significance
11	Giving instructions	Agreeing and disagreeing
12	Giving directions	Expressing degrees of probability and certainty
13	Describing purpose and function	Interpreting
14	Narrating past events	Confirming and denying
15	Talking about past action with present significance	Describing people and places
16	Expressing ability to do something	Congratulating
17	Expressing degrees of certainty	Comparing and contrasting
18	Making comparison	Asking for and giving opinions

5. Elaboration Matrix Grade 9

S. N.	Themes ¹	Language Functions ²	Exponents	Grammar	Hours
1	Travel and holidays	Making plans and expressing intentions	thinking of +-ing planning to + infinitive going to + infinitive will+ infinitive, will be+ -ing intend to + infinitive	Present continuous Going to future Simple future Future continuous	10
2	Health and	Suggesting, advising and warning	How about + Noun/-ing You'd better+ infinitive	Modals: should, ought	10

¹ Each theme should contain two reading texts with comprehension tasks including vocabulary. The reading text types can be: story, essay, news stories, newspaper articles, diary entry, poem, drama, book or film review, biography, autobiography.

² The listening and speaking tasks should reflect the prescribed language functions for each unit.

	hygiene		You should/ ought to Why don't you ? If I were you, I'd	to, had better, Conditional type 2 & 3	
3	Family, market and public place	Making requests and responding to requests	Could/would you...? Would you mind....- ing,...? Do you think you could (possibly)...? Oh, I'm sorry. Yes, of course Go ahead I wouldn't mind at all. No problem	Modals: would, could, can	8
4	Life and death	Expressing condolence and sympathy	I'm sorry to hear that I'm ever so sorry to I'm extremely	Present simple	8
5	Norms and values	Apologising and responding to an apology	Please accept my apologies. Please forgive me (for).. I(really) do/must apologize(for)... May I offer you my profoundest apologies for..... I'm terribly sorry for... I apologize Not at all. Please don't worry. It really doesn't matter at all. Think nothing of it.	Present continuous	8
6	Custom and culture	Asking for permission	May I...? Can I....please? Do you think I could...? Would it be possible.... Could I...? I wonder if I could....? Do you mind if I...? Is it Ok if I....?	Yes/no questions including reported speech	8

7	Ecology and environment	Making, accepting and rejecting offers	Can I offer you...? Would you like...? Won't you have...? Could I / I wonder if I/ might I give/offer you...? Yes, please. Thanks a lot. No, thanks.	Conditional type 1	8
8	Science and technology	Describing phenomena	He looks very I hope you don't take this wrong way, but I think you are Your clothes look The place where I was born is	Relative clause	10
9	Work and leisure	Getting things done	She was made to I got/had my book She had/got her sister.... She made him	Causative verbs	8
10	Travel and tourism	Locating places	X lies between Y and Z. X lies to the north of Y. X lies in Y state.	Prepositions	9
11	Gadgets and instruments	Giving instructions	First, After that, Next, Then , Finally ,etc.	Reported speech: statement and imperative	9
12	People and places	Giving directions	Turn left/right Take the first/second turning on your left/right Go/Keep straight on You will find X on your left/right	Articles	8
13	Organization profile and authority	Describing purpose and function	The purpose of ... is to... ...is concerned with.... ...exists in order to.... ...is for/ meant for....	Connectives	9
14	History and civilization	Narrating past events	X was V-ing..... X used to + infinitive when X was a	Simple past Used to Past	10

			Before X + past simple, Y had (already) + past participle.	continuous Past perfect	
15	People and lifestyle	Talking about past action with present significance	X has/have been + V-ing for X has/have (already) + past participle	Present perfect Present perfect continuous	9
16	Games and sports	Expressing ability to do something	X can + infinitive. X is/are able to + infinitive. X can't + infinitive.	Question tag Negation	9
17	Global warming and climate change	Expressing degrees of certainty	must/may/might/could be must have + past participle may/might/could/should have + past participle will + infinitive	Simple future Future perfect Wh questions including reported speech	10
18	Transportation and communication	Making comparison	... than..... ...is better/worse than... ..is more interesting than..... I don't consider...to be more/less attractive than....	Adjectives and adverbs	9
Total					160

Grade 10

S. N.	Themes ³	Language Functions ⁴	Exponents/structures	Grammar	Hours
1	Current affairs and issues	Reporting statements	said that told (object) that	Reported speech: statements	8
2	Festivals and celebrations	Reporting questions	asked (object) if/wh- enquired if/wh- wanted to know if/wh-	Reported speech: questions	8

³ Each theme should contain two reading texts with comprehension tasks including vocabulary. The reading text types can be: story, essay, news stories, newspaper articles, diary entry, poem, drama, book or film review, biography, autobiography.

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

3	Health and wellness	Reporting commands	told/forbade (object) to/not to requested/ordered/suggested (object) to/not to	Reported speech: imperatives	8
4	Work and leisure	Giving, withholding and reporting permission	Yes, you can but---- Of course. Go ahead Do you think you could stop? I'm afraid not. I'm afraid you can't. I'm sorry that's not allowed.	Modals: may, can, could, will, would Imperative sentences (negative/positive)	9
5	Science and experiment	Expressing conditions	If + present simple, will/can/may + infinitive If + present simple, present simple If + past simple, would + infinitive If + past perfect, would have + past participle	Conditional sentences	10
6	Food and cuisine	Asking for and giving reasons	Why..... (well) because.....so that... The reason was that..... But the point is..... The simple reason was...	Present continuous Connectives: reason and purpose	10
7	Cyber security	Criticising	Should/ shouldn't + infinitive Should(not) have+ past participle	Modals: should, ought to, must	8
8	Hobbies and interests	Expressing preferences and likes and dislikes	Like/hate/ love/ prefer/ am fond of/ am crazy about Love/hate/ having Love/ hate/like being Preferto Like doing/ to do	Present simple Passive: being, having	9
9	History and culture	Narrating past events	past simple verbs was/were + v-ing	Past simple, past	10

			had + past participle had been + v-ing	continuous, past perfect, past perfect continuous	
10	Games and sports	Talking about past actions with present significance	has/have + past participle has/have been + past participle	Present perfect and present perfect continuous Passive	10
11	People and lifestyle	Agreeing and disagreeing	Yes, I agree... That's (quite) right/true. I can't help thinking the same. I absolutely/entirely agree. I'm with you there. Not really. I disagree (I'm afraid) I don't think that's right. I can't agree with..... I think that's nonsense (I'm afraid)	Negation	8
12	Nature vs development	Expressing degrees of probability and certainty	must/may/ might/could + infinitive must/should have + past participle may/might/could have + past participle	Simple future, future continuous and future perfect	10
13	Population and migration	Interpreting	It shows/illustrates/depicts/displays	Connectives: although, however, in spite of/despite	8
14	Travel and adventure	Confirming and denying	statement + question tag So + auxiliary verbs + subject Neither + auxiliary verbs + subject No, subject + auxiliary verb + not	Question tag	9

15	Tourism and panorama	Describing people and places	X looks very I hope you don't take this wrong way, but I think you are Your clothes look The place where I was born is	Relative clauses: defining and non-defining Prepositions	9
16	Success and celebration	Congratulating	Congratulations! I must congratulate you I'd like to congratulate you Let me/May I congratulate you. Please accept my heartiest/ warmest congratulations	Prepositions	8
17	Towns and cities	Comparing and contrasting	X is taller than Y. X is not as strong as Y. X is the tallest girl in the class. X is tall but not strong.	Adjectives and adverbs: comparative and superlative. Connectives: although, however, in spite of/despite, but	10
18	Media and entertainment	Asking for and giving opinions	What are your views.....? What do you think of/about.....? What's your opinion of/feeling about.....? In my view /opinion... Personally, I believe/feel... As far as I am concerned.....	Questions	8
Total					160

6. Learning Facilitation

Learning facilitation process is an integral part of a curriculum that contributes to achieve the learning outcomes of the curriculum. Effective learning facilitation is expected to address the learners' choice and their individual development.

6.1 Principles of learning facilitation

- a. **Fun and engagement:** A great way to make students learn a language is to get them engaged in learning with fun. When teachers create activities that engage learners with fun, students are more willing to participate in tasks and they take risks for further learning.
- b. **Communicative activities:** Learning English is primarily for communication. Therefore, an English class should provide a rich and responsive learning environment with lots of real life communicative activities.
- c. **Exposure:** Language learning depends on the amount of exposure the students receive. Thus, the students should be given maximum exposure to the target language with a variety of written and spoken texts. For this, the teacher need to provide students the opportunity to learn English by speaking and by providing a language rich environment. It is in English class where students get a chance to listen to English. Teachers need to use simple English and avoid the use of translation into students' language until when it's really necessary.
- d. **Language skills integration:** A language is learned effectively if it involves teaching the receptive skills, productive skills, grammar and vocabulary in an integrated manner, with one set of skills building on another, with the use of a variety of texts to provide different perspectives and meaningful connections, including the wider contexts of language use.
- e. **Personalization and differentiation:** Personalization takes place when activities allow students to use language to express their ideas, feelings and opinions. Personalization ensures true communication. Similarly, differentiation in learning process enables the development of language skills guiding the students to accomplish and produce the spoken or written task.
- f. **Content and language integrated learning:** Meaningful contents relating to the real world help learners comprehend not only the content itself but also the accompanying language. Integrating content and language is a clear departure from the mere communication towards a meaningful cognition through the language being learnt.
- g. **Diversity as a resource:** In diverse classrooms, with learners from multilingual and multi-cultural backgrounds, exploiting diversity as a resource helps not only in the teaching learning process but also in creating social cohesion. The contents from diverse contexts establish the pluralistic concept first in classrooms and later in the real world.
- h. **Learning through information and communication technology (ICT):** With the advent of the ICT, language learning has been more accessible to the learners. The mobile phone and media technologies allow learners to access learning materials from anywhere and anytime. The use of ICT tools in classroom pedagogy gives learners more

autonomy in different ways. Moreover, language teaching will also connect themes and texts meaningfully and appropriately to talk, task and technology in the classroom.

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

6.2 Learning resources

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

6.3 Learning activities

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

- Question answer
- Demonstration
- Games
- Use of pictures/flashcards
- Pair work and group work
- Drill
- Storytelling/narrating
- Dictionary use
- Use of ICT tools
- Reading aloud
- Dictation
- Controlled writing
- Guided writing
- Free writing
- Project work
- Reading and presentation
- Dramatization, role-play and simulation
- Inquiry-based writing/reflection
- Reading for comprehension
- Discussion sessions
- Think - Pair- Share
- RDWS (Read, Discuss, Write and Say/Share)
- Teacher-guided self-study
- Library visits
- Listening to lyrical poems and songs
- Reciting lyrical poems and songs
- Watching movies (animated/unanimated, comic) and dramas
- Live presentation/performances
- Brainstorming and mind mapping
- Quick write/flash writing
- Book/film reviews
- Paraphrasing
- Skimming/scanning/making inferences
- Interpreting
- Visual-based activities

7. Assessment Process

Letter grading system will be used for assessing students' performance. For this, both the formative and summative assessment will be done.

7.1 Formative Assessment

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

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

Summative assessment is primarily designed for the purpose of certifying competence, ranking and so on. The overall students' understanding against the standards (competencies and learning outcomes) of the curriculum will be assessed and graded through summative assessment. There will be both internal as well as external as part of summative assessment.

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

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

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

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

S. N.	Language skills and aspects	Marks
1.	Reading	40
2.	Writing	25
3.	Grammar	10
	Total marks	75

7.3 Alternative Assessment

For the students with disabilities, alternative assessment tools will be used. They are suggested in the test specification chart.

7.4 Test Specification Charts

a. Internal Assessment

S. N.	Areas of evaluation	Marks	Guidelines for evaluation
1.	Participation	3	This covers students' attendance, participation in classroom activities and their performance on classwork, homework and project works assigned to them. The teacher needs to maintain the record of students. The same record is to be consulted to award the marks for this aspect.
2	Listening test	8	<p>Types of sound files: (The sound files may contain: lectures, talks, presentations, radio/TV broadcast, podcasts/vodcasts, commentaries, interviews, conversations, short discussions, personal accounts (oral anecdotes, past experiences) narratives (e.g. radio dramas), instructions and directions, factual accounts (e.g. news reports, eye witness accounts) explanations, public announcements, weather forecast)</p> <p>There will be two listening tasks on two different sound files. Each task should consist of four questions.</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>The sound files should be authentic and clearly articulated at normal speed of delivery. Each sound file should be of 3-minute maximum in length.</i> • <i>The types of questions include: Multiple Choice Questions, Matching, Fill in the blanks and Short Answer Questions.</i> • <i>For the students with impairment, any one of the following tasks can be given: Paragraph writing on a given topic, writing a letter or writing a description of something.</i> <p><i>Time: 20 minutes.</i></p>
	Speaking Test	8	<p>The speaking test will be administered practically. The test starts with greeting and introducing to make the students feel comfortable. This will not carry any marks. The speaking test consists of the following sections:</p> <p>1. Introduction and interview (2 marks) The students will be asked at least any three questions on their</p>

			<p>personal affairs and immediate situation. (How are you preparing for the exam? What will you study after grade 10? What's your aim in life? Do you like English? Why/Why not?)</p> <p>2. Describing pictures (3 marks) The students will be given a picture or a set of pictures. They are expected to describe the picture in at least 6 sentences.</p> <p>3. Speaking on a given topic (3 marks) The students will be given a topic like; my school, my hobby, my family. They will get one-minute time to think over the topic and then they will speak on the topic. This will also be done individually.</p> <p>Time: 10 to 15 minutes for per student</p> <p>Alternative test methods for students with visual difficulties For the students with visual difficulties, ask them to narrate a sequence of events instead of the task 2 'describing pictures' above.</p>
	Score from terminal exams	6	3 marks from each terminal test.

7.5 Test Specification Chart for External Assessment

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

Reading (40 marks)	Writing (35 marks)
<p>The assessment of reading skill follows the following structure:</p> <ol style="list-style-type: none"> Reading 1: One short reading text from the textbook with one type of comprehension question (5 marks) Reading 2: One short reading text from the textbook with two types of comprehension questions (10 marks) Reading 3: One short reading text not given in the textbook with two types of comprehension questions (10 marks) Text Length: about 250 words Reading 4: One short reading text not given in the textbook with three types of comprehension questions (15 marks) <p>Notes:</p> <ul style="list-style-type: none"> <i>Text Length: not exceeding 450 words</i> <i>Text Type for reading 3 and 4: Story, notice, advertisement, product guide, letters, news stories, brochure, manuals, diary entry, biography, autobiography, essay, newspaper article, science article, book/film review and other level appropriate texts.</i> <i>Total Number of Test Items = 40</i> <i>Question types: True/False, Fill in the gaps, Multiple Choice, Matching, Ordering and Short Answer Questions</i> <i>Except short answer questions, the types of questions should not be repeated in the two seen comprehension passages. This is applied to the two unseen comprehension passages as well.</i> <i>Reading 3 or 4 should contain the tasks for testing of vocabulary.</i> <i>The comprehension questions should follow</i> 	<p>The assessment of writing skill follows the following structure:</p> <ol style="list-style-type: none"> Guided writing I: paragraph, description of tables/charts/ diagrams, a set of instructions, a set of rules and regulations, advertisement and notice. (5 marks) Number of words: about 100 words Guided writing II: news story, skeleton story, message of condolence, message of congratulation, invitation letter, thanks giving letter. (5 marks) Number of words: about 100 words Free writing I: paragraph (presenting view, opinion, experience, feeling), leave application, job application, notice, dialogue (6 marks) Number of words: about 150 words Free writing II: personal letter, short essay, diary, newspaper article, brochure/leaflet. (8 marks) Number of words: about 200 words <p>Notes:</p> <ul style="list-style-type: none"> <i>Organization, coherence and cohesion, subject matter, appropriateness and correctness of language, range of vocabulary and layout will be assessed in writing section.</i> <i>The type of writing task should not be similar to any of the reading text given in the test paper.</i> <p>Grammar: 11 marks The grammar section should cover the following contents:</p> <ol style="list-style-type: none"> Article Preposition

the following specification.

<i>Types of comprehension</i>	<i>Number of questions</i>
Literal comprehension	20
Reorganization	10
Inference	7
Evaluation and reflection	3

3. Tense
4. Connectives
5. Question tag
6. Reported speech
7. Voice
8. Conditional sentences
9. Subject verb agreement
10. Interrogation and negation
11. Causative verbs

Types of questions:

- 1. Reproduction:** It should cover tense, question tag, reported speech, voice; and interrogation and negation (5X1=5 marks)
- 2. Multiple choice (in a contextual passage):** It should contain article, preposition, connectives, conditional sentence, subject verb agreement and causative verbs (6X1=5)