




2080

**English Teacher Professional
Development Training Curriculum**



Basic Level (Grade 6-8)

Phase I



Government of Nepal
Ministry of Education, Science and Technology
Centre for Education and Human Resource Development
Sanathimi, Bhaktapur

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1. Introduction

This training curriculum is developed to support English language teachers to improve their English language proficiency and learning strategies to be better equipped to teach English at basic level (grade 6-8). It is based on the Teacher Competency Framework, 2072 and focuses on developing listening, speaking, reading and writing skills; and grammar and vocabulary of English language teachers. This curriculum is developed for the first phase of complete Teacher Professional Development (TPD) cycle for English language teachers, the second phase will be on pedagogical skills.

According to the results of a need analysis done before developing this curriculum, it was evident that many English language teachers need additional support to improve their proficiency levels in English in order to effectively deliver the basic level curriculum. Examining the current school curriculum of English grade 6-8 indicates that the teachers teaching English in grade 6-8 are expected to be at least A2 level of the Common European Framework of Reference for Languages (CEFR) and thus the contents of this training curriculum is pitched at A2 level. The descriptors of A2 level have been included in the annex.

For this training phase, each trainer will be provided with English A2 manual and will deliver the training based on the same so that the participating teachers can improve their proficiency in English. The demonstration lessons by the trainers will also give opportunities to experience how the activities on different skills are taught/carried out in classrooms, which ultimately help them learn pedagogical skills too.

2. Training Objectives

On completion of this training course, the participating teachers will be able to:

- a. demonstrate increased confidence, understanding and use of the skills and aspects of English language to improve their English proficiency in their personal and professional life; and
- b. demonstrate increased awareness and use of learner strategies to continue developing their English language knowledge and skills independently.

3. Training Competencies

The competencies of this training are given below:

- Developing confidence and proficiency in listening;
- Developing confidence and proficiency in speaking;
- Developing confidence and proficiency in reading;
- Developing confidence and proficiency in writing;
- Developing confidence and proficiency in vocabulary;
- Developing confidence and proficiency in grammar;
- Developing learner strategies; and
- Developing confidence and proficiency in using the English language for teaching;

4. Training Structure

The duration of this training is of 15 days. The 15 days training is also divided into two parts.

- A. The first part consists of 10 days that takes place in face-to-face mode at the Education Training Centre (ETC).
- B. The second part consists of a 5-day's credit hours. In the second part of this training, the participating teachers will have to carry out any four project works. The project works are designed based on the training contents discussed during the face-to-face mode and some new areas of their professional development. The duration of second part is 52 days that starts immediately after the completion of face-to-face training. They need to submit separate reports of four projects to the concerned ETC.

5. Training Contents

The day-wise elaboration given in the tables below provide a suggested breakdown, which will support the achievement of the above competencies. Each day lasts for 4.5 hours.

Day 1

Main topic: People

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Asking for and giving information	<p>'Be' positive and negative</p> <p>'Be' questions and answers</p> <p><i>I'm from Britain.</i> <i>I'm British.</i> <i>She's from Russia.</i> <i>She's Russian</i></p> <p><i>Are you from Nepal?</i> <i>Yes, I am/ No, I'm not.</i></p> <p><i>What time's the next class?</i></p>	<p>Countries and nationalities</p> <p>Telling the time</p>	<p>Syllables and word stress</p> <p>'Polite' intonation</p> <p>Short forms of the verb 'be'</p>	<p><i>Integrated skills:</i> listening, speaking and reading- practising short conversations + visuals of people in national dress/ national sports kit/ or flags or well-known cityscapes or landmarks e.g., Big Ben – London, Mt. Everest- Nepal</p> <p>Use to present and practise target language</p> <p><i>Listening-</i> longer dialogue(s) asking for and giving information e.g., about a library /gym/ person</p> <p>Sub skills: predicting, specific information</p> <p><i>Speaking-</i>dialogue Ask for and give information e.g., about a school club/ library/gym/lesson times</p>	<p>Ways of recording new vocabulary (1) topics, alphabetical, etc.</p> <p>Classroom instructions: <i>open your book, look at exercise 3,</i> etc.</p> <p>Classroom language: <i>How do you spell x?</i> <i>What does X mean?, etc.</i></p> <p>Ways of reflecting on learning, being a student: A journal A blog</p>	3

				<p>Sub skill: checking understanding <i>Reading</i>-a simple form e.g., a gym/ library/ bank account opening card, an online form for social media</p> <p>Sub skill: Recognizing text type, scanning for names</p> <p><i>Writing</i>- writing a (a) form (b) profile Sub skill: Capital letters and punctuation, sentences with SVC/O</p>		
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Day 2

Main Topic: Work, Study and Daily Life

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Describing habits, routines, facts, needs	<p>Present Simple: Positive, negative, questions</p> <p><i>I start work at 7.00 in the morning.</i> <i>I don't drive to work.</i></p>	<p>Jobs time expressions, <i>on Mondays, every week</i>, etc. + <i>always, never</i>, etc.</p>	<p>Main stress in sentences</p> <p>3rd person 's' She likes, it goes, he watches</p> <p>Unstressed auxiliary in questions:</p>	<p><i>Reading</i>- article type text with visuals, headlines about an usual job or lifestyle</p> <p>Sub skill: using co-text (headings, visual, etc.) to understand a text [Use to present target language 1]</p> <p><i>Listening</i>- 3-4 short monologues from different people talking about routines, jobs or way of life</p>	<p>Using grammar tables and references, grammar terminology e.g. <i>positive, negative, present simple, etc.</i> Teachers follow up other forms of Simple Present not covered in class by referring to tables.</p> <p>Using English outside the</p>	3

	<p><i>What time/ How often do you...</i> Frequency adverbs</p> <p><i>He sometimes goes to the cinema on Sunday.</i></p>		<p>Where <i>do</i> you work?</p>	<p>[Use to present target language 2]</p> <p>Sub skill: transferring information to a table or GO, and (speaking) giving a short monologue about self</p> <p><i>Speaking</i> – short dialogue- Sub skill: making arrangements, thinking phrases <i>mmm maybe, let me see, etc.</i></p> <p><i>Writing</i>- short informal emails inviting and replying. Use context relevant to trainees e.g., teacher's meeting, coffee morning, etc.</p> <p>Sub skill: starting and ending email, Fixed phrases for emails e.g. <i>hope to see you soon, it's good to hear from you, etc.</i></p>	<p>class room: e. g., sending texts, emails in English.</p> <p>Learning 'fixed phrases' to build vocabulary- see writing skills</p>	
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Day 3

Main Topic: Food

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Expressing quantity Talking	Countable and uncountable nouns: <i>a/an, some, any</i>	Food Food dishes	Sound and spelling: 'ea', e.g., <i>steak, bean, pear</i> [phonemics]	<i>Integrated skills</i> - read or listen to text + diagram with facts about healthy eating.	Ways of recording new vocabulary (2) <i>file cards, example sentences, etc.</i> Identifying types of words:	3

about likes, dislikes, wants	<i>like + v¹</i> <i>like + obj.</i> <i>like + -ing</i> Quantifiers: much many, a lot <i>How much sugar do you have every day?</i>			Write questions for a food survey/ questionnaire asking about the group's food habits. Ask the questions in groups and note answers. Guided writing activity on results. <i>Reading-</i> blog post about stages of preparing a recipe or meal for friends (adapt to suit teachers' context) Sub skill: signpost language for ordering information <i>first, then, next</i> , etc. <i>Writing-</i> blog text type based on the reading model above, sub skill: ordering information	<i>singular / plural, countable, uncountable nouns, adjectives, verbs, adverbs</i> Using phonemic alphabet - introduction	
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Day 4

Main topic: Places

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Describing location	There is / are,	Places in towns: <i>shops</i> ,	<i>There</i> <i>There's</i>	<i>Reading-</i> article about an unusual city or place with	Using an English dictionary: alphabetical order, spelling,	3

Giving directions	<p><i>There's a bus station in town.</i></p> <p><i>There are lots of restaurants.</i></p> <p><i>Is there a river? Yes, there is. No, there isn't.</i></p> <p>Directions <i>Is there a bank near her? Go straight along the road. Turn right.</i></p>	<p><i>restaurants, hotel, metro, etc.</i></p> <p>Prepositions of place</p>	<p><i>There are</i></p> <p>Sentence stress in directions.</p>	<p>photos Sub skills: use photos to predict target vocabulary and context</p> <p>(Use the text to present target language)</p> <p><i>Listening-</i> dialogue or 3-way conversation. Two people are lost and ask for directions. Trainees follow directions and mark on a map.</p> <p>Sub skills: transfer spoken information to a map</p> <p><i>Writing-</i> a description of own local area for a blog or visitor website Sub skills: using linking words: <i>and, but, so</i> + using a dictionary to check spelling</p>	<p>meanings, use and pronunciation</p> <p>Which dictionaries to use? Apps or websites</p> <p>Phonemic alphabet (2)</p> <p>Ways of remembering spelling of words.</p>	
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Day 5

Topic: Clothes and Shopping

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Talking about actions at the time of speaking	<p>Present Simple or continuous</p> <p><i>What are you doing?</i> <i>I'm shopping in the market</i> <i>Is he playing a computer game?</i> <i>Yes, he is/ No, he isn't.</i> <i>I usually wear trousers but today I'm wearing a dress.</i></p>	<p>Shops Clothes Noun + noun phrases: <i>car park, bus stop, etc.</i></p>	<p>Sounds of the letter o e.g. <i>in shop, stop, know, mother, group, etc.</i></p> <p><i>stress in present continuous sentences</i></p>	<p><i>Listening and speaking:</i> 4 phone dialogues between group of friends. They are trying to find each other in the market / shopping centre e. g., <i>Where are you? Are you having a coffee? No, I'm looking at some books in the bookshop.</i></p> <p>Sub skills: identifying target language and vocabulary in context (Use activity for presentation of target language.)</p> <p><i>Reading-</i> message / post on social media</p> <p>Sub-skills: close reading to identify target language, word recognition (Use text to present target language)</p>	<p>Getting the most out of texts for listening and reading e.g., notice sentence patterns, phrases, etc.</p> <p>Exploiting a visual using present continuous(vocab focus)</p> <p>Learning outside the classroom strategies: 'Talking to yourself' – e.g., <i>I'm having a shower, I'm making breakfast, that woman is waiting for a bus, etc.</i></p> <p>Reading: understanding grammatical explanations [e.g., in a grammar reference]</p> <p>Reflect on Week 1 and reminder about journals</p>	3

Day 6

Topic: The good old days / looking back

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Talking about past events	<p>Past Simple <i>Was / were</i> Regular & irregular verbs Positive, negative and questions <i>I was at home yesterday.</i> <i>I arrived last night.</i> <i>When he was a child he...+ did</i> <i>They didn't travel by plane.</i> <i>Where did you go?</i></p>	<p>Irregular Past Simple verbs; went, made, bought, etc.</p> <p>Past time phrases and dates: yesterday, in 1955, etc.</p> <p>Years and dates</p>	<p>Regular past tense endings -'ed'</p> <p>Pronunciation of auxiliary (did) in Past Simple questions</p>	<p><i>Reading:</i> a biographical text of a famous person</p> <p>Sub skills: identifying tense of text, understanding time phrases and linking for a biography e.g. <i>two years after that, in 1976, later, etc.</i></p> <p>Use to present Past simple affirmative & time phrases.</p> <p><i>Listening:</i> monologue- a teacher from another country describing his/her career up to now</p> <p>Sub skills: specific information- dates and events.</p> <p><i>Reading and listening:</i> mini text +short dialogue on a past journey e.g. along the Silk Road. Use to present negative and question forms.</p>	<p>Strategies for learning irregular verbs, irregular spellings, etc.</p> <p>Write a brief bio data/ covering letter about teaching career. Use target language from main sessions.</p> <p>Vocabulary Extending by taking a basic word and analyzing all the ways it can be used e.g., <i>go: Go home, go by bus, go shopping, etc.</i></p> <p>Reflect: which strategies to use this week, areas to focus on</p>	3

				<p><i>Speaking-</i> information gap activity about a journey. Sub skills: fluency, showing interest</p> <p>For writing skill activity see right.</p>		
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Day 7

Main topic: Sports

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Talking about ability	<p>Modals- can, can't, could, couldn't for ability</p> <p>can / could for requests (see speaking skill)</p> <p>Adverbs of manner I can swim well. I can't play cricket very</p>	Sports and sports collocations	can / can't	<p><i>Reading:</i> text about a famous sports personality Sub skills: predicting, specific information Use to present target language and vocabulary.</p> <p><i>Speaking:</i> Ask and answer activity about own ability in sports leading to mini presentation on own abilities in sports. Sub skills: accuracy in questions and answers, extended speaking/ monologue</p>	<p>Vocabulary- how to learn collocations</p> <p>Vocabulary- High frequency words e.g., <i>get</i> What are all the different meanings of this word?</p> <p>Write <i>can do</i> statements for self or for own class</p>	3

	well. I play football badly.			<p><i>Writing:</i> a short report about a child's ability in English. <i>X can speak clearly in English and pronounces words well. However...</i></p> <p>Sub skills; use linking words, <i>and, but, however</i></p> <p><i>Speaking and writing:</i> telephone conversations... Sub skill: Leaving a voicemail message, asking for someone using <i>can/could</i> for requests, writing a message</p>		
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Day 8

Topic: Communication and Technology

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Understanding comparison	<p>Comparisons</p> <p><i>Some smartphones are more expensive than computers.</i></p> <p><i>My new phone is bigger than my old one.</i></p>	IT and IT collocations :browse the web, download a file, etc.	Unstressed 'than' in comparisons Stressed syllable in superlatives The schwa sound	<p><i>Reading:</i> online article with simple graphs e.g. comparing tablets and smartphones</p> <p>Sub skills: understanding graphs (Use text to present target language)</p>	<p>Ways to practise communication (speaking) outside lesson (2) e.g., conversation club</p> <p>Make sentences about strategies for learning</p>	3

	<p>Superlatives <i>Spanish is the easiest language in the world.</i> <i>The most difficult language in the world is ...</i></p> <p>Asking for help <i>Can you explain that? Could you show me?</i></p>			<p><i>Listening:</i> e.g., a radio programme about learning languages and how difficult/ easy they are to learn (Use text to present target language) Sub skill: identifying topic, key information</p> <p><i>Speaking:</i> short dialogue(s) for presentation and practice with people asking for help with technology / equipment Sub skill: asking for help (e.g., with technology/ school equipment): <i>Can you explain that? Could you show me?, etc.</i></p>	<p>English e.g., <i>The best/ easiest/ most useful way to practise vocabulary/ learn spelling/ understand grammar is ...</i></p>	
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Day 9

Main topic: Travel

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Talking about future plans	Going + to do for future plans <i>Where are you going</i>	Geography, places	Unstressed 'to' in <i>going to</i>	<i>Reading and listening:</i> Read leaflet or website about places/ holidays/	How to be an active listener. See listening skills left, then develop other ways to listen	3

Giving advice	<p><i>to go?</i></p> <p><i>I'm going to visit relatives in Australia</i></p> <p>Should, shouldn't for advice <i>You should try to learn the local language</i></p>			<p>events. Then listen to dialogue of people saying which one they are going to visit and why. Sub skills: specific information, hearing target language in context, recognizing phrases (showing interest) for active listening.</p> <p><i>Reading and speaking;</i> Mini texts about travel and advice Role play: Advise a visitor to Nepal</p> <p><i>Writing:</i> an email to a teacher visiting your school/ town in Nepal. Give advice on what to bring, places to visit, etc.</p>	<p>actively.</p> <p>Make a poster with advice for language learning <i>You should ... You shouldn't ...</i> Provide list of verbs e.g., <i>practise, learn, spend time, write, listen to, read</i></p>	
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Day 10

Topic: Entertainment

Functional Syllabus	Grammar [examples of target language]	Vocabulary	Pronunciation	Skills	Learner strategies/ English for the classroom	No. of sessions
Talking about experiences in the past	Present Perfect Simple for experiences/	irregular past participles	Unstressed <i>has/ have</i> with present perfect	<i>Reading:</i> e. g., magazine article about 2- 3 famous people	How to be an active reader. What to read and how.	3

Asking for and responding to opinions	<p>unspecified time on the past</p> <p><i>She has written two novels.</i> <i>I haven't seen any of her films.</i> <i>Have you read this book?</i></p> <p>Ask for and giving opinions <i>What did you think of it?</i> <i>I really liked it.</i> <i>Did you?</i></p>	Entertainment words	<p>simple</p> <p>Main stress and intonation in e.g.: <i>What did you think of it?</i> <i>I really liked it.</i> <i>Did you?</i></p>	<p>in world of entertainment and what they have / don't have in common. Sub skills: understanding reference pronouns in a text [use to present target language]</p> <p><i>Listening and speaking:</i> e.g. dialogues based on couples discussing a film or other entertainment they have seen. Sub skill: asking for and expressing opinions</p> <p><i>Writing:</i> a book or film review or review of something related to teaching e.g., a text book, resource or activity. Sub skill: organizing sentences for cohesion for a review</p>	<p>Summary of where to look for grammar information: Books Websites Provide some recommendations</p> <p>Reflect: keeping English up after the course (including reading above). What have I learned about: Myself English Learning Teaching</p>	
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The number of hours is just a guide. Trainers should ensure that language, skills and learner strategies are integrated within and across sessions and not taught in isolation.

6. Training Implementation Procedure

- a. The target group of this training is teachers teaching English at grade 6 to 8.
- b. An examination will be conducted at the end of the training as per the TPD framework, 2072 and certification will be done as per the decision of Educational Human Resource Council. Respective ETC will provide training certificates to the teachers.
- c. Each participating teachers will have to consult the reference materials and be in contact with the trainers while carrying out project works. The trainers will have to guide the participating teachers on request via e-mail or phone or by meeting in person. At the end of project works, they need to write reports reflecting their experiences.
- d. The training facilitation should follow the given standards:

The Education Training Centre at Province level will implement the training course. However, they could outsource experts for the effective delivery of the training sessions. Trainers, facilitating this training course, must attend the TOT sessions of this phase beforehand.

While facilitating training sessions, the trainers need to consider the ways adults learn a language. The activities the trainers carry out should address the following features of second language acquisition:

- Learners need to have exposure to interesting and understandable listening and reading materials.
- Emphasis should be on meaningful interactions and communication and not on form.
- Input needs to be at the right level for the learner, or just one level higher than the learner's own (comprehensible input).
- Create a safe, supportive learning environment free from anxiety as much as possible.
- Encourage learners to notice grammatical features in listening and reading texts.
- Give learners a purpose for learning.
- Support learners in taking responsibility for their own learning.

The training sessions should adopt the following methods/techniques to ensure better learning among the participants:

- modelling
- scaffolding
- logically sequenced, clearly sign-posted lesson stages and tasks
- group work, pair work and individual work relevant to the topic and task
- regular reflection on learning
- self-study exercises and project work regularly revising and practising language to consolidate learning

The facilitator should keep the following things in mind while delivering the sessions:

- This course takes a functional approach to language learning.
- The topics and examples provided under each section are suggestions only and the trainers can adapt them according to the needs of the trainees.
- The content suggested lays a foundation to improve the teachers' language proficiency. They will not be able to cover all the grammar items mentioned and will need to use a range of learner strategies to keep improving after the course.
- The topics and functions mentioned are suggestions and trainers do not need to complete all of them within 10 days. They can prioritize the functions to focus on, remembering to support weaker participants but also catering to the needs of stronger students.
- The trainers need to remember that vocabulary needs to be revised and practised extensively.
- The suggested structure for each day is given below:
 - Session 1: Language input with some controlled practice of the target language
 - Session 2: Move to practising the skills with a follow up on the target language
 - Session 3: Freer practice of the target language with some learner training / development of learner strategies

Every new day should start with revision and consolidation of the previous day's input.

7. Evaluation

The assessment of the achievement of the trainees on completion of the training should follow the following framework:

Component-wise assessment weight		
S. No.	Assessment Components	Weight
1	Regularity, participation and activeness	5
2	Creative and innovative work	10
3	Written exam	25
4	Completion of project works	10
Total		50
The pass marks for each component is at least 50%		

Grading System
<ul style="list-style-type: none"> • 90 % and above: First division with distinction • 80% - 90%: First division • 65% - 80%: Second division • 50% - 65%: Third division

- Below 50%: Fail or incomplete

The written examination should follow the following specification:

S. No.	Question types	Number of questions	weight of each question	Total marks
1	Multiple Choice	10	0.5	5
2	Short answer questions	5	3	15
3	Problem solving	1	5	5
Total		16	-	25

8. Project work

The participating teachers should carry out four projects during the school-based phase for the completion of the training. Project work 1 and 2 from the list below are mandatory, whereas, they can choose any two tasks from project work 3.

Project work 1: Practice teaching based on lesson plans

- Develop 10 different lesson plans covering the four language skills and selected aspects, and get them approved by the head teacher.
- In each plan identify possible problems for your students as language learners and plan how to support them.
- Execute the 10 planned lessons and fill up the self-reflection section stating how the lesson went.

Project work 2: Action research

As a part of the school-based self-practice, the participating teachers need to identify an issue related to teaching and learning. Then, conduct action research to explore ways of addressing the issue and strengthening their language knowledge, use and skills. There is not a recommended format for action research, however, while conducting action research, the following steps should be followed:

- Identification of problem
- Investigation of the problem (reasons, possible solutions, ways of collecting evidence)
- Trying out ways to address the problem
- Collecting evidence whether it was successful or not
- Lessons learnt and reflection

With regard to documenting the learning and reflection from action research, it is not necessary to follow a particular writing format. However, given below is a suggested one that may help the participating teachers while preparing the report.

(Title)

1. Problem (What it is, why it is a problem)
2. Things I did
3. Lesson learnt
4. Next steps
5. Reflection

Teachers may choose to present their learning in different media e.g., poster, report, PowerPoint or a binding report.

Project work 3

The participating teachers need to choose any two areas from this section. Alternatively, the trainers can suggest any other relevant tasks for the project work. Given below are some of the suggested projects:

A. Language Functions and target language

- a. Prepare a list of 5 language functions of a grade given in the basic curriculum together with the structures.
- b. Show how those language functions are presented in the respective textbook.
- c. Write a language analysis for each, using grammar tables and references, grammar terminology e.g., *positive, negative, present simple, etc.*
- d. Highlight any anticipated problems for students.

B. Learner strategies

- a. Write a reflection on your strengths and weakness as an English language learner
- b. Identify 3 learner strategies which are most useful for you to improve your proficiency.
- c. Write an action plan stating how you will use these strategies to support your continuous learning

C. Vocabulary development and consolidation

- a. Create a vocabulary bank of new and useful words related to the curriculum you are delivering
- b. Include word form, collocations and phonemes where useful.
- c. Include a range of ways to showing meaning e.g., definitions, pictures, synonyms, translations, example sentences
- d. Write a short action plan describing how you will use the bank to keep developing your range of vocabulary

D. Developing listening skills

- a. Identify 3 English listening texts e.g. radio show, TV show, film, song
- b. Listen to each and take notes while listening
- c. Write a short review of each text, describing what you listened to, the topic or information included, your response (e.g., what was interesting/boring), what made it easy/difficult to understand and 10 new

or key words from the text, with definitions that you think will be useful in your personal or professional life.

E. Developing reading skills

- a. Identify 3 English reading texts e.g., book, newspaper article, report, website article.
- b. Read each and take notes.
- c. Write a short review of each text, describing what you read, the topic or information included, your response (e.g., what was interesting / boring), what made it easy / difficult to understand and 10 new or key words from the text, with definitions that you think will be useful in your personal or professional life.

F. Noticing language in a text

- a. Identify an English reading text which interests you.
- b. Read and highlight the key points.
- c. Read again and underline 5 different language structures, e.g., tenses/ aspects, collocations, modal verbs, comparatives/ superlatives.
- d. Name the structure using correct terminology, briefly describe the meaning and use the same structure in a new example sentence about you and your life.

G. Developing speaking skills

- a. Choose a topic you find interesting.
- b. Record yourself and a friend having a conversation in English.
- c. Listen to the recording.
- d. Write a reflection highlighting your strengths and weakness in accuracy, fluency, pronunciation and interaction.

Annex-1

CEFR A2/B1 Descriptors

Skills	CEFR overall descriptors	Sub skills
Listening A2	<p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>	<p>Predicting content / language from context</p> <p>Listening for specific information</p> <p>Recognizing target language in context</p>
Listening B1	<p>Can understand straightforward factual information about common everyday jobs or related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.</p>	
Reading A2	<p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language</p> <p>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>	<p>Recognizing text types</p> <p>Scanning</p> <p>Reading for detail</p> <p>Recognizing target language in isolation and context</p>
Reading B1	<p>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p>	
Speaking A2	<p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and</p>	<p>Taking turns in short dialogues</p> <p>Taking longer turns (introduction)</p> <p>Producing target language with reasonable accuracy</p>

	<p>exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</p>	of form and pronunciation
Speaking B1	<p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p> <p>Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>Can describe how to do something, giving detailed instructions.</p>	
Writing A2	Can write short, simple formulaic notes relating to matters in areas of immediate need.	<p>Spelling, punctuation and capitalization</p> <p>Producing pattern patterns SVC/O</p> <p>Coherence and cohesion- Linking words e.g. and, but, however</p>
Writing B1	<p>Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>	