



Kathmandu

Activity – I: Pre-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

write an advertisement.

use their creativity.

Task: Prepare an advertising leaflet for a hotel situated in Kathmandu.

Time Required: One period

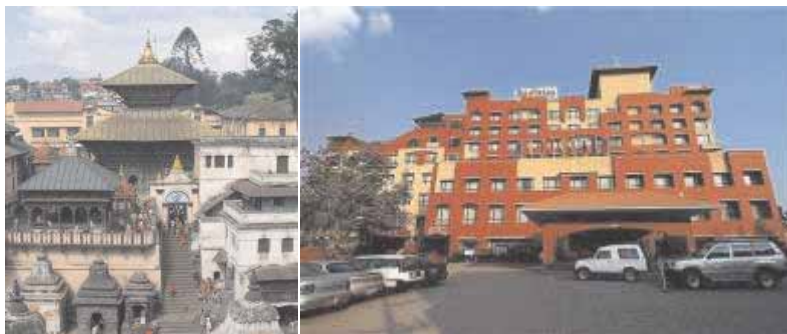
Procedure:

1. The teacher reads the following information and draws the outline/ picture/ map on the board-

(Charts, Pictures, Cutouts, Flash Cards etc. may be used.)

Hotel Aristocrat, situated in the vicinity of Pashupatinath temple in Kathmandu wants to attract more foreign tourists. So the owner plans to print an advertising leaflet. Look at the maps and picture of the hotel below. Then write the first page of the leaflet describing the following information-

- I. General position of the hotel.
- II. Information about nearby sights worth visiting.
- III. Amenities and Facilities.
- IV. Availability of transportation





BEEHIVE

FORMATIVE ASSESSMENT

2. The teacher then asks the students to design the first page of the advertising leaflet covering the above details.
3. The class is divided into groups.
4. The students discuss in their respective groups and prepare the leaflet.

Assessment Criteria:

Content-relevance and richness

Language-accuracy, appropriateness of words and phrases

Presentation

Feedback:

Some of the leaflets could be taken up for discussion.

Common errors could be pointed out and corrected.

Activity – II: While-Reading

SKILL AREA: READING

Learning Outcomes: The students will be able to

understand the poem.

comprehend and answer the questions related to the poem.

Time Required: One period

Procedure:

1. The teacher instructs the students to read the first two paragraphs of the lesson silently.
2. The teacher puts up the following questions on the board:
 - a. What does the author wish to convey by the expression 'atmosphere of febrile confusion?'
 - b. Why are worshippers elbowing each other?
 - c. What does 'saffron-clad' suggest?



- d. Why do Westerners have to struggle for permission?
- e. What is people's belief about 'Kaliyug'?
3. The students write the answers in their notebooks
4. The answers are discussed in the class.

Answers:

- a. many activities, crowd, animals, noise-all of these create an atmosphere of complete chaos.
- b. To push their way to the front.
- c. The Westerners are dressed in saffron clothes perhaps to show that they are Hindus.
- d. Only 'Hindus' are permitted to enter the temple. The policeman does not think the Westerners are Hindus.
- e. When the part of the shrine that is submerged in the river Bagmah emerges fully from the water, the goddess inside will escape and the Kaliyug will end.

Assessment Criteria:

Correct answer

Peer correction (Teacher may read out the main points for each answer)

Feedback:

The teacher could have a class discussion on the basis of the answers of the students.

Activity – III: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

- write about the cities visited by them.
- develop writing skills.

Tasks: Write a paragraph about a famous city you have visited.

Time Required: One period

**Procedure:**

1. The teacher divides the class in pairs.
2. The students discuss about the cities they have visited and come up with their experiences.
3. The teacher guides them in making notes in the table as given below:

Name of the city visited	City is famous for...	Main buildings and Monuments	Transportation system and roads	I admire it because	My experience

4. On the basis of the gathered information, students in pairs write a paragraph and submit for evaluation.

Assessment Criteria:

Content

Language

Originality and creativity

Feedback:

Some of the paragraphs could be read out and commented upon.

Activity – IV: Post-Reading**SKILL AREA: SPEAKING**

Learning Outcomes: The students will be able to

prepare and present a report on an imaginary event.

improve/enhance their speaking skills.

Task: Prepare and present a report on an imaginary situation playing the role of a correspondent of a T. V. news channel.



Procedure:

1. The teacher divides the class into groups of four or five.
2. The students are given the following imaginary situation-

- a. A T.V. news channel is producing a programme based on citizen journalists, who raise their voice against different problems faced by people.
 - b. There is a shrine in your locality. The road in front of it is over crowded. The atmosphere is of utter confusion. The road is full of flower vendors and other hawkers, beggars and stray animals. It is jam packed round the clock with no traffic control. Most important, no security measures are being taken.
3. The students in their respective groups discuss the given situation for five minutes on how to present the report for an imaginary T.V. News channel show.
4. The teacher may suggest the following phrases:
 - (i) 'Hello viewers',
 - (ii) 'I am standing at'
 - (iii) 'Behind me you can'
 - (iv) 'What is the administration doing?'
 - (v) 'Most important'
 - (vi) 'With cameraman (name) , I am (name), for (Name of T.V. Channel)'.
5. Each group works as a production unit along with 'a correspondent' and enacts the presentation of reports in front of the class.

Assessment Criteria:

Content
Expression
Presentation

Feedback:

The teacher could ask the students to view a few TV news clippings.
The presentations could be discussed in the class for their overall effectiveness.



Activity – V: Post-Reading

SKILL AREA: CREATIVE/WRITING

Learning Objectives: The students will be able to

write a travelogue

enhance writing skills using formal language

Task: Group work

Write a travelogue in about 150 words about a religious place of your choice.

Subheads:

Religious place (Name)

Country/place

Details

Special features

Time Require: One period

Procedure:

1. The teacher defines and discusses the term 'travelogue'.
2. The students are instructed to list the features given in the text.
3. The students write a travelogue on the given topic.
4. Group leader from each group comes forward and presents their travelogue.

Assessment Criteria:

Relevant content

Coherence and accurate language usage

Effective organization

Presentation

Feedback:

This activity can be presented in the form of a competition and the best one may be put on the soft board.

The teacher checks if the groups have covered all the points.