

नेपाल सरकार
शिक्षक सेवा आयोग

माध्यमिक तह, तृतीय श्रेणी, शिक्षक पदको प्रतियोगितात्मक विषयगत परीक्षा -२०८२

तह : माध्यमिक

पूर्णाङ्क : १००

समय : ३ घण्टा

उत्तीर्णाङ्क : ४०

विषय : अङ्ग्रेजी

सबै प्रश्नहरू अनिवार्य छन् । प्रत्येक खण्डका लागि बेग्लाबेग्लै उत्तरपुस्तिका प्रयोग गर्नुपर्नेछ, अन्यथा उत्तरपुस्तिका रद्द गरिनेछ ।

Group (A)

1. Prepare a lesson plan for teaching language functions – ‘Describing’, ‘Explaining’, and ‘Persuading’ at the Secondary level. Explain three strategies for teaching these language functions effectively.	7 + 3
2. What are the key stages of the writing process? Briefly explain any three with suitable examples for Secondary level learners. Critically evaluate the pros and cons of using analytic versus holistic scoring methods in assessing students' writing performance.	3 + 3 + 4
3. How can Grammar teaching be made more interactive and communicative in a Secondary level classroom? Give practical strategies.	1 0
4. Suggest ways of using online platforms to teach language skills at the Secondary level. Narrate a local story of your culture to upload to your YouTube Channel considering its value for teaching and learning English at the Secondary level.	5 + 5
5. What are the literary genres to be taught as provisioned in the English language curriculum of the Secondary level (grade 9–10)? Explain how these texts help in developing students' reading and writing skills.	3 + 7

Group (B)

6. In a classroom, a teacher of English teaches simple past tense using dialogues and encourages students to carry out practice using dialogues in pairs. Which approach to English language teaching should the teacher follow? What are the basic principles of this approach? Discuss.	2 + 5
7. Select a poem from the existing grade 10 English textbook and design any three activities each for pre-reading and while reading stages of teaching a poem. Also, suggest any four techniques to teach a poem.	6 + 4

8. Define teachers' maxim with its categories and highlight the implications of teachers' maxims in the professional development of English language teachers.	2 + 3 + 5
9. Reading and writing skills can be taught more effectively through integrated teaching rather than isolated teaching. Elucidate this statement evaluating the impact of this model on learners' (Secondary level students are not exposed to academic writing) writing skill.	1 0
10. Discuss the differences between action research and experimental research designs. How do you justify the relevance of action research in the teaching of English as a second language in the context of Nepal?	5 + 5
