

Teacher's Guide

English

Grade 6



Government of Nepal
Ministry of Nepal
Curriculum Development Centre
Sanothimi, Bhaktapur



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ENGLISH

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Editing & Publishing Section, Curriculum Development Centre.

Preface

It is a present day need to develop citizens capable enough to contribute in the economic development of a country and well familiar with the national traditions, cultures, social legacy and democratic norms and values. The main objectives of the basic level education are to prepare its citizens loyal to one's nation and democracy, aware of one's social and natural environment, responsive to own responsibility, competent in communication, self-reliant, hardworking, morally rich and positive to occupation and trade. School curricula, textbooks, reading materials and teacher's guides have been developed by taking these objectives in consideration. This book, as one of the continuous processes, has been designed on the basis of new textbook developed in line with the basic education curriculum (grades 6-8) 2012. The units and exercises devised in the textbook are presented by breaking them into periods with possible teaching learning activities. It is expected that the facilitators will begin each lesson considering the previous knowledge of students and conduct activities to make sure they achieve the competencies set by the curriculum. The facilitators are advised to use the activities and examples given as far as possible and whenever it requires students should be assigned to draw other references from the previous units so that they develop a habit of intensive study. Learning becomes more effective if other than lecture methods like discovery, discussion, question answer are adopted in classroom learning. Various teaching learning activities have been suggested in this book with an aim to help teachers make students engage in the activities to the greater extent. From these activities it is expected that students will develop a habit of learning by doing, have confidence, creativity as well as learn subject specific competencies. Therefore, students are encouraged to involve in different activities and use English in real life like situation. Until and unless English is used, it cannot be learnt in real sense.

This teacher's guide, prepared to help teachers to facilitate grade 6 English, was written by Bishnu Prasad Parajuli, Smita Nepal, Krishna Raj Hamal and Madhu Upadhyaya. The Curriculum Development Centre expresses sincere gratitude to the subject committee members who provided valuable suggestions to bring out this book in this form.

This book has clearly divided the exercises and activities to be taught in one period. This does not mean that teachers should strictly follow the teaching periods. They can reorganize the teaching units depending on the students' progress and the time frame, s/he can use in the given academic year. At the end of each unit some guidelines for students' assessment are given. In order to make this book more useful, CDC expects constructive suggestions from its users as well as readers.

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Unit 1

Some birds and animals

1. Introduction

This unit is about some birds and animals found in Nepal & other parts of the world. Students will read a text and get some information on them. They will do a speaking activity using 'can' (denoting ability) and also practice the skill of asking and answering 'wh' and yes/no questions. Besides, they will be doing an exercise on the use of articles. The unit also includes one simple listening activity.

2. Unit Objectives

One completion of the unit learners will be able to:

- Read a text on animals and do the accompanying activities.
- Practice speaking using 'can', 'wh' and 'yes-no' questions.
- Draw a picture of their own village or town.
- Study about and do an exercise related to the use of **a**, **an** or **the**.
- Listen to a text and do the tasks on it.

3. Materials

Pictures of birds/ animals, cardboard or white sheet for poster, crayons.

4. Estimated periods for this unit: 12

S.N	Exercises	Periods
1	Look and answer	1
2	Read and answer	
3	Ways with words	1
4	True or false	
5	Have your say	2
6	Write	1
7	Time for grammar	3
8	Listen and tick	1
9	Test yourself	1
10	Unit revision	2

5. Activities

1. Look and answer

This is a reading activity. They do two types of reading in it. The first one is picture reading.

- a. First, ask students to look at the nine pictures and then answer the two questions in the box. Let them work in pairs, discuss and decide the answers. If possible collect some pictures on your own and show it to the class. Some pictures in the book are not so good.

We do not only read words and sentences. We also read pictures and symbols. We need to give enough practice on reading these pictorial texts as well. It is a skill on its own.

Answers:

- a. *Giraffe is very tall.*
- b. *They are the pictures of :
Giraffe, man, **danphe** (our national bird), panda, cheetah, snake, crocodile, penguin and frog.*

2. Read and answer

This is a reading exercise. First, ask the students to read the questions given. When they get the questions, ask them to read the text silently. Second, group the students in pairs and ask them to discuss and write the answers. Students will surely need your help. Move around the class and be available to those who ask for your help.

Answers:

- a. It's cheetah.
- b. It's about some birds and animals.

3. Ways with words

Ask them to look at the task. There is a space under each picture. Students have to write the name of the picture in the space. Let them work in pairs and write answers.

Answers:

Snake, penguin, swift, frog, crocodile, giraffe, man(human being), cheetah

4. True or false

It is again a reading activity. Students are very familiar with this activity. Ask them to read the text again and write **T** for true statements and **F** for false statements in the box against each sentence.

Answers:

- a. F b. T c. T d. T e. F f. F

5. Have your say

This is a speaking exercise. Divide the students in pairs and then ask one of the students in each pair to ask the question to his/her partner and the partner gives answer. Tell the pairs to ask and answer in turn. Move round the class to make sure that the students are asking and answering. After having done so, ask students to copy the questions and their answer in their exercise books.

Answers:

- a. No, it is not found in Nepal.
- b. Yes, it is.
- c. 900 km in a day.
- d. Yes, I can.
- e. Generally, they live in hot places.
- f. Penguin can't fly.
- g. It is found in Nepal and China.
- h. A snake smells with its tongue.

6. Write

This lesson is on writing. There are two types of writing exercises given here.

Exercise A:

This exercise is a controlled writing practice. Ask students to look at the instruction very carefully.

There is a paragraph with blank spaces. Tell the students to go through the incomplete sentences first and then ask them to use the words given in the box to make at least five sentences. When completed, it will make a simple paragraph. Students can use all or some words from the box and complete the paragraph. Ask them to work in pairs. When they complete the work ask them to exchange their copies with other pairs for correction. Go round the class and check while they are checking the answers.

Sample answer:

We can see mountains and fields in my village. We can also see orange trees. There are many buffaloes and goats but there are no good roads. We can't see cars and buses on these roads. We sometimes see tourists here. There is a small temple on hill. Sometimes we see aeroplanes flying high up in the sky.

Exercise B:

Ask how many of the students live in a village and how many live in a town. Ask them to tell the things they like in their village/town. Ask the students who live in the village/town to tell you what they like there. List all the things they say on the board.

Now divide the students into group. Provide each group a sheet of paper and ask them to draw a picture of their own village/town showing some of the things listed on board. Help the students, if needed, while they work. Upon completion, display the pictures on the walls of the classroom.

7. Time for grammar

Exercise A:

This exercise focuses on making Yes/No questions. All the sentences given here are in simple present tense. This tense describes things which are always true or are true at the time of speaking. Take for example the sentence:

“Giraffes are very tall”.

The meaning of the sentence is always true. Take another sentence:

“You are now in grade seven.”

The meaning is true now. Next year it will change.

All the sentences **have am, is, are** in them. The last two sentences have different form of verbs. While making questions we use **Am, Is, Are** at the front of the sentence that have **am, is, are** in them. But in case of other verbs we use **do** or **does** to make questions. For example:

A penguin **is** a bird.

The above sentence has ‘**is**’ in it. So the question form is:

Is penguin a bird?

In the sentence: He **likes** English. The verb form is different. So the question form should be: **Does** he **like** English?

Talk about these rules to class. Group the students in pairs. Let them discuss and decide on how they can change the sentences into question forms orally first. Finally, tell them to write answers in their exercise book. When finished ask them to exchange answer copies for correction.

Exercise B:

This is an exercise on ‘wh questions’. Tell students that question starting with ‘wh’ words are called ‘wh’ questions. Give example on board:

What day is it today?

When is your next text? etc.

Then follow the same procedure as you did for exercise A above.

Answers to Exercise 'A':

- a. Are giraffes very tall?*
- b. Is this an English exercise?*
- c. Are you a book seller?*
- d. Are you in grade seven now?*
- e. Is it Tuesday today?*
- f. Are there two books on the teacher's table?*
- g. Do we fight in class?*
- h. Do we like learning English?*

Answers to Exercise 'B':

- a. When did you arrive?*
- b. Why did he go to market?*
- c. What are you eating?*
- d. Is giraffe very tall?*
- e. How does she go to school?*

Exercise C:

This exercise focuses on the correct use of 'a', 'an' and 'the'.

Example of the use of 'a', 'an' and 'the'

- Write examples given here one by one on the board & explain. The example are clear and helpful to understand when to use **a**, **an** or **the**.

Exercise D:

- Now group the students in pairs and ask them to do the exercise. Move round and help students, if necessary. When finished ask them to exchange copies for correction.

Answers:

- a. an b. the c. a/the d. the e. a/the f. the/the*
- g. a h. the i. a.*

8. Listen and tick

Say to the class that they are going to listen to a text. It is about a visit to Pokhara. Bina is going there. They have to listen to the tape or the teacher and put a ✓ or ✗ in the box against each picture. Play the cassette or read out the text at a normal speed. Do not be too slow or too fast. After each listening pause for sometime. Let students write answer. Move round and help. One listening is not enough for them to do the task. Play the cassette or read it out as many times as necessary. Do not give the answers. Students have to do it by themselves only by listening. When they have done it, tell them the answer.

Answers:

<i>Aeroplane</i>	<input type="checkbox"/>	<i>Boating</i>	<input checked="" type="checkbox"/>	<i>Cave</i>	<input type="checkbox"/>	<i>Mule</i>	<input checked="" type="checkbox"/>
<i>Himalaya</i>	<input checked="" type="checkbox"/>	<i>Zoo</i>	<input checked="" type="checkbox"/>	<i>Lake/Island temple</i>	<input checked="" type="checkbox"/>		

9. Test yourself

This is a revision exercise on the use of 'a', 'an' and 'the'.

- Ask students to look at the task. Be sure that they understand what they are supposed to do.
- Pair them up and ask them to discuss and write answer.
- Keep moving around and help as and when necessary.
- When the task is done tell them to exchange exercise books with other partners for correction.
- Finally give oral correction to class as a whole.

Answers:

a. a/a/The/ the/ the/ the b. an/A/a/The/ the/ the
c. an/the/a/the/The/the d. a/the/a

Students evaluation: Each and every task given in the book is for the evaluation of students. You can use our own questions and tasks if and when needed. You should always be watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put in extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and understandable to those students.

Listening script:

Anu: Will you go anywhere for the vacation?

Bina: I'm looking forward a trip to Pokhara.

Anu: What will you do there?

Bina: Oh, I will boat on a lake, and see the Island temple .

Anu: Which Himalaya do you see from there?

Bina: We can see the Annapurna from there.

Anu: Will you visit a zoo?

Bina: No, there isn't a zoo, but we will see lots of mules in the streets and visit two very interesting museums.

Anu: How will you go there?

Bina: I'll go by bus.

Anu: Have a nice time!

Bina: Thanks.

Unit 2

A brave female pilot

1. Introduction

In this unit students will read a text about an English lady pilot. The story is the description of her adventurous trip from London to Darwin. Alongside they will read some pictures in the text. Besides they will learn the skill of describing people and their body parts. They will also read and learn about the use of the prepositions of place and the prepositions of motion . In the end they will do some exercises on describing some objects and people.

2. Unit objectives

On completion of this unit learners will be able to:

- Skim and scan a text and answer the relevant questions.
- Describe people and objects using appropriate words & structures.
- Use prepositions of place and motion appropriately.
- Listen to a simple text and answer questions on it.

3. Materials

Usual classroom materials.

4. Estimated periods for this unit: 14

S.N	Exercise	Periods
1	Look and guess	1
2	Ways with words	1
3	Finding false statements and making them true	
4	Have your say	1
5	Study the words	2
6	Guessing game	3
7	Time for grammar	
8	A. Matching B. Looking and discussing	1
	C. Listening, D. Looking and answering	1
9	Test Yourself	2
	Unit revision	2

5. Activities:

1. Look and guess

- a. Let students look at the 4 pictures in the reading text and answer the questions in the beginning of the text. Ask them to decide answers by just reading the pictures, not the text. Tell them to answer orally.

Answers:

- a. *There are 4 continents.*
- b. *It is an open question. Accept any intelligent answer.*
- c. *It is on top of the fire engine in order to take it to the race course.*
- b. Then ask them to read through the text silently and confirm their guesses. Set time limit: say 15 minutes. Then ask if their guesses/ answers were correct or not. As one reading may not be enough for most of them let them read the text again. But for those students who have done the task give them the next task one designed by yourself; e.g. some comprehension questions. The idea behind is that students should be allowed to work independently on their pace.

2. Ways with words

Let students read the instruction and do the exercise on their own. Just move around the class and be available as and when they need your help. Don't give the meaning just ask them to read the contexts in which the words are used. They have to be able to decide the meaning by the context. When they finish the work ask them to exchange their work with their friends nearby. Finally, give an oral correction class as a whole. Don't forget to check the spelling of the words as well as their meanings.

3. True or false

Ask students to read the instruction. Ask them to work in pairs. Help them do the work by themselves. After they finish the work ask them to exchange their copies for checking. Give oral correction at the end.

Answers:

Sentences a, b, d, g and h are false statements. They should be as follows:

- a. *Amy was alone in the plane.*
- b. *Between England and Australia she came down once.*
- d. *A race course is a place for horse racing.*
- g. *The students helped her mend the plane.*
- h. *She reached Australia on 24th May, 1930.*

4. Have your say

This is a sentence completion exercise. It is a speaking activity. As in previous activity, put students in pairs. Ask one student in each pair to be an interviewer and the other to be Amy. Now ask the interviewer (one student) to ask the given questions to Amy (his/her partner)

Then ask them to do the speaking activity. Before any activity that you want your students to do you must model it and prepare them for the activity. Wrong practice leads to wrong outcome. If the activity designed in the book is not enough or not suitable to your students, as a teacher, it is your duty to make one that is best suitable to them.

Sample Answers:

Interviewer : Were you frightened?

Amy : Yes. I was.

Interviewer : Where did you land?

Amy : I landed on the football field.

Interviewer : What did you look for in Yangon?

Amy : I looked for a race course to land my plane.

Interviewer : What happened?

Amy : I didn't see the race course. The petrol in the plane was finished. I saw a small piece of grass. It was a football field. I came down. The plane hit a goal post and went into a hole. The wings of the plane got broken.

Interviewer : How did you feel?

Amy : I felt very sad.

Interviewer : Who helped you?

Amy : Some students helped me. They used their shirts to mend the plane's wings. They even borrowed a fire engine on top of which they put the plane and brought it to the race course.

5. Study with words:

Exercise A.

This exercise focuses on words used for describing people, i.e., their build, face, nose, eyes and hair. Make sure that you have some pictures of persons who are tall, short, fat, etc.

- a. Ask students to look at the pictures and the words that are used to describe them. Ask them to work in pairs, and discuss and learn the words. Set time limit of about 15 minutes to learn the words.

- b. Then show them some pictures one by one and ask them about their builds, faces, noses and eyes. You can ask:

Is he/ she fat/ thin?

Is his/ her face square/ broad?

Is his/ her nose hooked/ pointed/ long/ short etc?

Is his/ her eyes small/ bright/ dull etc?

- c. You can also ask one of the students to come in front of the class and ask the students to describe him/her. Class looks at him/ her and describes him/ her one at a time.

For example:

He is Preetam. He is thin. His face is oval.

His nose is short. His eyes are big etc.

Exercise B:

This is a writing exercise.

- a. Tell class to look at the rubric and the task.
- b. Pair up the class.
- c. Ask them to look at each other and complete the paragraph. They should do the task using the true information based on each other's pairs.
- d. Move around the class and help them do the task as needed.
- e. Let some pairs stand up and read out their description.
- f. Display the best descriptions on the wall.
- g. Ask them to describe one of their relatives, if time allows or else you can set this task as their home work.
- h. Conclude the class by praising for all the efforts they made.

6. Guessing game

- a. It is a game like activity.
- b. Divide class in 4 or 5 groups.
- c. Tell them that you are going to hold a quiz and contest.
- d. Say that you will describe something without saying its name. Students will have to guess what the object or thing is.
- e. Write the example sentence on board and model.
- f. Do the quiz & contest when students are ready.

Answers:

- a. Glass or cup b. Scissors c. Compass*
d. Spoon e. Pot or water pot

7. Time for grammar

Exercise A.

A. Preposition of place:

- a. Say that a preposition shows where an object is. The group of prepositions which shows the exact place of an object is called the prepositions of place or location. Prepositions of place/ location are:

at, on, in over, under, above, below, between, among

- b. Then write one of these prepositions and its picture on board and explain how it shows location.
- c. Do the same with other prepositions.
- d. Check understanding in the following way:
- Stand at the door and ask, 'Where am I?'
 - Put the book on your head and ask, 'Where's the book?'
 - Put a penny in your pocket and ask, 'Where's the penny/ coin?'
 - Show the ceiling/ fan and ask, 'Where's the ceiling fan?'
 - Put a duster under a table and ask, 'Where's the duster?'
 - Put a picture on the wall. Ask a student to stand below it and ask, 'Where's the picture?'
 - Use the situation & ask, 'Where's Ramu (the boy's name)?'
 - Put 3 students in a row girl in the middle and ask, 'Where's the girl?'
 - Use the same situation and ask, 'Who's the tallest/ shortest/ youngest etc among them?'

B. Prepositions of motion

Repeat all the processes you used in Exercise A above.

Exercise B.

- Let students read the instruction.
- Pair them up and ask them to do the task.
- Help and guide them on how to do it.

- d. Don't give your own answer but help them find it.
- e. Once they finish the task exchange their copies with other students for correction.
- f. Give an oral correction at the end.
- h. Ask one of the pairs: What's your answer to A?
- i. Cross check when they give you answers. Ask: Why do you think you are right? or (to another group) Do you think the answer is correct, etc?

Answers:

- a. at b. on c. in d. over/under e. above/ under
 f. between g. among h. over i. through j. along
 k. across

Exercise C.

- a. Let students do the exercise on their own in pairs. Follow up all the steps you used in Exercise B.

Answers:

- a. across b. among c. through d. at e. along f. between
 g. in h. on i. over

8. Match the descriptions.....

Exercise A

Note: All the descriptions given, except the first one, match with the pictures against them. The description for the first picture should be "A handkerchief with broad border."

Exercise B.

Ask students to look at the pictures of shirts and give answers to the questions asked.

Answers:

- a. Which shirts have long sleeves?
 - Shirts C and E have long sleeves.
- b. Which ones have pockets?
 - Shirt B only has pockets.
- c. Which ones have stripes?
 - Shirt D only has stripes.

- d. Which ones have collars?
 - All the shirts have collars.
- e. Which ones are plain?
 - Shirts A, B, C and E are plain.

Exercise C

This is a listening comprehension activity.

- a. Talk about the questions with reference to the pictures. Teach new words showing pictures.
- b. Prepare students for the task before listening. Pair them up.
- c. Play the cassette or read the text aloud. Pause for a while and let students write answers. Move round and facilitate them to do the task.
- d. Students should do the task on their own by listening. Give them as many listening as they to do the task.

Answers:

a. false b. true c. false d. false e. true

Exercise D

Ask students to look at the given pictures and tell them to use the words given to produce sentences stating what each person is wearing. Answers may vary.

Example:

The girl is wearing sandals. The tourist is wearing T-shirt and so on.

9. Test yourself

Exercise A

- a. It is a parallel writing (writing a similar paragraph) activity.
- b. Tell students to read the example. It is about the girl of the first picture.
- c. There are other four pictures. Students have to write descriptions of each of these pictures like in the example.
- d. Though the exercise is not very difficult, student will need a lot of guidance from you. Provide all necessary help. E.g. new words/ structures especially.
- e. If time is not enough assign unfinished portion as homework.

Exercise B

- a. Let students do the work in pairs. They will by now find it easy to do it.
Possible answers (According to the order of the gaps)
broad, small, long, plait, while, black, short, hands, shocks, shoes.

Student evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script:

Salesman : Good morning, can I help you?

Customer : Yes please, I'd like to buy a shirt with double pocket.

Salesman : How about this one?

Customer : It's the right size but it has long sleeves. I want short sleeves with pockets.

Salesman : We have very nice shirts with short sleeves. Do you want a plain or a checked one?

Customer : Checked one, please. How much is it?

Salesman : It's 500 rupees.

Customer : Ok, I'll take it.

Salesman : Ok. Here you are.

Customer : Thank you very much.

Salesman : You're welcome. Come again.

Unit 3

Wit

1. Introduction

This unit focuses on reading and comprehending. It also deals with punctuation and asking and answering 'yes/no' & 'wh' questions. As for reading, students will read a story about three astrologers with a moral: theoretical knowledge without practical knowledge is incomplete. This aside, they will be doing one listening and one writing activity.

2. Unit objectives

On completion of this unit students will be able to:

- Read a story and do the exercises on it.
- Practice asking and answering yes/no & wh questions.
- Listen and do exercises on it.
- Read and complete exercises on punctuation and capital letters.
- Complete a broken dialogue.

3. Materials

Usual classroom objects

4. Estimated periods for this unit: 12

S.N	Exercise	Periods
1.	Read and answer	2
2.	Ways with words	1
3.	Put the sentences in the correct order	1
4.	Read and answer	1
5.	Time for grammar	2
6.	Have your say	1
7.	Listen and answer	1
8.	Write	1
	Unit revision	2

5. Activities

1. Read and answer:

- a. Show the picture in the story and ask them to guess answer. Guesses can be intelligent. They can be wild. Accept them and write on board. Encourage them to guess saying “good guess good try” etc. Encourage hesitant and shy ones to participate.
- b. Tell students to read the story quickly and check if their answer were correct. Those who guessed correctly are good guessers.

Answers:

- a. *The three were Brahmins. They came from Benaras. They were going back home.*
- b. *They are talking about shelter with a house owner.*

2. Ways with words

Exercise A

Tell students to read and remember the meanings of the given words. The definition of the particular word is given against each word.

Exercise B

This exercise focuses on the use of the words given in exercise A. Ask students to use each of the words appropriately to complete the sentences given.

Answers:

- a. *grind* b. *shelter* c. *landlord* d. *astrologers*

3. Put the sentences in the correct order

Tell students that there are five sentences. They are the events in the story. Students have to read the story and order the events in the way they happened in the story. Ask them to do the task in pairs. Go around the class and help them do the work.

Answer (order of events):

The three Brahmins studied astrology in Benaras.

On the way back home a landlord asked them a question.

Two of them could not answer the landlord’s question.

The third one gave the correct answer.

The landlord offered them good food and shelter.

4. Read and answer

Ask students to read the instruction of exercise 4. Ask them to work in pairs. Tell them to read the questions one at a time and read the story and discuss and write answers.

Possible answers:

- a. The first landlord said that his house was small. He told them to go to another house.
- b. His question was: He had something in his hand. What was it?
- c. He thought it was evening and so it was time for the meal. Because people have food in a dish in Nepal. So he thought it was a dish.
- d. The third Brahmin gave the correct answer. Because he thought grindstone and dish cannot go in a man's fist.
- e. The moral is: Theoretical knowledge is incomplete without practical knowledge.

5. Time for grammar

This exercise focuses on the correct use of marks of punctuations.

- a. Discuss what these signs (. ? ! , “ ”) are
- b. Tell students that:

Full stop is used at the end of statement, as,

This is a book.

Question mark is used at the end of question, as,

Where is your book?

Exclamation mark is used at the end of exclamatory sentence, as,

What a beautiful child!

Comma is used:

- a. to separate the items in a list of words, as,
a bunch of red, pink, yellow and white roses.
- b. to separate a question tag from the rest of the sentence, as,
Today is Sunday, isn't it?

Inverted commas are used to separate the actual words spoken by someone, as,

He said, "I'm sorry."

- a. Write some more examples of the book or your own on the board. Then discuss and make the concept clear.

- b. Show examples on how exclamatory sentences are spoken.
- c. Also explain and discuss on the uses of **capital letters**.

6. Have your say

Exercise A:

This is a speaking activity that focus on asking and answering wh questions. Model how to carry it out. One model will not be enough. Give as many models as you think it is necessary. Try to give real models. Use the students in class. Ask two students to come to the front of the class. Ask one student to read aloud the question given in the example and the other to read the answer given. Also ask them to do the same once more replacing the word as suggested. Now group the students into pairs and make each pair to ask and answer. **Tell students that they can use the verb of their choice.** Move around the class to make sure that the students are doing things correctly.

Example:

Student A: Where are you going?

Student B: I am going to mosque.

Exercise B:

This exercise is the continuation of Exercise A. Here the students will also learn to ask and answer yes/no questions. Follow the same technique you did in Exercise A. Tell students that **do, does, did, is, am, are, can, may, will, shall, etc.**, are used to make yes/no questions.

Example:

Student A: Do you have a pen?

Student B: Yes, I have. / No, I haven't.

OR

Student A: Do like to write with a pen?

Student B: Yes, I do. / No, I don't.

7. Listen and answer

Say that it is a listening comprehension lesson.

Exercise A:

- a. Ask them to read the instruction. Check their understanding by asking a question like: What are you supposed to do?

- b. When prepared play the cassette or read the tape. If you are reading, read at normal speed. Do this until all or most students are able to do the task.

Answers:

a. Salina and her friends. b. taxi c. one/ a day

Exercise B:

Repeat the procedures you followed on Exercise A above

Answers:

a. true b. false c. false d. false e. false f. false

8. Write

- Say it is a writing exercise. They have to read the dialogue and complete with the clues given in the box.
- Ask them to do the work in pairs.
- Don't be too excited to give answers. Let students discuss and write it.

Answers (gapwise):

- You may
- Why are you late?
- Did you find it?
- ~~You should be careful, ok?~~

Students evaluation: Each and every task given in the book is for the evaluation of students. You can use our own questions and tasks if needed. You should be always watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put in extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and understandable to those students.

Listening Script

Salina and her friends visited the zoo. They went by taxi. They took lot of food with them. They started in the morning when it was not very hot. They remained there the whole day. They saw hippopotamus and bears, they also saw tigers. All of them went to the lion safari to take a closer look at the lions. They also visited the snake park. They enjoyed boating in the pond. They had lunch. After that they went to watch the birds. Then they sat in the toy train and moved around. They returned home at 6 pm.

Unit 4

A field trip

1. Introduction

This unit deals with the language function on making polite requests. Exercises are designed to develop this skill through reading, listening and speaking. Apart from this, the unit also focuses on the use of reflexive pronoun, role playing, making sentences using **should**, **must** and **ought to**, learning poem and report writing (based on field trip, visiting places) etc.

2. Unit objectives

On completion of this unit, the students will be able to:

- a. Comprehend a simple reading passage.
- b. Make polite requests.
- c. Use the reflexive pronouns (myself, himself, herself, yourself, themselves, ourselves, yourselves in writing and speaking).
- d. Use 'should', 'must' or 'ought to' to make sentences.
- e. Learn poem given in the text.

3. Materials:

Word cards, sentence cards, picture cards showing cable car, river, Manakamna temple etc

4. The estimated periods for this unit: 14

S.N.	Exercises	Periods
1.	Look and answer	1
2.	Read and answer	1
3.	Ways with words	1
4.	True or false	
5.	Read and answer	1
6.	Have your say	1
7.	Make suitable expressions	1
8.	Write	2

9.	Time for Grammar	1
10.	Listen and answer	1
11.	Learn poem	2
	Unit revision	2

5. Activities and Exercises

1. Look and answer

This exercise is a warm up exercise. Ask students to look at the given picture and bubbles carefully and answer the questions given in the box. Show them the picture of talking students with their teacher and ask questions, like; ***Have you ever enjoyed field trip? Where have you been? Was it exciting and fruitful?*** and so on. Spend about 15 minutes for this exercise.

Possible answers:

a. ***Have you ever enjoyed field trip?***

Yes, we have/ no we have not.

b. ***Where have you been?***

We have been to Pokhara, Dhanusha, Biratnagar etc. They may reply as per their trip.

c. ***Was it exciting and fruitful?***

Yes it was very exciting, we saw amazing things on the way/ No it was boring due to problem like.....

2. Read and answer

This reading text is on the topic 'A field trip'.

First, ask students to read the given questions. Explain anything that they don't understand.

Now, ask students to read the text quickly and silently, and find the answer to the questions. Ask the whole class for the answers and make sure that all the students find the answers.

Answers:

a. The students select the group leader by themselves

b. The students are going to Gorkha.

c. They are going to visit to Gorkha Durbar, Gorakhkali temple and Manakamana temple.

3. Ways with words

This is a cross word puzzle exercise. The students are required to fill up words in the box across and down. Some students may find some words difficult; still they should try to fill up the boxes finding out the words highlighted/ written as bold in the text. If the students still have difficulty, point out some of the words and help fill up the boxes.

Encourage students to complete the puzzle giving clues.

Answers:

Across

1. *Overall*
2. *Pickpockets*
3. *Uniform*
4. *Sign*
5. *Hygienic*
6. *Pause*

Down

7. *Prohibit*
8. *Expensive*

4. True or False

This is a true or false exercise. Students are to write true or false for each statement. Ask students to read the sentences carefully and to decide whether they are true or false statements.

Answers:

- a. *True.* b. *False.* c. *True.* d. *False.* e. *True* f. *False*
g. *False* h. *True.*

5. Read and answer:

This exercise requires a good comprehension of the text. Make sure that students understand the questions. Divide students into pairs and ask each pair to read the text again and discuss the questions. Ask selected pairs to give their answers, and then discuss the answers with the whole class.

Answers:

- a. *Shambhu and Shanti monitored the overall team.*

- b. *Shanti took one hundred rupees, mobile phone and camera with her.*
- c. *Shanti was delighted as her mother accepted her to take with her camera and mobile phone.*
- d. *They reached Gorkha at 11.00 am.*
- e. *They shouldn't eat the things left out in the open because they are not hygienic or they are not good for health.*
- f. *They ate their lunch in the hotel.*
- g. *They sat in groups to discuss and finalize their notes to present a report at school after visiting Gorkha Durbar.*
- h. *Cable cars were hanging on the wire like bats.*

6. Have your say

Activity A: Pair work

This activity focuses on how to ask for permission and respond accordingly. First do the conversation using hints given in the table with the whole class. Next ask the students to choose a partner next to them and ask them to practise asking for permission and giving permission or refusing to give permission.

After a short practice, ask the students individually for permission and accept or refuse their permission. Go round the class, ask and listen to them. Help them if needed.

Activity B: Read and act

This is a role playing activity. It continues to practice how to ask for permission and respond to it. There are two situations given. The first one is **at home** and the second one is **at school**. The students need clear instruction on how to perform it at home. At school, they are asked to play a role as being a teacher and a student to use different things available in the classroom.

7. Make as many suitable sets of expressions as possible.

In this exercise, sentences are constructed using the hints given in the table. The students are supposed to make as many suitable expressions as possible using them.

Some of the possible Answers:

- a. *Should we wear the school uniform? Yes we should/ No we shouldn't.*
- b. *Should we stay in a hotel? Yes we should/ No we shouldn't.*
- c. *Should we carry our ID card? Yes we should/ No we shouldn't.*
- d. *Should we eat outside in the street? Yes we should/ No we shouldn't.*

- e. *Must we wear the school uniform? Yes we must.*
- f. *Must we stay in a hotel? Yes we must.*
- g. *Must we carry our ID card? Yes we must.*
- h. *Must we eat outside in the street? Yes we must.*
- i. *Do we have to wear the school uniform? No we needn't.*
- j. *Do we have to stay in a hotel? No we needn't.*
- k. *Do we have to carry our ID card? No we needn't.*
- l. *Do we have to eat outside in the street? No we needn't. etc.*

Facilitate the students to construct other possible expressions/ sentences.

8. Write:

This is an exercise on short note writing. First, you ask the students to read the notes silently and later ask one of the students to read aloud to the class. Students will listen attentively. Then ask students to form groups having 4 or 5 students in each. Ask them to prepare paragraphs using the hints given in Shanti's note. Facilitate if the groups feel difficulty. After completing their writing, ask one of the students from each group to read aloud of their writing. At last correct their mistakes and encourage them giving feedback for improvement.

9. Time for grammar:

This is an exercise of reflexive pronoun.

Exercise A.

Ask the students to study the sentences. Then ask them to write reflexive pronoun on one side and their suitable pronoun on the other side to know their linkage. Ask some of the students randomly to read aloud and ask other students to verify and improve. Facilitate them if needed.

myself	I	himself	he	ourselves	we
yourself	you (singular)	herself	she	themselves	they
yourselves	you (plural)	itself	it		

Exercise B.

This is an exercise on sentence completion using reflexive pronoun. Ask the students to go through from no. **a.** to **m.** silently and then ask one of the students to complete the sentence. When he completes it, ask another student whether it is correct or not. If they make errors correct them. Complete up to no. **m** in this way. If you have spare time you can get it done through group work modality.

Answers

- | | | |
|----------------------|-------------------------------|----------------------|
| <i>a. yourself</i> | <i>b. themselves</i> | <i>c. herself</i> |
| <i>d. ourselves</i> | <i>e. ourselves</i> | <i>f. themselves</i> |
| <i>g. myself</i> | <i>h. yourself/yourselves</i> | <i>i. ourselves</i> |
| <i>j. themselves</i> | <i>k. yourself/yourselves</i> | <i>l. herself</i> |
| <i>m. myself</i> | | |

10. Listen and answer

Exercise A

First ask the students to look at the given pictures and tell what they are. You can ask either to individual student or to the whole class. After the students tell what the pictures are, ask them if they **use** or **do** what have been shown to stay healthy. Now, ask the students to make a one-sentence rule for each picture using words like, 'should', 'must', or 'ought to' and write them in their exercise book. After they finish writing, check their answers. Answers may vary.

Possible answers:

- We should /must/ ought to use the toilet for disposing our excrement and urine.*
- We should /must/ ought to wholesome food.*
- We should /must/ ought to wash our hands before having food.*
- We should /must/ ought to filter water before drinking it.*
- We shouldn't/mustn't/ oughtn't to play with fire, scissors, knife or syringe.*
- We should /must/ ought to stay away from drugs.*

Exercise B

Divide students into group and ask them to draw the given pictures in their exercise book or on the chart paper, and write the appropriate sentence from Exercise A for each of the pictures and display the pictures in the classroom. Praise the students for their good work.

Exercise C

This is an exercise on numbering the given pictures. The students are to draw the pictures in their exercise book before listening to the tape or teacher and number the respective pictures.

Play the tape or read the text and ask the students to number them. Play the tape or read the text until they come up with the correct answers. Check their answers.

Answers:

<i>Picture Number</i>	<i>Pictures</i>
1	<i>Picture of glass with water in it</i>
2	<i>picture of toilet or latrine</i>
3	<i>Picture of washing hands</i>
4	<i>Picture of food and vegetable</i>
5	<i>Picture of knives, matches etc</i>
6	<i>Picture of a syringe</i>

11. Learn this poem

This is a short poem. First you recite the poem aloud to the class. Students will listen to you attentively. Then ask students to follow you. Repeat this several times so that students can say themselves.

A. Answer these questions.

After they recite the poem correctly, ask them to read the questions very carefully and answer them correctly.

Answers:

- On the bed.
- No more monkeys jumping on the bed.
- Mama and papa called the doctor.
- He suggested to put those monkeys straight to bed.

B. Recite this poem in the class.

Ask the students to recite this poem many times in the class as well as at home.

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening Script:

- Radio: Welcome to “Health for Everyone.” This week we have a doctor talking in our radio programme .Good evening everyone.
- Doctor: Good evening
- Mr. Tamang: Our family is often ill with fever or diarrhea. What medicine should we take?

Doctor: The best medicine is to stay healthy.

Mr. Tamang: But how?

Doctor: There are some simple rules. The first is to drink safe, clean water. You mustn't drink water with germs in it. Boil some water and keep it for drinking. Then you must have a good, clean toilet. If it is a latrine, you must dig a very deep hole. Everyone must use the toilet, even your children. Next, you must wash your hands with soap and water after the toilet and always before cooking and eating or feeding the children.

Mrs. Tamang: With soap?

Doctor: Yes, you must always use soap to kill the germs.

Mr. Tamang: Anything else?

Doctor: Yes, you must all eat different kinds of food. Not expensive, but different - rice, corn, millet, soya, green vegetables, root vegetables, fruit, milk and eggs if possible, especially children. You mustn't eat only rice or only milk. Also you mustn't give children matches or knives or let them be near fires or stoves or hot pans.

Mr. Tamang: Thank you doctor.

Doctor: One last thing- there are free injections for small children. You must take your children to have them.

Unit 5

A real hero

1. Introduction

This unit deals with the language function on greeting, introducing and leave taking. Exercises are designed to develop this skill through listening and speaking. Apart from this, the unit also deals with reading, listening and speaking exercises, the use of simple present form of verbs, parallel writing (writing morning routine), etc.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage.
- Greet teachers and elders, introduce themselves, and take leave.
- Use the simple present form verbs like love/loves, get/gets, go/goes, study/studies, etc. to talk about things that we do repeatedly, as a habit or routine.
- Write the simple present form of the verbs correctly in the sentences

3. Materials

Word cards, sentence cards, picture cards showing people climbing mountains, pictures of dinosaurs, etc

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1.	Look and answer	1
2	Read and answer	1
3	Ways with words	1
4	True or False?	
5	Read and answer	1
6	Have your say	2
7	Time for grammar	2
8	Read and answer	1
9	Write	1
10	Read and answer	1
11	Look and guess	

12	True or False?	1
13	Listen and answer	
14	Test yourself	1
	Unit revision	2

5. Activities and Exercises

1. Look and answer

This exercise is a warm up exercise. Ask students to look at the given picture carefully and answer the questions in the box. Show them the pictures showing people climbing mountain and ask questions, like, *What are the people who climb mountains called?*, *Why do they climb mountains?*, *Can you name any famous mountaineers of Nepal?*, and so on. Spend about 15 minutes for this exercise.

Possible answers:

- a. *What is the boy doing?*
 - *He is climbing up a mountain.*
- b. *Is this job difficult or easy?*
 - *This job is quite difficult.*

2. Read and answer:

This reading text is a short biography of Temba Tshiri.

First, ask students to read the given questions. Explain anything that they don't understand.

Now, ask students to read the text quickly and silently and find the answer to the questions. Ask the whole class for the answers and make sure that all the students find the answers.

Answers:

- a. *Sherpas* b. *23 May, 2001* c. *Just over sixteen*

3. Ways with words:

This is a vocabulary exercise. Make sure that students understand how to fill in a crossword. Tell them that a crossword is a puzzle in which words, defined by number clues, have to be inserted vertically and horizontally in spaces on a chequered square. You can cut out and bring examples of crossword puzzles to the class from the newspapers.

Draw the puzzle on the board and explain across and down. Do the first one with the whole class. Tell the students that **1 Across** is a 10-letter word and that the definition given in the clue is ‘a game in which two teams hit a ball over a high net using their hands’. Ask them if they can find the word in the text.

If students seem to understand what to do, ask them to find other answers. If they need more help, do another example with the whole class.

Answers:

								4.g	
1.v	o	l	l	e	y	b	a	l	l
								o	
5.g				6.p				v	
2.u	n	c	l	e				e	
i				a				s	
d	3.t	r	e	k	k	e	r		
e									

4. True or false?

This exercise checks that students have understood the basic facts in the story.

First ask students to go through statements **a** to **f** and make sure they understand them.

Now tell them to read the story again and write **true** if the statements are true and **false** if they are false.

You can ask individual students to give the answers or make them work in groups. Encourage all the students to read the text and check their answers.

Answers:

a. True b. True c. False d. False e. True f. True

5. Read and answer:

This exercise requires in depth understanding of the text. Make sure that students understand the questions.

Divide students into pairs and ask each pair to read the text again and discuss the questions.

Ask selected pairs to give their answers, and then discuss the answers with the whole class.

Possible answers:

- a. Temba was born on 6 May 1985.
- b. He loved to stand and gaze at Mount Everest.
- c. When he was climbing, his boots became loose. He pulled off his gloves to tighten them. By the time he got his boots tightened, his fingers were frostbitten and the sweat in his gloves was frozen. When he put his fingers into his gloves they started bleeding. This was the mistake he made during the climb.
- d. His guides made him stop climbing because his fingers were severely bleeding.
- e. He wants to become a trekking guide.

6. Have your say

Activity A: Practise this conversation

This activity focuses on how to greet, introduce oneself and take leave.

First do the conversation given under the heading “Greeting” with the whole class.

Next choose a student as your partner and read the dialogue between the teacher and the student aloud.

Do the other two conversations under the heading “Introducing” and “Leave Taking” in the similar fashion.

Now tell the students to work in pairs. They can start by repeating the dialogue you’ve demonstrated. Go round the class and listen to the dialogues. Give help wherever necessary, but don’t correct every mistake you hear. Let the students speak English.

Activity B: Listen and Practise

This activity continues to practise ways of greeting, introducing and leave taking.

First read out the dialogue aloud and make students repeat the dialogue after you.

Then choose a student as your partner and read the dialogue between Harka and Dolma.

Next tell students to work in pairs. Ask one student to be Harka and the other to be Dolma, and make them practise the given dialogue.

Finally ask the pairs to practise the conversation using their own information.

7. Time for grammar:

Activity A: In this exercise, the use of simple present form of verbs is shown. Tell the students that the simple present form of verb is used to talk about things that are done repeatedly, as a habit or routine.

Also explain them when the **singular verb** and the **plural verb** are used when talking about things done repeatedly. For this, refer to 'Activity B' in this exercise.

Now tell the students that you are reading the daily morning routine of Sanu's parents. Make the whole class repeat the sentences after you.

Next divide the students into pairs and ask them to discuss the things their parents do in the morning everyday. Help them while they discuss. You can give the following beginning as example.

*My father **works** in an office and my mother **works** in a school nearby.
They **get up** early in the morning. My father **goes** to office by bus and my
mother **goes** to school on foot.....*

Finally ask each student to write on his/her exercise book about what they do in the morning everyday. You can give this exercise either as class-work or set it as home-work.

Activity C: This exercise focuses on using the simple present form of verb correctly in a sentence. Ask the students to study the table in Activity B and then tell them to tick mark the correct word given within the brackets in each sentence. Make the students do this exercise in class. Assist the student/s who need/s help.

Answers:

- a. *I **love** playing with my friends.*
- b. *Ali **goes** to school by bus.*
- c. *We **enjoy** playing games.*
- d. *My father **works** in office.*
- e. *My brother and sister **stay** at home with my mother.*
- f. *Birds **fly** in the sky.*
- g. *The horse **eats** grass.*
- h. *The barber **cuts** our hair.*
- i. *Our school **starts** at 10.am.*
- j. *My parents **love** me very much.*

8. Read and answer

This exercise continues to practise the use of simple present form of verbs while stating the habitual action.

Ask students to read about the morning routine of Sarala slowly and then ask them to write Sarala's morning routine in their own words. You can set this activity as class-work. Move round the class to see that the students are doing the exercise correctly. Assist them if and when needed.

Answer:

*Sarala **gets** up at 6.30 in the morning. She **takes** a bath. Then she **takes** a glass of milk and some biscuits. After that she **does** her lessons. At 8.30 am she **has** her meal and **brushes** her teeth. She **polishes** her shoes. Then she **puts** on her school uniform and **leaves** for school.*

9. Write

This exercise is an extended exercise to practise writing about the activities done daily.

Tell students about your daily activities, like, ***what you do in the morning, in the afternoon and in the evening everyday?***

Then ask students to write what they do daily. You can ask students to do this exercise in class or set as homework.

10. Read and answer

This is a very short poem. First read the poem slowly to the class and then ask them to repeat the line after you. After that ask students to discuss the answers to the given questions in pairs and then ask them to write the answers in their exercise books.

Answers:

- a. The poet hurries up to school to work and learn and play.*
- b. The poet says that it's a happy day because he is in a new grade.*

11. Look and guess

This is a guessing exercise. The students look at the picture and identify the animal, and tell whether it is found in the world now.

Now tell students that you are going to read the tape-script and to listen to you very carefully in order to check if their answers are correct. Also tell them to correct their answers if they are incorrect.

Answers:

- a. It's a dinosaur.*
- b. No, it's not found in the world now.*

12. True or false?

Tell students to go through statements **a** to **e** and make sure they understand them. Tell them to listen again and write '**True**' at the end of the statement if it is right and '**False**' if it is wrong.

Answers:

- a. False b. True c. True
- d. False e. True

13. Listen and answer

Ask students to go through questions **a** to **e** and make sure they understand them. Tell them to listen again and give short answer to each question.

Answers:

- a. *They were on earth 225 million years ago.*
- b. *They were as big as planes.*
- c. *Most dinosaurs ate plants.*
- d. *Scientists have found the bones of different kinds of dinosaurs in America and Africa.*
- e. *The largest dinosaurs weigh about a thousand kilogram.*

14. Test yourself

This exercise can be done in class or set as homework. This exercise checks that your students have learned to use the simple present form of verbs correctly.

Tell students to use the correct form of the verbs in the brackets at the end of each sentence to fill in the blank space of the sentence. Also tell them that in some sentences, they have to use the given form of the verbs.

Answers:

- a. Ali and Thsiri **do** their homework everyday.
- b. Sushil **studies** his lessons every evening.
- c. Wild animals **live** in the forest.
- d. A nurse **takes** care of the sick people.
- e. The cow **gives** us milk.
- f. The stars **shine** at night.
- g. They **help** poor people.
- h. Raju and Dolma **love** to play volleyball.

- i. The lion **kills** the animals for food.
- j. The sun **rises** in the east and **sets** in the west.

Students evaluation: Each and every task given in the book is for the evaluation of the students. You can use our own questions and tasks if and when needed. You should be always watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put in extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and understandable to those students.

Listening script:

Dinosaurs lived about 225 million years ago. The biggest dinosaurs were as big as ten elephants. The smallest were as small as a chicken. Some dinosaurs could fly and these were as big as planes. Scientists have found the bones of these types of dinosaurs in Africa and America. Some dinosaurs ate their own kind but most of them ate plants. The largest dinosaurs weigh about a thousand kilogram.

Unit 6

The earth and us

1. Introduction

This unit deals with the language function on apologizing and responding to it. Exercises are designed to develop this skill through listening and speaking. Apart from this, the unit also deals with reading, listening and speaking exercises, the use of present continuous form of verbs, parallel writing (describing what's happening), etc.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage.
- Apologize and respond to the apology.
- Use the present continuous form verbs (am/is/are + -ing form of verbs) to talk about things happening at the time of speaking.
- Use present continuous form of the verbs correctly in the sentences

3. Materials

Word cards, sentence cards, picture cards showing people planting saplings, pictures of bridge, boat, river, etc

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Look and answer	1
2	Read and answer	
3	Ways with words	1
4	Fill in the blanks	
5	Read and answer	1
6	Have your say	2
7	Look and answer	2
8	Read	
9	Read and answer	

10	Ways with words	2
11	Time for Grammar	
12	Write	1
13	Look and guess	2
14	Listen and write	
15	Listen and answer	
16	Test Yourself	1
	Unit revision	2

5. Activities and Exercises

1. Look and answer:

This exercise is a warm up exercise. Ask students to look at the given picture carefully and answer the questions in the box. Show them the picture showing people planting trees' saplings and ask questions, like; ***Have you ever planted trees' saplings in your locality/park? Why is it important to plant trees?***, and so on. Spend about 15 minutes for this exercise.

Possible answers:

- a. *What are the people doing?*
 - *They are planting trees.*
- b. *Why are they doing this?*
 - *They are doing this to make the environment look better and beautiful.*

2. Read and answer

This reading text is a short text on the topic 'The Earth and Us'.

First, ask students to read the given questions. Explain anything that they don't understand.

Now, ask students to read the text quickly and silently and find the answer to the questions. Ask the whole class for the answers and make sure that all the students find the answers.

Answers:

- a. *Plants and animals.*
- b. *To build roads, dams, farms and towns.*
- c. *By looking at plants and animals without disturbing them.*

3. Ways with words

This is a matching exercise. The students are required to match the words in column A with their correct meanings in column B. Some students may find some words difficult; still they should try to match them to the definitions given by finding them in context in the text.

If the students still have difficulty, explain the words to the students by using them in situation and asking and answering questions to clarify their meanings.

Encourage students to use dictionary or the glossary given at the back of the book to further clarify the meanings of difficult words.

Answers:

share	<i>have in common</i>
destroy	<i>damage badly</i>
pollute	<i>make dirty</i>
expensive	<i>costly</i>
extinct	<i>died out</i>
wildlife	<i>animals and birds</i>

4. Fill in the blanks

This is a gap filling exercise. Students are to choose the correct word from the box to complete the sentences. Ask students to read the sentences carefully and to fill in the suitable word in each sentence to complete the sentences.

Answers:

- The different **activities** we do can change our lives and the lives of plants and animals living in the world.*
- Forests are the **homes** of different wild animals.*
- People use the **skin** beautiful animals to make coats, handbags, shoes, etc.*
- People cut down trees for **firewood** and for building homes.*
- It is our duty to **protect** the wildlife.*

5. Read and answer

This exercise requires in depth understanding of the text. Make sure that students understand the questions.

Divide students into pairs and ask each pair to read the text again and discuss the questions.

Ask selected pairs to give their answers, and then discuss the answers with the whole class.

Answers:

- a. **The question given is similar to the one asked in the pre-reading exercise, so replace this question with this one:-**

Q. *What would happen if forests are destroyed?*

Ans If forests are destroyed, many beautiful plants would be killed and the homes of wild animals would be destroyed.

- b. Leopard and crocodile are killed for their skins.
c. We must learn to live with nature, not destroy it.

6. Have your say

Activity A: This activity focuses on how to apologize and respond.

First do the conversation given with the whole class.

Next choose a student as your partner and read the dialogue between the teacher and the student aloud.

Now tell the students to work in pairs. They can start by repeating the dialogue you've demonstrated. Go round the class and listen to the dialogues. Help the pairs, if needed.

Activity B: Work in pairs

This activity continues to practise how to apologize and respond. There are five situations given and the first one has been done as an example.

First read out the example aloud and make students repeat the dialogue after you.

Then choose a student as your partner and read the dialogue between A and B given in the example.

Next tell students to work in pairs. Make sure that the students understand all the situations.

Finally, divide the students into pairs, and ask them to make apologies and respond to them as in the example. Tell them to use the set phrases for making apologies and responding to them given in the box.

Go round the class to make sure that the students are doing the given work. Give help wherever necessary, but don't correct every mistake you hear. Let the students speak English.

7. Look and answer

In this exercise, two sets of pictures are given. The students are supposed to look at the pictures very carefully and then answer the questions asked.

Answers:

- a. *We can see a river, a bridge, a ship, a boat, and hills.*
- b. *We can see a rainbow on days with scattered shower/rain*

8. Read

This is a short poem. First you recite the poem aloud to the class. Students will listen attentively. Then ask students to follow you. Repeat this several times so that students can recite by themselves.

9. Read and answer

After they recite the poem correctly, ask them to read the questions very carefully and answer them correctly.

Answers:

- a. In the sky
- b. Clouds that sail in the sky
- c. The rainbow.

10. Ways with words

This is a vocabulary building exercise. Some students may not be familiar with the movement words given in column A. Explain the students by using them in situation and asking and answering questions to clarify their meanings. Encourage students to use dictionary.

Possible answers:

<i>sail</i>	<i>ships, boats sail on water; pieces of paper sail through the air</i>
<i>twirl</i>	<i>pieces of paper twirl in the air; tops twirls on the ground</i>
<i>skip</i>	<i>dancers skip while dancing</i>
<i>float</i>	<i>ships, boats float on water; dancers float across the stage</i>
<i>drift</i>	<i>ships, boats drift on water</i>
<i>flow</i>	<i>currents flow</i>

11. Time for grammar

Activity A: In this exercise, the use of present continuous form of verbs is shown. Tell the students that the present continuous form of verb is used to talk about things that are happening at the time of speaking. Give them some examples about the

things happening in the classroom now. Like, ***I am teaching** you English. You all **are listening** to me., _ (Name of any student) **is looking** at his/her book., etc.*

Now call two students in front of the class and ask one of them to be Biru and the other to be Sanu and make them read out the given conversation.

After they have finished, ask the other students in the class to pair up and read out the conversation.

Activity B: This exercise explains students the difference in meaning between the sentences: “He **waters** the plants.” and “He **is watering** the plants.” Tell students that we say “He **waters** the plants.” when we talk about the action done repeatedly and we say “He **is watering** the plants.” when we talk about the action going on at the present time.

Activity C: This exercise tells the students after what kind of subject **am/is/are + ing form of verb** is used. Ask the students to go through the table very carefully and do the activity given in Activity D.

Activity D: This exercise can be given as a class-work or can be set as homework. The aim of this exercise is to check that the students can use **am, is, and are** correctly when talking about the action going on at the time of speaking. Ask students to go through the table given in Activity C once again before doing this activity.

Answers:

- a. The boys **are** playing football.
- b. Sarala **is** flying a kite.
- c. Asif **is** riding a bike.
- d. I **am** doing my homework.
- e. Birds **are** flying in the sky.
- f. People **are** walking in the streets.
- g. Dolma and Ahmed **are** singing a song.

12. Write

Activity A: This is a picture describing exercise. The students are to study the given picture carefully and describe what is happening.

Tell students to look at the picture very carefully and ask them one or two questions before they start describing on their own. Also tell them that they should use **am/is/are + ing form of verbs**.

Ask them questions like,

- a. What are the girls doing?
- b. What is the woman in front of the man doing?

Answers:

- a. *The girls **are playing** with a ball.*
- b. *The woman in front of the man **is pouring** water in the glass.*

Now ask them to describe the picture.

To make their work easier, give them the beginning of the description and ask them to continue. Move round the class while the students are writing. Assist students, if needed.

Possible beginning:

This is the picture of a family. They are on a picnic. They **are having** a good time. The mother **is pouring** juice in the glass. The father **is taking** out something from the box.

Activity B: This exercise has to be given as a classwork. Ask the students to write about what's happening in the class at the moment. Move round the class while the students write. Assist students, if needed. After they finish, check their answers.

13. Look and guess

Give an example of **what these boys are**, for example, friends, strangers, brothers, cousins, and **what they could be talking about**, for example, going to the cinema, playing football, going for a walk. Ask the students to guess what they are and what they could be talking about and write their guesses on the board.

Now read the tapescript. After the students have listened to the end ask if any of their guesses were correct. Which guess was most nearly correct?

Answers:

- a. *They are friends.*
- b. *They are talking about playing football.*

14. Listen and write

This is a gap filling exercise. The students are to listen to the tapescript again and fill in the blank spaces with the correct answers.

Read the tapescript again and ask the students to fill in the blank spaces with the correct answers. Check their answers.

Answers:

- a. Binay and **Raju** are talking over the phone.
- b. Binay wants Raju to come to play **football**.
- c. Raju says that he is **busy** with his homework.
- d. Binay says that they will play football **some other day**.

1. Listen and answer

This exercise tests whether students have understood the tapescript in more detail. Make sure they understand the questions. Read the script again. The students listen and write their answers. Check their answers.

Answers:

- a. Because he is busy with his homework.
- b. Math

16. Test yourself

Activity A: Ask the students to insert the given apology and respond in the given sentences.

Answers:

Woman : Excuse me, you are sitting on my chair.

Man : Oh, I'm sorry. I didn't know it.

Woman : It's all right.

Activity B: This exercise tests whether students could use the present continuous form of verb correctly. You can give this exercise as classwork or set it as homework. Ask the students to go through the instruction carefully and do the exercise accordingly.

Answers:

- a. **I am eating** biscuits.
- b. My parents **are calling** me.
- c. **It is raining** outside.
- d. Meena and Rita **are going** to school.
- e. The children **are making** noise.
- f. Ouch, you **are stepping** on my toe!
- g. Look! The people **are coming** this way.
- h. The farmer **is ploughing** his field.

- i. My little sister **is crying**.
- j. The teacher **is teaching** and the students **are listening**.

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script:

Binay : Hello! I'm Binay. Is that you Raju?
Raju : Yes. How are you, Binay?
Binay : I'm fine. Can you come to play football?
Raju : I'm sorry. I can't. I'm busy.
Binay : What are you doing?
Raju : I'm doing my math's homework.
Binay : Oh well! Never mind. We'll play some other day.
Raju : Bye Binay
Binay : Bye

Unit 7

The World Cup

1. Introduction

This unit deals with the language function on expressing surprise or dismay. Exercises are designed to develop this skill through listening and speaking. Apart from this, the unit also deals with reading, listening and speaking exercises, the use of simple past and past continuous form of verbs; story writing, etc.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage.
- Express surprise or dismay.
- Use the simple past and past continuous form verbs to talk about the actions that took place before now and the actions that continued for some period of time in the past.
- Write the simple past and past continuous form of the verbs correctly in the sentences and in the context as well.

3. Materials

Word cards, sentence cards, picture cards showing people playing football, pictures of different pet and wild animals, etc

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Look and answer	1
2	Read and answer	
3	Ways with words	2
4	Read and complete	
5	Read and answer	1
6	Have your say	2
7	Look and answer	2
8	Read	
9	Read and answer	

10	Ways with words	1
11	Time for Grammar	2
12	Listen and do	1
13	Test Yourself	1
	Unit revision	2

5. Activities and Exercises

1. Look and answer:

This exercise is a warm up exercise. Ask students to look at the given picture carefully and answer the questions in the box. Show them the picture showing people playing and ask questions, like, *What are this people doing?*, *Do you like playing this game?*, *With whom do you play this game?*, *Where do you play it*, and so on. Spend about 15 minutes for this exercise.

Possible answers:

- a. Who are these people?
 - They are football players.
- b. What are they holding up?
 - They are holding up the world cup.

2. Read and answer:

This reading text is a short text on the topic ‘The World Cup’.

First, ask students to read the given questions. Explain anything that they don’t understand.

Now, ask students to read the text quickly and silently and find the answer to the questions. Ask the whole class for the answers and make sure that all the students find the answers.

Answers:

- a. South Korea and Japan b. Uruguay c. Spain

3. Ways with words:

This is a vocabulary exercise. Students have to find the words from the passage that are similar in meanings to the given definitions. If the students have difficulty, explain the definitions to the students by using them in situation and asking and answering questions to clarify their meanings. Help them find the word for the first one. Tell them that they would find the word for the first one in line no. 1. You can give the line numbers for the others as well, if needed.

Answers:

- a. *liked by many* : **popular**
- b. *an occasion on which a winner is selected* : **competition**
- c. *around the middle of* : **average**
- d. *followers and admires* : **fans**
- e. *the action of completing something* : **achievement**

4. Read and complete:

NOTE: The exercise given in the book is incorrect. So, you are required to make/write the following table on the board and ask students to copy the same in their exercise books.

Country's name	Year(s) it won the World cup
Uruguay
.....	1978, 1986
West Germany,,
.....	1934, 1938, 1982 and 2006
Brazil,,,,
.....	2010

Explain the table and ask the students to find in the text the name of the countries and the year/s they have won the World Cup. You can give this exercise as class work or set it as homework.

Answers:

Country's name	Year(s) it won the World cup
Uruguay	1930
Argentina	1978, 1986
West Germany	1954, 1974, 1990
Italy	1934, 1938, 1982 and 2006
Brazil	1958, 1962, 1970, 1994, 2002
Spain	2010

5. Read and answer

This exercise contains more in-depth questions to test the students' comprehension. Make sure that students understand the questions before asking them to work in pairs.

Ask the students to discuss questions **a** to **f** first. Since these have simple factual answers, compare answers with the whole class.

Answers:

- a. It is held every four years.
- b. In 2002 AD.
- c. Because it became very popular.
- d. Thirteen teams.
- e. 1.5 billion People around the world.
- f. Because it has won the World Cup five times.

6. Have your say

Activity A: This exercise shows situations where expressions of surprise or dismay are required. Read out the conversations and use them as a model.

Choose a student as your partner and read the dialogue between the boy and the girl.

Now tell the students to work in pairs and act out the given conversations.

Activity B: This exercise focuses on making correct sentences that can be used to express surprise. Tell students to rearrange the words given against **a** to **e** to frame correct sentences. You can do one as an example.

Answers:

- a. How handsome he is!
- b. How beautiful she is!
- c. What a brave boy!
- d. What a colourful painting!
- e. What a lovely baby!

7. Look and answer

Tell students to look at the pictures of animals and ask them these questions:

- a. How many animals are there?
- b. What are their names?

Answers:

a. Eight

b. Snake, fish, bat, cat, lion, cow, dog, boar

Now ask them:

Which of these animals are pet animals?

Answer: fish, dog and cat.

Also tell them that snakes, bat, lion, dog and boar are wild animals, and cow is a domestic animal.

8. Read:

First read this poem aloud to the class in appropriate meter and rhyme. Then ask the students to repeat after you. Make them read the poem until they can recite it correctly.

9. Read and answer:

After they recite the poem correctly, ask them to read the questions very carefully and answer them correctly.

Answers:

a. Two b. Freddy c. Freddy's friends

10. Ways with words:

This exercise focuses on finding out the correct rhyming words from the poem. An example is given in the instruction. Ask the students to follow the instruction and find the rhyming words of the given words.

Answers:

Missy → hissy

Cat → bat

jinx → lynx

Fish → dish

Freddy → Teddy

Rhyme → time

11. Time for grammar:

This exercise focuses on the correct use of the simple past form of verb when talking about action that took place in the past and the past continuous form of verbs when talking about the action that continued for some period of time in the past.

Activity A: Call two students in front of the class and ask one of them to be Meena and the other to be Safal. Ask them to read out the given conversation.

After they have finished, ask the other students in the class to pair up and read out the conversation.

Now ask these questions to the students.

- a. What happened to Safal?
- b. How did he break his leg?

Answers:

a. He broke his leg.

b. He fell off his bicycle.

Tell the students to go through the given table carefully and study how the verbs are changed into simple past forms. You can ask the students to use the simple past form of verbs in sentences of their own.

Activity B:

Now ask the student to work in pairs and complete the given speech bubble.

What was Safal doing?

He **was cycling** home.

Activity C: Ask the students to go through the given table very carefully. Also tell them to notice in what condition **was + ing form of verbs** and **were + ing form of verbs** are used.

Activity D: Tell students that the sentences from **a** to **j** are in the simple present tense.

First pair up the students and ask them to underline the action words (simple present form of verbs) in each of the given sentences.

After they have finished, ask the pairs to read out, in turn, the words they have underlined. If incorrect, ask other pairs to correct them.

Now ask each student in the class to rewrite the sentences replacing the simple present form of verbs with simple past form verbs. One has been done for them as an example.

Answers:

- a. He wanted to ride a bike
- b. Namita danced gracefully.
- c. My grandparents loved me very much.

- d. We played football.
- e. She looked beautiful in her new dress.
- f. Our dog barked when it saw a stranger.
- g. It rained heavily in the monsoon season.
- h. Children flew kites during Dashain.
- i. The cat chased the rat.
- j. You knew the truth.

Activity E: You can give this exercise as class-work or set it as homework. Tell the students to go through the table in Activity C once again before they start doing this exercise.

Now tell the students to fill in the blanks with past continuous form of the verbs given within the brackets and that one has been done for them.

Answers:

- a. I was waiting for my friend.
- b. They were running to school.
- c. You were talking about your childhood days.
- d. My father was watching television when I reached home.
- e. She was writing a letter to her mother.
- f. The farmers were sowing seeds in their fields.
- g. Ram and Shyam were playing the madal.
- h. Tenzing and Noor were singing a song.
- i. The birds were flying in the sky.
- j. He was doing his homework when the lights went out.

12. Listen and do:

Tell students that the given recipe for cooking rice is not in correct order, except the first one. So, they need to listen to you very carefully and write the number 1, 2, 3, 4, 5 and 6 before the steps that comes first, second, third, fourth, fifth and sixth, and also tell them to write the missing words in the spaces provided. One has been done as an example.

Now read the tapescript. After they have finished, read the script again so that they can check their answers.

Answers:

- 1 First , take a cup of rice and wash well.
- 6 Finally, serve rice hot.
- 5 Then, cook for fifteen minutes.
- 4 Next, cover the pot.
- 3 Third, add two cups of water to the rice.
- 2 Second, put rice in the pot.

13. Test yourself:

Activity A: Ask the students to complete this story using the verbs in the brackets in the correct form of past tense (past simple and past continuous). Divide the students into several groups and ask them to fill in the blanks spaces with the correct form of the given words. After the students have done it. Check their answers.

Answers:

One day a dog **was walking** in the street. He **found** a piece of meat. He **wanted** to eat alone, so he **ran** towards the forest with the meat in his mouth. On the way he **came** to a narrow bridge across the stream. When he was **crossing** the bridge, he **saw** his own image at the clear water of the stream. He **thought** that there **was** another dog with a similar piece of meat. He **wanted** to have that piece, too. He **jumped** into the stream to snatch the piece of meat from the other dog. Sadly, he **lost** his own piece in the stream. He **got** out of the water and **walked** away feeling sad and angry at himself.

Activity B: This activity can be given as homework. Ask the students to write a set of steps for preparing a cup of tea using words like *first, second, third, after that, then, finally, etc.*

Possible answer:

First, pour a cup of water into a teapot.

Second, place the teapot onto the gas stove.

Third, light the stove.

After that wait for few minutes, until the water boils.

Then add half spoonful of tea leaves and two spoonful of sugar into it.

Next add some milk to it and let it boil for sometime.

Finally, strain the tea into the cup and serve it hot.

Students evaluation: Each and every task given in the book is for the evaluation of the students. You can use our own questions and tasks if needed. You should be always watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and understandable to those students.

Listening script

- 1 First , take a cup of rice and wash well.
- 2 Second, put rice in the pot.
- 3 Third, add two cups of water to the rice.
- 4 Next, cover the pot.
- 5 Then, cook for fifteen minutes.
- 6 Finally, serve rice hot.

Unit 8

A lesson from a grass cutter

1. Introduction

This unit deals with the language function describing and identifying. Exercises are designed to develop this skill through listening and speaking. Apart from this, the unit also deals with reading, listening and speaking exercises, the use of the simple future form of verbs, using a dictionary, etc

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a reading passage.
- Describe and identify people and objects.
- Use the simple future form verbs to talk about things done in the future.
- Write the simple future form of the verbs correctly in the sentences.

3. Materials

Word cards, sentence cards, picture of Bhanu Bhakta Acharya, a dictionary, etc

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Look and answer	2
2	Read and answer	
3	Ways with words	1
4	Read and arrange	1
5	Read and answer	1
6	Have your say	1
7	Using a dictionary	1
8	Time for grammar	2
9	Read	1
10	Write	
11	Look and guess	2
12	True or False	
13	Listen and answer	
14	Test yourself	1
	Unit revision	2

5. Activities and Exercises

1. Look and answer

This exercise is a warm up exercise. Ask students to look at the given picture carefully and answer the questions in the box. Show them the picture Bhanubhakta and ask questions, like, *Can you name this person?*, *Why is he famous?* and so on. Spend about 15 minutes for this exercise.

Possible answers:

- a. *Who is the man standing?*
 - *He is Bhanubhakta Acharya.*
- b. *What do you know about him?*
 - *He translated the Ramayana into the Nepali language.*

2. Read and answer

The reading text “A lesson from a grass-cutter” is a short biography of Bhanubhakta Acharya.

First, ask students to read the given questions. Explain anything they don’t understand. Then, ask them to read the 1st, 2nd, and 3rd paragraphs quickly and silently and find the answers to the given questions. Ask the whole class for the answers and make sure that all the students find the answers.

Answers:

- a. *He was born at Chundi Ramgha in Tanahu district.*
- b. *He was living a comfortable life.*
- c. *By selling the grass.*

After they have given the answers, write the following questions on the board.

- a. *What did the grass cutter do with the money he had saved?*
- b. *When did Bhanubhakta die?*

Now, ask the students to read the remaining paragraphs and give answers to the questions.

Answers:

- a. *He used it for digging a well.*
- b. *He died in 1868 BS.*

3. Ways with words

This is a matching exercise. The students are required to match the words in column A with their correct meanings in column B. Some students may find some words difficult; still they should try to match them to the meanings given by finding them in context in the text.

If the students still have difficulty, explain the words to the students by using them in situation and asking and answering questions to clarify their meanings.

Encourage students to use dictionary or the glossary given at the back of the book to further clarify the meanings of difficult words.

Answers:

wealthy	→	having enough supply of money or possessions of value
comfortable	→	free from stress; having peace of mind
sickle	→	an edge tool for cutting grass or crops
quench	→	satisfy (thirst)
ashamed	→	feeling shame or guilt
moment	→	a particular point in time
translate	→	restate (words) from one language into another language
epic	→	a long narrative poem telling of a hero's deeds
lyrical	→	suitable for singing
credit	→	praise or respect for something
published	→	prepared and printed for distribution and sale
contribution	→	the part played by a person in bringing about a result
manuscript	→	handwritten book or document

4. Read and arrange

Tell the students that the sentences given in this exercise are in the wrong order, and they have to arrange them in the right order, **as they appear in the text**.

Now ask the students to read the sentences one by one very carefully. Make sure they understand every sentence. After they have finished, ask them to read the text again and arrange the sentences in the correct order. Check students' answers with the whole class.

Correct order:

- j. Bhanubhakta Acharya was born in 1814 in Chundi Ramgha, Tanahu.
- e. He was educated at home by his grandfather, Shri Krishna Acharya.
- a. One day he went for a walk.
- f. He saw a man sharpening a sickle on a piece of stone.
- l. Bhanubhakta asked him what his job was.
- h. The man replied that he was a grass-cutter.
- g. Bhanubhakta also asked him if he had saved money for his future.
- c. The grass-cutter said he had, but used it for digging a well for the villagers.
- d. After listening to the grass cutter Bhanubhakta felt ashamed of himself.
- k. At that very moment decided to do something for the common men.
- b. Bhanubhakta decided to translate the Ramayana into Nepali language.
- i. He translated the famous epic and hoped that he would be remembered forever.

5. Read and answer

This exercise contains more in-depth questions to test the students' comprehension. Make sure that students understand the questions before asking them to work in pairs.

Ask the students to discuss questions **a** to **g** first. Since these have simple factual answers, compare answers with the whole class.

Answers:

- a. He was a government official.
- b. A grass-cutter.
- c. Spent it for digging a well.
- d. He dug the well for the villagers and travellers to get water.
- e. He felt ashamed of himself.
- f. He decided to translate the Ramayana into the Nepali language so that all Nepali speaking people could understand it.
- g. Moti Ram Bhatta.

6. Have your say

Tell students that this is a conversation between a customer and a book seller. Choose a student as your partner and read the dialogue between the customer and the book seller.

Next tell students to work in pairs. Go round the class to make sure that the students are doing the given work. Give help wherever necessary, but don't correct every mistake you hear. Let the students speak English.

You can also ask the one of the students in the pairs to be a tourists and the other to be a ticket seller at the bus ticket counter and practice similar conversation using appropriate information of their own.

7. Using a dictionary

Tell students that the words in the dictionary are in the alphabetical order. That is in the same order as the letters of the alphabet. Words starting with 'a' are at the beginning and those starting with 'z' are at the end.

Activity A: Tell students that the words given in the box are from the text 'A lesson from a grass-cutter'. Now ask them to arrange them in the alphabetical order. Check their work after they have finished.

Answer:

ashamed, credit, epic, lyrical, manuscript, published, quench, sickle, translate, wealthy

Activity B: Tell students that the words given in the box begin with the letter 'w'. Tell them that if the first letter of the given set of words is the same, they have to consider the second letter and arrange them alphabetically, and if the second letter is the same they have to consider the third and so on.

Therefore, the words: **water, wet, white, wit, wolf, wrist** are in alphabetical order.

Activity C: You can set this activity as a classwork. Ask each student to write the given words in the alphabetical order in his/her exercise book. Check students' answers with the whole class.

Answer:

ear, echo, edge, edit, effect, elect, email, enable, epic, equal, erase, escape, ethic, everyday, ewe, exchange, eye

Activity D: Tell students to arrange the following words in the alphabetical order and consult a dictionary to write the meaning of the following words. You can set this exercise as a class-work or set it as homework.

Answer:

Words	Alphabetical order	Meanings
above	<i>able</i>	having the necessary means, skill or know how to do something
grade	<i>above</i>	at a higher position than
able	<i>different</i>	distinct or separate
difficult	<i>difficult</i>	not easy
different	<i>graceful</i>	lovely, attractive, charming
graceful	<i>grade</i>	score, mark, class
grandpa	<i>grandpa</i>	the father of your father or mother

8. Time for grammar

This exercise focuses on the correct use of **will + verb1** when talking about action that will take place in the future.

Activity A: Call two students in front of the class and ask one of them to be Monika and the other to be Hari. Ask them to read out the given conversation.

After they have finished, ask the other students in the class to pair up and read out the conversation.

Activity B: Divide the students in the class into four groups A, B, C, and D and then ask the students of each group to pair up. Ask group A to talk about what they will do **‘tonight’**, group B to talk about what they will do **‘on Saturday’**, group C to talk about what they will do **‘in their winter vacation’** and group D to talk about what they will do **‘in their summer vacation’**

Example:

A: What will you do tonight?

B: I will watch the football match between Nepal and India on TV.

A: What will you do after the match is over?

B: I will have my dinner.

A: What will you do after that?

B: I will go to bed to sleep.

When the groups start talking, move round the class to check all the students are doing their work. Give help wherever necessary, but don't correct every mistake you hear. Let the students speak English.

9. Read

Ask the students to read about Harka Bahadur's daily morning routine. Make sure that the students understand every sentence.

10. Write:

This is a writing exercise. Ask students to write what Harka will do tomorrow. Tell them to begin as it has been shown in the book. Check their answers after they have finished.

Answer

Tomorrow, Harka Bahadur **will get** up at 5 in the morning. He **will clean** the buffalo shed and **will milk** the buffalo. He **will** then **have** a bath and have tea and bread. After that, he **will go** to the market to sell the milk. After an hour, he **will return** home. Then he **will take** his daughter, who is in grade one, to school.

11. Look and guess

Give an example of **who they are?**, for example, brother and sister, mother and son, teacher and students, and **what they could be talking about**, for example, going to the cinema, going for a walk, having dinner, watching TV. Ask the students to guess who they are and what they could be talking about and write their guesses on the board.

Now read the tape-script. After the students have listened to the end ask if any of their guesses were correct. Which guess was most nearly correct?

Answers:

a. *They are mother and son.*

b. *Son is asking his mother to allow him to watch TV.*

12. True or False?

Tell students to go through statements **a** to **d** and make sure they understand them. Tell them to listen again and write '**True**' at the end of the statement if it is right and '**False**' if it is wrong.

Answers:

a. False b. True c. True d. False

13. Listen and answer

This exercise tests whether students have understood the tapescript in more detail. Make sure they understand the questions. Read the script again. The students listen and write their answers. Check their answers.

Answers

- a. Finish his homework b. Bikash c. Tom and Jerry d. Yes

14. Test yourself

Activity A: Ask the students to complete this conversation by using the phrases/sentences given in the box. Pair up the students and ask them to fill in the blanks spaces with the phrases/sentences. After the students have done it. Check their answers

Answer:

Temba : Who is the woman in the blue dress?

Phurba : She is our new teacher.

Temba : Is she the one who will be teaching us English?

Phurba : Yes, she is. Our head-teacher told us this morning.

Temba : We have her class today, haven't we? In which period is it?

Phurba : It is in the 5th period.

Activity B: Ask the students to complete the given sentences using the verbs in the box. Tell them to use the given verbs in the simple future form. i.e., **will + verb 1**. You can set this exercise as homework. Help them with one or two sentences. When they bring their works, check their answers in the class.

Answer:

- a. My sister is studying medicine. Next year she will be a doctor.
- b. I will see the football match after I finish my homework.
- c. Our kitten will grow into a big cat after one year.
- d. Someone is knocking at the door. I will see who is there.
- e. It is going to rain. I will take an umbrella.
- f. Let's hurry up otherwise we will miss the bus.
- g. We will play swimming on Friday after school.

Students evaluation: Each and every task given in the book is for the evaluation of the students. You can use your own questions and tasks if needed. You should be always watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put in extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and understandable to those students.

Listening script:

Bikash wants to watch the cartoon show on TV. His mother doesn't want him to watch TV before completing his homework. Here a short conversation between them:

Bikash : May I watch the cartoon show, mom?

Mother : No Bikash. You have to do your homework now.

Bikash : Can I watch the show after I finish my homework?

Mother : It'll then be dinner time.

Bikash : Can I have my dinner late today?

Mother : No, sorry. What's the cartoon show you want to watch?

Bikash : Tom and Jerry

Mother : I see. After you have finished your homework, you can watch it till I call you for dinner.

Unit 9

Fewa Lake

1. Introduction

This unit mainly deals with expressing ability. Along with reading comprehension questions, there are some skill based exercises which help students express ability and inability. Apart from this, students are expected to participate in a number of activities like describing a place, guessing, disagreeing and vocabulary activities. The text and the exercises presented in the unit only serve as a model, hence teachers are expected to devise such activities if students require to.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage
- Express ability and inability
- Describe a place orally or in written form
- Disagree politely while speaking

3. Materials

Word cards, sentence cards, picture cards, , etc

4. The estimated periods for this unit: 12

S.N.	Exercises	Periods
1	Read and answer	1
2	Ways with words	1
3	True or false	1
4	Read and answer	1
5	Write	2
6	Chant	3
7	Time for grammar	
8	Have your say	
9	Listen and guess	1
	Unit revision	2

5. Activities and exercises

1. Read and answer

This is a warm up exercise. Ask students to look at the given picture carefully and answer the questions in the box. Help them to discuss on the given picture. You can split them into pairs or groups and then they will exchange their views by asking and answering questions like: What do you see in the picture? What could be the structure among the trees? How can we reach there? etc. Spend about 10 minutes for this exercise.

Possible answers:

- a. What do you see in the picture?
 - There may come up with varied answers such as: we can see a temple, we can see big trees, we can see a sloppy wall, etc.
- b. What could be the structure among the trees?
 - That could be a temple.
- c. How can we go there?
 - We can go there by boat or someone can say we can get there on foot.

After this warm up activities, you can conduct several other similar reading comprehension activities.

2. Read and answer

This reading text is a short text on the topic 'Fewa Lake'.

First, ask students to read the questions in the box. Explain anything that they don't understand.

Now, ask students to read the text quickly and silently and find the answers to the questions. Ask the whole class for the answers and make sure that all the students find the answers.

Possible answers:

- a. Because there are many lakes.
- b. It is used for irrigation and electricity generation.
- c. It is the pagoda style temple which is the shrine of Barahi

2. Ways with words

This is a vocabulary exercise. The students are required to find the words with similar meanings to the given words.

If the students have difficulty, explain the words to the students by using them in situation and asking and answering questions to clarify their meanings.

Encourage students to use dictionary or the glossary given at the back of the book to further clarify the meanings of difficult words.

Answers:

Words	Words with similar meaning
<i>plentiful</i>	<i>rich</i>
<i>temple</i>	<i>shrine</i>
<i>automobile</i>	<i>vehicle</i>
<i>travelling</i>	<i>migratory</i>
<i>current</i>	<i>electricity</i>
<i>hand made materials</i>	<i>handicraft</i>

3. True or false

This is a comprehension exercise. Students have to decide whether the given sentences are true or false. They can do this only when they thoroughly understand the reading text. Ask students to discuss the sentences in group and help them decide the sentences are true or false.

Answers:

a. False b. True c. True d. True e. False

4. Read and answer

This exercise requires in depth understanding of the text. Make sure that students understand the questions.

Divide students into pairs and ask each pair to read the text again and discuss the questions.

Ask selected pairs to give their answers, and then discuss the answers with the whole class.

Answers:

- The area of Fewa Lake is 4.43 sq. km.*
- The river that feeds the lake is Harpan river.*
- The main attractions of Fewa Lake are Island temple, mirror image of Mt. Machhapurchhre and Mt. Annapurna, and crystal clear water of the lake.*
- Leopard, fox and barking deer are found in the Raniban.*

5. Write

Exercise A.

This is a guided writing exercise. It helps students to describe a place in several paragraphs. The things to be described are provided as clues. The students have to elaborate the points to develop the paragraphs. In this exercise students have two options: they can either describe what they can see in a village or describe what they can see in a town. Ask the students do the exercise as suggested in the book. The clues provided in the book can be modified to suit the need and experience of the local students. For example if there is no motor road, they can use path or foot trail instead.

Exercise B.

The main aim of this exercise is to engage students in creative activities. First, discuss about the village or locality of students and about the things found there. Also talk about the size of the place. Then assist to sketch a map of their village or locality and display the major things like: school, health post, river, forest, temple, etc. Then ask them to display their work. It can be done as a competitive exercise.

6. A chant

In this exercise, there is a chant. Before you practise it, spend a couple of minutes discussing the picture.

Exercise A: **Discuss the picture:**

The picture is not clear in itself so the students will guess and generate their ideas to share with friends. While doing this they will exchange their opinion orally. The given dialogue is only a sample. Students can talk about the picture in their own. Involve all students as far as possible. You can also divide the students into groups or in pairs and let them discuss the picture.

Exercise B: **Do the chant together**

First display the picture on the wall. Then sing the chant pointing to the picture. You need to act as you sing the chant so that children will enjoy. Repeat it several times.

Again divide class into group and let them sing it turn by turn in the class.

Make sure that the students can sing the chant without looking at the book.

Go round the class to make sure that the students are doing the given work. Give help wherever necessary.

Exercise C:

Answer the following questions:

In this exercise, there are 5 short answer questions. Ask these questions to your students. They should reply orally.

Answers:

a. A monkey b. No, it's not. c. No, it can't. d. No, it can't. e. Yes. →

7. Time for grammar

Exercise A:

Disagree with the following

- a. No, it's Sunday today.
- b. No, it's not. A goat is smaller than a cow.
- c. No, I'm not. I'm a student.
- d. No, it's not. It's for running machines.
- e. No, they're not. They are land animals.
- f. No, it's not. Kathmandu is the capital of Nepal.
- g. No, I'm not. I am upbeat.

Exercise B:

Make yes/no questions and give the answers.

- 1. Are giraffes very tall? Yes, they are.
- 2. Are Shanti and Sabitri friends. Yes they are.
- 3. Are you a bookseller? No, I'm not.
- 4. Is Shambhu a student? Yes, he is.
- 5. Is he in Grade seven? No, he is not.
- 6. Is it Tuesday today? No, it's not.
- 7. Are there two books on the teacher's table? Yes, there are.

8. Have your say

This is a speaking activity. All students need to participate equally either in asking for information or in responding to them. Turn by turn they approach friends individually and inquire if he or she can do the specified tasks. The queries could be:

Can you draw a cat?, Can you boil tea?, can you wash clothes?, Can you shut down the computer?, etc. If you prepare a work sheet with queries and space to write the responses it will be very convenient to conduct this activity.

When every one finishes asking and recording the responses, let them ask to present orally what they found.

Example:

Student 1: My friend, Ramesh can ride a bicycle. He can wash his clothes. He can cook food. And Sita can shut down the computer. She can draw a picture of an elephant.

9. Listen and guess the meanings of nonsense words

This is a listening comprehension exercise. Nobody knows all the words in any language. One figures out the meanings of any unfamiliar words in a context. First play the audio if available if not read aloud the listening script given at the end of this unit. Then ask students to find out the meanings of the nonsense words. Discuss how you figured out the meanings.

Possible answers:

Tro → go
drules → friends
banto → zoo
empy → elephant

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script:

On Saturdays I **tro** out with my **drules**. I have a lot of **drules**. Sometimes we **tro** fishing. Sometimes we **tro** to the **banto**. There are a lot of animals in the **banto**. We also have an **empy** riding. The **empy** can pick up coins with the trunk.

Unit 10

Kites

1. Introduction

This unit deals with expressing likes and dislikes. A substitution table is designed to develop this skill which learners are expected to practise in pairs or in groups. Apart from this, the unit also deals with reading, listening, speaking and letter writing exercises. Additionally there are some active/passive voice exercises. Composing an acrostic poem, a very simple but very interesting way of teaching poem is introduced in this unit.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage
- Produce simple personal 'thank you letter'
- Use voice appropriately both in written and spoken situation
- Compose acrostic poems.

3. Materials

Word cards, picture cards showing different types of kites and usual classroom materials.

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Look and answer	1
2	Ways with words	1
3	True or false	
4	Read and answer	1
5	Have your say	1
6	Write	3
7	Time for grammar	2
8	Read this poem	1
9	Look and guess	1
10	Answer these questions	2
	Unit revision	2

5. Activities and exercises

1. Look and answer

This exercise is a warm up exercise. Ask students to look at the given picture carefully and answer the questions in the box. Show them the picture people flying kites' Share the experience about flying kites. Spend about 15 minutes for this exercise.

Possible answers:

- a. What do you see in the picture?
 - We can see children flying kites.
- b. Do you like flying kites?
 - (The answers to this question may come differently. Depends on individual interests.)

This reading text is a short text on the topic 'Kites.

First, ask students to read the given questions. Explain anything that they don't understand.

Now, ask students to read the text quickly and silently and find the answer to the questions. Ask the whole class for the answers and make sure that all the students find the answers.

2. Ways with words

Match the words in column A with their meanings in column B

Answers:

- | | | |
|--------------------|------|---|
| <i>experiment</i> | ---- | <i>try out new thing</i> |
| <i>instrument</i> | ---- | <i>a tool for doing some work</i> |
| <i>reproduce</i> | ---- | <i>make a similar copy</i> |
| <i>investigate</i> | ---- | <i>make a systematic inquiry</i> |
| <i>competition</i> | ---- | <i>a contest in which people try to win</i> |

3. True or false?

This is a reading comprehension exercise. Students have to decide whether the statements are true or false. If they are found confused, let them go back to the passage to find the fact.

Answers:

- a. False b. True c. False d. True e. False

4. Read and answer:

This exercise requires in depth understanding of the text. Make sure that students understand the questions. Divide students into pairs and ask each pair to read the text again and discuss the questions. Ask selected pairs to give their answers, and then discuss the answers with the whole class. This exercise can be assigned as homework. Check their understanding through their homework and provide suggestions and feedback to support their learning.

Answers:

- a. Bamboo and silk were used, when kites first appeared in China.*
- b. Kites were used for military purpose before they were used in scientific purpose.*
- c. The kites started their journey from China to other Asian countries then into Europe and finally reached America and Australia.*
- d. Benjamin Franklin used the kites to find out atmospheric electricity.*
- e. Polynesians used kites for fishing and testing the directions of wind.*
- f. Nepalese people fly kites mainly in the months of Bhadra and Ashwin.*

5. Have your say

Exercise A

In this exercise, students should engage in describing the picture of different types of kites. The shapes of kites resemble different images. Some look like birds and other look like fish and human face. Initiate discussion by eliciting questions like: what does the first kite look like?, etc. Later let them compare the kites in terms of shape and size. Then finally ask each student which one they like and which not.

Example: A: I like the first kite. It looks like a bird. I do not like the third one. It looks like an envelope.

Exercise B

Here students have to express their likes and dislikes.

Answers:

- a. Gopal likes dancing.*
- b. Geeta likes drawing pictures.*
- c. Anita does not like blackouts.*
- d. Mehi likes visiting new places.*
- e. Sneha likes helping others.*
- f. Mingma hates eating sweets.*

Exercise C

Ask students to choose two right answers and make sentences orally.

Answers:

- a. *Children and birds can eat.*
- b. *Babies and mice can see.*
- c. *Aeroplanes and birds can fly.*
- d. *My father and mother can cook.*

6. Write:

Exercise A

Ask the students to go through the table very carefully and make as many sentences as possible, like the one in the example.

Answers:

- a. *I enjoy chatting with my friends online.*
- b. *I like playing volleyball*
- c. *I like dancing*
- d. *I enjoy swimming.*
- e. *I like walking.*
- f. *I enjoy reading books.*
- g. *I enjoy playing video games.*

Exercise B (Ask and write):

This is a combination of speaking and writing activity. The class should be split into pairs. One of the students of pair needs to prepare some questions to explore what his or her friend can do. Demonstrate how to do. Call one student, say Ritu, in front of the class and ask the questions given in the box. After the student give answers, use them to develop a paragraph.

Example:

Sample questions

Do you like riding a bicycle?

Do you enjoy visiting friends?

Do you like swimming in the winter?

Do you enjoy staying with your parents?

Sample paragraph: Ritu is my friend. She does not like riding a bicycle. But she enjoys visiting her friends. What she enjoys most is swimming in summer but she hates swimming in winter. She loves her parents very much so enjoys staying with her parents.

Now ask students to ask the questions given to their partners and then write a paragraph using the answers obtained.

Exercise C. (Read, answer and write):

This exercise presents some sample of invitation. Here students should go through them and find out the essential part of invitation letter. In 'a' there is a sample of invitation letter, students should go through it (*Note: The spelling of the word "wonderful" is incorrect, correct it before you proceed doing the exercise*). And in 'b' there is another sample, students should respond to the questions.

Possible answers to the questions given in activity 'b':

Om wrote this letter to thank Santosh for he helped to cut grass. He wanted to send it to Santosh. He wrote it on Thursday. He said he enjoyed working with Santosh.

Possible answer to activity 'c':

May, 2012

Dear Babita, Thank you for inviting me to you home. I enjoyed playing with your dog, Tommy. I also liked meeting your family. Yours —————

7. Time for grammar

Exercise A (Study and Practise):

In this activity, students will practise how to respond to likes and dislikes. For example:

Do you enjoy learning English? Yes, I do.

Do you like cutting grass? No, I don't.

Divide the class into pairs and assign them to practise asking and responding such questions.

Exercises B, C, D, E and F: These exercises focus on transforming the verbs (simple present and simple past) in the active voice into the passive voice. Ask the students to go through the examples very meticulously and do the exercises as indicated. Students may need your help. Discuss and explain the rules of transforming passive into active or vice versa.

Exercise B

This is active/passive voice exercise. Discuss the general features of active and passive sentences. Compare them with the position of subject/object and the form of verbs and 'be verbs' with several examples in addition to the ones given in C and E.

Exercise D

This exercise is the continuation of exercise C. Ask the students to complete the sentences by using the simple present passive form of the verbs given within the brackets.

Answers:

- a. The football **is kicked** by him.
- b. I **am liked** by my friends.
- c. The fields **are ploughed** by farmers.
- d. English **is spoken** all over the world.
- e. An honest man **is respected** everywhere.

Exercise E

In this exercise engage the students in studying the examples.

Exercise F:

This exercise is the continuation of exercise E. Ask the students to complete the sentences by using the simple past passive form of the verbs given within the brackets.

Answers:

- a. My camera **was stolen** from my room.
- b. He **was given** a present by his friends.
- c. The kites **were made** by them.
- d. The songs **were sung** by them.
- e. A new TV set **was bought** by us.

8. Read the poem

The language of poem is generally different to that of prose. Students should be familiar with the type of language used in poems. One of the objectives of including poem in the book is to make our students familiar with language used in poems. Beside that poems can be fun when recited alone or in chorus in class. This also assists students in pronouncing words correctly.

First read the poem, students will listen carefully. Select unfamiliar words, define and explain them. Then assign each student to recite the poem. You can also assign students to do the following activities:

- a. Which words/phrases are repeated?
- b. Find at least three rhyming words in the poem.

- c. Did you find any tongue twisting lines?
- d. Are there any ungrammatical sentences?

Exercise A (Read and answer):

Ask the students to go through the poem again and then to give short answers to the given questions. Let the students find the answers by themselves as far as possible. Help them only when they find any difficulty.

Possible answers:

- a. The poet is shouting out for peace.
- b. A lot of homework required to maintain peace is still remaining to do.
- c. We can win only when we can end the brutality of war and maintain peace.
- d. We need peace to save lives.

Exercise B:

In this poem, the combination of initial letters of each line makes a word..Ask students to read this poem and write the beginning letters of each line and write the word they get in their exercise book. Tell students that the word they find is the title of this poem. Later discuss the poem. Let them ask and answer questions among themselves. The title of the poem is '**Friends**'

Exercise C:

Instruct your students to compose a poem using the letters of their first name. Remember, we are not expecting a perfect poem from students. We only encourage them to compose poem in an interesting way.

9. Look and guess

This is a listening comprehension exercise. First initiate discussion by describing the picture. Or you can ask them to describe the picture. This discussion will make them aware of the setting of listening task.

10. Answer these questions

The students are to listen to the tape script and answer the given questions. If audio cassette is available, play two/three times, then ask them to answer the questions. If not available, the teacher has to read the listening text given at the end of this unit.

Answers:

- a. *Mohan is calling Meena.*
- b. *Meena works at Micro Computer centre.*

Students evaluation: Each an every task given in the book is for the evaluation of the students. We can use our own questions and tasks if needed. Teachers should be always watchful on who is making progress and who is not. Our focus should go to those who are struggling. We need to put extra effort on those students who are not making progress. For that purpose we need to prepare extra exercises which are simple and understandable to those students.

Listening script

Mohan : Hello.

Meena : Hello, Micro Computer centre.

Mohan : Can I get Miss Deepa, please?

Meena : Please hold on. Let me see whether she has come.

Mohan : Hello, Deepa hasn't arrived. May I know who's calling?

Meena : I'm Mohan, Deepa's brother.

Mohan : Any message for Deepa?

Meena : No thanks. I'll call again in the afternoon.

Mohan : I'll tell Deepa that you've called her.

Meena : OK. Thanks.

Unit 11

Automated teller machine

1. Introduction

This unit deals with expressing possessions. The reading text given in this unit introduces some technical terms used in electronic devices. In addition to regular exercise like reading comprehension, this unit presents exercises to help students use possessive pronouns. Exercises are designed to develop this skill through listening and speaking. Apart from reading, listening and speaking exercises, this unit introduces spoken expression to guide strangers to get to a place, describe person using relative clauses and sample internet chat language.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage
- Use possessive pronouns correctly
- Use and identify internet chat language
- Describe people using relative clause
- Guide strangers to a certain destination

3. Materials

Word cards, sentence cards, picture cards, maps, etc.

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Look and answer	2
2	Ways with words	1
3	True or false	1
4	Write answers to these questions	2
5	Write	2
6	Time for grammar	3
7	Have your say	1
8	Listen and answer	1
	Unit revision	2

5. Activities and exercises

1. Look and answer

Exercise A:

This exercise is a pre-reading exercise. Ask students to look at the given picture carefully and discuss about it. Then they will answer the questions provided in the box. You can lead your students by helping them ask questions like: what do you see in the picture? What is it for? Why do people visit this? What is it made of? Who is it for? etc. Spend about 15 minutes for this exercise.

Exercise B:

This is a reading text. It is about Automated Teller Machine. There are some strange technical words. First let your students scan the text and make a list of unfamiliar words.

2. Ways with words

This is a matching exercise. The students are required to match the words in column 'A' with their correct meanings in column 'B'. Some students may find some words unfamiliar; still they should try to match them to the given definitions.

If the students still have difficulty, explain the words to the students by using them in situation and asking and answering questions to clarify their meanings.

Encourage students to use dictionary or the glossary given at the back of the book to further clarify the meanings of difficult words.

Answers:

teller	a person who gives and receives cash at a bank
electronic	carried out by computer using a network
deposit	place a sum of money in a bank
withdraw	take out money from bank
customer	a person who buys goods or services
insert	put something in
dispense	give out something
transaction	act of depositing and withdrawing

3. True or false

This is a comprehension exercise. Students are supposed to identify which statements are true and which are false. They should decide on the basis of text they have read. It will be better if it is done in pair or in groups. Let them read the sentence and then discuss among themselves to decide them true or false.

Answers:

- a. *False* b. *True* c. *False* d. *False* e. *False*

4. Write answers to these questions

This exercise requires in depth understanding of the text. Make sure that students understand the questions. Divide students into pairs and ask each pair to read the text again and discuss the questions. Ask selected pairs to give their answers, and then discuss the answers with the whole class.

Answers:

- a. *ATM is an electronic device which is used to deposit and withdraw money.*
- b. *After inserting the ATM card into the slot, we need to type and enter the PIN code.*
- c. *It is possible to withdraw currency when one is in a foreign country, because the machine itself converts the currency as per the rate.*
- d. *The Chemical Bank in the US is the first one to install ATM.*
- e. *Yes, it is very useful because the costumers can get cash anywhere and at anytime.*

5. Write

Exercise A:

In this exercise, students practise writing a paragraph. Here they just have to decide the appropriate possessive adjectives. So give some additional exercise of possessive adjectives like: my, his, her, their, etc. Then let them decide to choose the words from the box.

Answers:

<i>My</i>	<i>my</i>	<i>His</i>	<i>His</i>	<i>Its</i>	<i>our</i>	<i>Her</i>
<i>her</i>	<i>her</i>	<i>your</i>				

Exercise B:

This exercise is the continuation of exercise A. Tell students that all the words in the brackets, except one, are personal pronouns. Ask them to change all the pronouns into possessive adjectives and rewrite the sentences in their exercise books.

Answers:

- a. Where are ***your*** friends now?
- b. Here is a mail from ***my*** friend, Ruchi.

- c. She lives in Janakpur with **her** family.
- d. **Her** father works in Jomsom.
- e. **His** brother has an ATM card.
- f. **Their** children go to a public school in Ilam.

Exercise C.

Tell students that nowadays people prefer sending messages to their friends, near and dear ones over their cell phones or through several social networking sites like facebook, tweeter and so on. So, there has been a new trend of writing words in the message in short. Messages written in the short words form are known as e-text messages. Tell students that some examples of e-text messages are given in column A. Ask them to go through them very carefully and then match each one of them with their standard form in column B.

Answers:

Column A	Column B
Hi Jiban, how r u? thnx 4 da msg 4 my birthday.	Hello Jiban, how are you? Thanks for the message for my birthday!
U r welcome, wanna cu ASAP 4 a drink.	You are welcome, I want to see you as soon as possible for a drink
Prhps on Sat. in da evening, we cld go to da pict	Perhaps on Saturday in the evening, we could go to the pictures!
ok gr8 but i gotta brb b4 noon 'cos I have 2 c off my grandma.	Ok great but I've got to be right back before noon because I have to see off my grandmother.
It's ok CU on Sat. 8 pm at home.	It's ok see you on Saturday 8 PM at home.

7. Time for grammar

Exercise A:

In this exercise some rules of defining relative clause are discussed. You need to present some additional examples of such clause and discuss about them. Then, try to make them some sentences. Just ask your students to identify main clause and defining clause from the given examples.

Exercise B:

Ask the students to go through the given instruction very carefully. Explain them if they don't understand. Now, write the words **architect, burglar, vegetarian, customer, shoplifter, nurse** on the board and then ask the students what each of this person do. Tell students that the work each of this person do is given in the box. One has been done as an example. Give them some time to come up with the answers. Check their answers.

Answers:

- a. An architect is someone who designs buildings.*
- b. A burglar is someone who breaks into a house and steal things.*
- c. A vegetarian is someone who does not eat meat.*
- d. A customer is someone who buys something from a store.*
- e. A shoplifter is someone who steals from a store.*
- f. A nurse is someone who looks after patient in the hospital.*

Exercise C.

This exercise is the continuation of exercise A. Ask students to go through the examples given in exercise A again and then join each pair of sentences as shown in the example. Let each student do on his/her own individually. Move around the class to check that the students are doing correctly. If anyone needs your help, help him/her.

Answers:

- a. A man **who answered the phone** told me I was out.*
- b. The waiter **who served us** was very polite.*
- c. Some men **who were arrested** have now been released.*
- d. The girl **who won the first prize** is my sister.*
- e. The women **who took part in the programme** are from our village.*

Exercise D:

This exercise is the extension of exercise C. Tell students that in the exercise above they have used the word '**who**' to begin the relative clause and in this exercise they will be using '**that**' to begin the relative clause. Ask the students to study the examples given here very carefully.

Exercise E:

This exercise is the continuation of exercise D. Ask students to go through the examples given in exercise D again and then join each pair of sentences choosing

the most appropriate ending form the ones given in the box. One has been done as an example. Let each student do on his/her own individually. Move around the class to check that the students are doing correctly. If anyone needs your help, help him/her.

Answers:

- a. My Shrestha works for a company **that makes mobile phones.**
- b. What was the name of the horse **that won the race?**
- c. Where are pictures **that they used to hang on the wall?**
- d. The police are still indentifying the body **that was found last week.**
- e. A dictionary is the book **that gives you the meanings of words.**
- f. It seems the earth is the only planet **that can support life.**

7. Have your say

Exercise A (Giving direction):

Giving direction is one of the language functions prescribed in the curriculum. It is mainly used in spoken variety. There is a rough sketch of map in this exercise.

Group the students into pairs and ask each pair to look at the map and the situation very carefully and give the directions accordingly. One student in the pair can be a tourist who asks the given questions to his/her partner, and the partner gives direction. Move around the class to see that the students are giving directions correctly. You can also use a map of a local place and use it. Also introduce common phrases generally used while guiding a stranger to a certain place.

Some common phrases: Walk down.....; Walk upto.....; Turn right/left.....; Take the first/second turn to your left/ right.....; Keep on walking.....; Walk past.....; and so on.

Sample answers:

- a. Tourist: How can I get to the museum?
You: Walk down the road. Turn right, you'll see the museum on your right.
- b. Tourist: How can I get to the hospital?
You: As you go straight, walk across the road at the junction, the hospital is on your right.
- c. Tourist: How can I get to the post office?
You: Walk along the road on your left, take right turn, then you'll see the Post Office on your right.

9. Listen and answer

This is a listening comprehension exercise. A visually impaired customer comes into a restaurant. He cannot see the menu so one of the waiters reads it for him. Let us assume that all the students in the class are the customers except one who reads the menu. The listening text (menu) is at the end of this unit. Then on the basis of what they have heard, they have to answer the questions orally. It is interesting, isn't it?

Answers:

- a. *It costs Rs. 100.*
- b. *There is no difference. Pizza cost as much as Garima special.*
- c. *Chips is the cheapest item except drinks.*
- d. *Coke and Sprite cost Rs 25 each.*

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script:

Garima Restaurant & Bar
Koteshwor, Kathmandu

Snacks

Chicken Chilly	-	Rs.100/-
Noodles	-	Rs 75/-
Pizza	-	Rs 150/-
Chips	-	Rs 50/-
Momo	-	Rs 75/-
Mutton Sekuwa	-	Rs 100/-
Garima special	-	Rs 150/-

Drinks

Tea (milk)	-	Rs 15/-
Tea (lemon)	-	Rs 15/-
Coffee(black)	-	Rs 10/-
Coke/Sprite	-	Rs 25/-
Mineral water	-	Rs 25/-

Unit 12

George Stephenson

1. Introduction

This unit deals with the language function *asking and answering*. Exercises are designed to develop this skill through listening and speaking. Apart from this, the unit also deals with reading, listening and speaking exercises, the use of adjectives and revises the past tense.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage
- Ask simple questions and give answers to them
- Use the different forms of verbs to talk about the happening in the past
- Compare things using appropriate forms of adjectives.

3. Material

Word cards, sentence cards, picture showing comparison of things, pictures of steam engines etc.

4. The estimated periods for this unit: 13

S.N.	Exercises	Periods
1	Read and answer	2
2	Ways with words	2
3	Write	1
4	Have your say	1
5	Listen and do	1
6	Time for Grammar	2
7	Test Yourself	2
	Unit revision	2

5. Activities and Exercises

1. Read and answer

This reading text is a short biography of George Stephenson.

It contains some pre-reading questions. Ask students to go through these questions before reading the text and guess the answers.

Possible answers:

a. It is a true fact.

b. It is about a foreigner.

c. It is about many years ago.

Now, ask students to read the text quickly and silently and make sure whether the answers they gave were correct. Also make necessary explanation and conduct discussion about the facts mentioned in the text. If you have pictures related to the text, also demonstrate them during discussions.

2. Ways with words

Exercise A:

This exercise contains a list of verbs used in the reading passage in the present form. Students are required to find their past forms and write them next to each of the verbs. All these verbs are used in the passage in the past form. So, encourage the students to go through the passage and look for them. If the students still have difficulty, help them giving necessary clues.

Answers:

<i>Words</i>	<i>Past tense</i>	<i>Words</i>	<i>Past Tense</i>
<i>make</i>	<i>made</i>	<i>go</i>	<i>went</i>
<i>pump</i>	<i>pumped</i>	<i>build</i>	<i>built</i>
<i>learn</i>	<i>learned</i>	<i>send</i>	<i>sent</i>
<i>work</i>	<i>worked</i>	<i>pull</i>	<i>pulled</i>
<i>learn</i>	<i>learnt/learned</i>	<i>earn</i>	<i>earned</i>
<i>mend</i>	<i>mended</i>	<i>die</i>	<i>died</i>
<i>marry</i>	<i>married</i>	<i>begin</i>	<i>began</i>

Exercise B:

This is a vocabulary building exercise in the form of a puzzle. The meanings of some words are given as clues from number one to seven. Students are required to find the appropriate words and fill in the box. Ask them to find these words from the reading passage and also encourage them to use glossary at the end of the book or a dictionary if necessary.

Answers:

1. Big
2. Mine
3. Robert
4. Earn
5. Engine
6. Invent
7. George

3. Write

This is an exercise that needs students to arrange the titles given in the same order as they are described in the reading passage. Ask students to read the passage once again and find out what each paragraph deals about. Then make them to order the given titles accordingly and help them if necessary by providing clues and explanations of the paragraphs.

The correct order is:

1. *His early childhood*
2. *Work in a mine*
3. *His family and first engine*
4. *A slow engine on wheels*
5. *A very fast engine*
6. *His death and son's work*

4. Have your say

Exercise A:

This is a question answer exercise related to the comparison of things using appropriate forms of adjectives. It contains a picture on the basis of which there are some questions. Students are required to answer these questions.

First, give a clear concept of comparison as well as the comparative forms of adjectives and their use. Give sufficient examples for this and then ask the students to answer the given questions.

Note: *The figures given in the exercise are similar in size. So, you are required to do some changes. Draw the figures as suggested below on the board and make the students draw them in their exercise books.*

- a. *Make squares A and B of the same size.*
- b. *Make square C smaller than A and B.*
- c. *Make circles P and R of the same size.*
- d. *Make circle Q biggest of all the figures.*
- e. *Make triangles A and B of the same size.*
- f. *Make triangle C biggest of all the triangles.*

Answers:

Is A as big as B?	Yes, it is.
Which is the smallest?	C is.
Is C bigger than B?	No, it isn't.
Is A bigger than C?	Yes, it is.
Which circle is as big as P?	R is.
Which is the biggest?	Q is.
Is R smaller than P?	No, it isn't.
Which is the biggest triangle?	C is.
Which triangles are the same?	A and B are.

Exercise B:

This exercise is also related to comparison of things using appropriate forms of adjectives. It contains pictures of three books with their number of pages and price. Students are required to compare them using the given forms of adjectives appropriately.

Possible answers:

The History book is the most expensive.

The English book is more expensive than the Math book.

The English book is the shortest.

The Math book is the least expensive.

The History book is the longest.

The Math book is shorter than the History book.

The English book is cheaper than the History book.

5. Listen and do

This is a listening exercise. Ask students to read the given statements first and have some idea about what the text is about. Then play the tape and ask them to listen carefully to it. They can do the exercise while listening to the tape. Play the tape again and help them to understand the text if necessary.

Answers:

<i>Statements</i>	<i>True/False</i>	<i>Corrections</i>
<i>a. Bina wrote this letter.</i>	<i>False</i>	<i>Gita</i>
<i>b. They also visited the apple farm.</i>	<i>True</i>	
<i>c. In the evening they swam in the hot water.</i>	<i>True</i>	
<i>d. They ate in a Rai hotel.</i>	<i>False</i>	<i>Thakali</i>
<i>e. This letter is written to Gita.</i>	<i>False</i>	<i>Bina</i>

6. Time for grammar

Exercise A:

This exercise revises the use of simple past form of verb. Students need to transform the given statements into negative and interrogative forms. With the help of given example, make students clear on how to change the statements into negative and interrogative forms. Give some examples if necessary. Also talk about the use of simple past tense with examples and the role of do verb i.e. 'did' in this case. Then make them complete the given exercise and help them as needed.

Answers:

- a. Negative: He didn't wear a new shirt.
Question: Did he wear a new shirt?*
- b. Negative: She didn't buy a book.
Question: Did she buy a book?*
- c. Negative: They didn't sing a Maithili song.
Question: Did they sing a Maithili song?*
- d. Negative: He didn't swim across the river.
Question: Did he swim across the river/*
- e. Negative: He didn't draw a horse.
Question: Did he draw a horse?*
- f. Negative: We didn't come early.
Question: Did we come early?*
- g. Negative: He didn't put it there.
Question: Did he put it there?*

- h. *Negative:* She didn't drive the car.
Question: Did she drive the car?
- i. *Negative:* I didn't do my homework.
Question: Did I do my homework?
- j. *Negative:* It didn't rain last night.
Question: Did it rain last night?

Exercise B:

This exercise also deals with the simple past tense. It basically tries to give idea about the proper use of 'was' and 'were' according to the number of subject i.e. singular or plural. Give students the idea that 'was' is used with singular subject and 'were' is used with plural subject and ask them to do the given activity.

Exercise C:

This exercise revises the appropriate use of comparative forms of adjectives. Explain students when to use the positive, comparative and the superlative degrees of adjectives. Students need to fill in the blanks with the correct form of adjectives given in brackets.

Answers:

- Sabitri's marks are **better** than Shanti's.
- The Chinese wall is the **oldest**.
- This watch is **more expensive** than that one.
- I prefer that colour. It is **brighter** than this one.
- It is the **longest** wall in the world.
- That chair is the **most comfortable**.

Exercise D:

This exercise is the continuation of exercise C. It can be given as a class-work or can be set as homework. The aim of this exercise is also to check that the students can use **the comparative degrees of adjectives** correctly when comparing things.

Answers:

- A giraffe is **taller** than an elephant.
- An elephant is not **bigger** than a giraffe.
- The **highest** mountain in the world is in Nepal.

- d. My marks are **better** than yours.
- e. I think division is **more difficult** than multiplication.
- f. Who's the **most popular** film star now?
- g. Which is the **most interesting** subject?
- h. This radio is as **expensive** as that one.
- i. No, it isn't. It is much **cheaper** than that one.
- j. Which is the **most dangerous** animal in the world?

7. Test yourself

Exercise A:

This is a revision exercise that aims at checking proper use of the simple past tense in everyday communication. It contains a few questions related to daily life and students are required to give answer in the simple past tense. Ask them to go through the table of present and past forms of verbs once again before doing this exercise.

Exercise B:

This exercise tests whether students could use the simple past form of verb correctly while making sentences. You can give this exercise as classwork or set it as homework. Ask the students to go through the table carefully and make ten sentences using it. For example,

Champak didn't play volleyball yesterday.

Ajasbi didn't do her homework yesterday.

Yunika didn't wear a watch yesterday.

Exercise C:

This exercise tests the transformation skill of the students. They need to change the negative sentences made in activity A into affirmative sentences. They can do it by removing *didn't* and changing the verb into simple past form.

For example,

Champak played volleyball yesterday.

Ajasbi did her homework yesterday.

Yunika wore a watch yesterday.

Exercise D:

This exercise is similar to exercise C but students need to change the sentences made earlier in the question form. For example,

Did Champak play volleyball yesterday?

Did Ajasbi do her homework yesterday?

Did Yunika wear a watch yesterday?

Exercise E:

This exercise is designed to provide practice on making questions and answers. There are some sentences in the first column of the table which are needed to be changed into questions and again to be answered in 'yes' or 'no' format. One example is given there. Ask the students to complete the remaining exercise accordingly help them, if needed.

Students evaluation: Each and every task given in the book is for the evaluation of the students. You can use your own questions and tasks if needed. You should be always watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put in extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and comprehensible to those students.

Listening script:

Mustang April 23

Dear Bina,

We are enjoying our holiday in the mountains. Yesterday we visited Mukinath temple. It is the highest temple in this area. We went to the apple farm and later on also looked at the burning flame in water. We saw different scenery, including the deepest pass in the world. My brother said it was the most exciting day in his life. In the evening we swam in the hot water spring and ate in the most famous Thakali hotel in the area.

Thanks

Regards

Gita

Unit 13

The great goose of Gosaikunda

1. Introduction

This unit deals with the language function on making polite request and responding to it. Exercises are designed to develop this skill through listening and speaking. Apart from this, the unit also deals with reading, listening and speaking exercises, the use of reported speech, etc.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage.
- Make polite request and respond to it.
- Report commands and requests.

3. Materials

Word cards, sentence cards, picture of a computer along with its parts or a real computer in the lab etc.

4. The estimated periods for this unit: 13

S.N.	Exercises	Periods
1	Read and answer	1
2	Ways with words	1
3	True or false?	1
4	Read and answer	2
5	Have your say	1
6	Time for Grammar	1
7	Read and answer	2
8	Write	2
9	Listening	2

5. Activities and exercises

1. Read and answer

It contains a reading passage “The Great Goose of Gosainkunda”. It’s a folk story. There are a few pre-reading questions. Ask students to read the questions and guess answers.

Answers:

- a. No, they didn’t.
- b. No, she didn’t.

Now ask them to read the passage and explain the paragraphs, if necessary. Also discuss the new vocabularies and make them explore their meanings in the passage. After they complete reading it, ask them to check their answers to the pre-reading questions.

Ask students to go through the story once again and explore the expressions used to make polite requests and responses to them. Then make them work in pair and share the expressions explored to their partner adding more expressions to the previous list. After that, discuss the way of making polite requests and responding to them with the whole class.

For example,

“Please, sparrow sis, would you bring me some grains of rice”?

“I am afraid not. I am too busy.....”

“Could you help me bring some firewood, please?”

“I am sorry, dear! I can’t because.....” etc.

2. Ways with words

This is a crossword puzzle designed to practice vocabularies from the passage. Meanings of some words from the passage are given and students are required to find out the correct words and fill in the puzzle. Ask them to go through the passage and find them out. If necessary, give them clues or indicate the paragraph which contains the word.

Answers:

Across

- | | |
|-------------|------------------|
| 1. Milkmaid | 3. Neighbourhood |
| 2. Swarm | 4. Bottom |

Down

- | | |
|-------------|---------------------|
| 1. Message | 3. Boycott |
| 2. Neighbor | 4. <i>Delicious</i> |

3. True or false?

This exercise contains statements related to the reading passage and students are needed to write whether they are true or false. Ask students to read the passage and write 'true' for true statements and 'false' for false statements.

Answers:

- | | | | |
|----------|----------|----------|----------|
| a. True | b. False | c. False | d. False |
| e. False | f. False | g. True | |

4. Read and answer

This exercise contains questions from the passage. Ask students to read the passage and give short answers to them. Discuss these questions in the class and help them find answers to these if necessary.

Answers:

- a. *She wanted to cook delicious rice pudding.*
- b. *She asked her to bring some rice grains.*
- c. *She asked him to bring some firewood.*
- d. *She requested the bat very politely.*
- e. *They didn't give her honey because she didn't ask them very politely.*
- f. *Students may give different answers.*

5. Have your say

This activity is designed to provide practice on making polite request and responding to them. To start the activity, go back to the story and the list of polite requests and responses prepared earlier by the students. Discuss the ways of making polite requests and responding to them with more examples. Also compare them with less polite expressions. While talking about the responses, discuss both positive and negative forms.

Now, ask students to practise in pair making a request and responding to it as given in the example.

"Would you give me your pen for a while?"

"Of, course." or, "I am sorry. I can't because I am doing my classwork."

"Could you turn on the fan, please?"

“Certainly.” or, “I am afraid not. There is no electricity.”

Now, ask students to make as many sentences as they can from the given table and practice with their partner, as,

A: Could you open the door?

B: Of course, sure

A: Would you lend me a pen?

B: Certainly, just a minute

.....

6. Time for grammar

Exercise A:

This exercise focuses on reported speech. When we narrate or report the saying of someone else, we use reported speech. In this activity, students are to learn to report commands and questions used as requests.

Mother said to Mina, “Help me cook rice pudding.”

In this sentence, what mother said is directly quoted within inverted commas. When we report the same, we use indirect speech.

Mother asked Mina to help her cook rice pudding.

While changing direct speech into indirect speech, in case of commands, reporting verb, forms of pronouns are changed. Comma and inverted commas are replaced by ‘to’. Make it clear to students with the help of sufficient examples.

As an exercise, ask them to change the requests made in exercise 5 into commands by the teacher and then to report them.

For example,

The teacher said to Mohan, “Lend me a pen.”

The teacher asked Mohan to lend him a pen.

The questions used as requests can be reported in two ways: as a question or a request.

For example,

He said to me, “Can you turn the light on?”

He asked me if I could turn the light on. – as a question

He asked me to turn the light on. – as a request

Provide as many examples as needed and make it clear to the students.

7. Read and answer

This is a reading passage related to the use of a computer. It deals with parts of computer and their use. Students will also learn terminologies used in computer after reading it. There are two warming up questions. Ask students to look at the picture and guess answers.

Now ask them to read the passage and explain the paragraphs as necessary. Also discuss the new vocabularies and make them explore their meanings in the passage. If possible, take students to the computer lab and show how it is used practically. After they complete reading it, ask them to check their answers to the warming up questions.

Exercise A:

There are two columns in the table. In the first column, the parts or keys of computer are given and in the second column, their functions are given. Students are needed to match the parts with their functions.

Answers:

- | | | |
|-----------------|---|-----------------------------------|
| 1. Power button | – | h. turn on the computer |
| 2. Monitor | – | e. looks like a television screen |
| 3. Keyboard | – | c. we use to type the documents |
| 4. Mouse | – | d. we use to move the cursor |
| 5. Laptop | – | b. a small portable computer |
| 6. Delete | – | a. will erase the content |
| 7. START | – | f. we go to search or shut down |
| 8. SHUT DOWN | – | g. This will close the computer. |

Exercise B:

Ask students to read the passage once again and give short answers to the given questions.

Answers:

- It is called a monitor.
- We use keyboard to type the documents.
- When the DELETE button is pressed, it erases the content.
- Computer is turned off by pressing the SHUT DOWN button.

8. Write.

This is a practice exercise for making polite requests and responding to them. Students are asked to write five exchanges accepting and refusing the polite requests. Options for possible requests and responses are given.

For example,

A: *Would you help me plant rice, please?*

B: *Certainly.*

A: *Could you post this letter, please?*

B: *Sorry I can't because I have not seen the post office.*

.....

9. Listening

Exercise A:

This is a listening activity in which students will listen to the instructions on how to draw a cheque. Play the tape as needed and make students do the exercise.

Exercise B:

This is a production exercise. Students are required to draw a similar cheque as in previous activity for themselves.

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script:

A : Good morning. Could you help me, please? I want to write a cheque.

B : Of course sir, start with a date. That's today's date, July 24th write that in the top right-hand corner.

A : July.....24th

B : Who is getting the money, sir?

A : Mr. P. Lama

B : Write that name on the next line. Pay.....Mr. P. Lama

A : Pay, Mr. P. Lama or bearer.

B : Now, how much money are you giving him?

A : Five hundred rupees.

B : Then write that on the next line, using words. Five hundred rupees. Then write it in figures in the box: rupees (Rs) 500. Write the number.

A : Words on the line, number in the box.

B : You must be Mr. Sherpa, because it's your cheque. Now you must sign your name on the bottom line, in the right-hand corner. That's easy, isn't it.

Unit 14

The musicians of Ilam

1. Introduction

This unit deals with the language function *predicting*. Exercises are designed to develop this skill through all language skills: listening/speaking and reading/writing. Apart from this, the unit also deals with the use of adjectives and revises the past tense.

2. Unit objectives

On completion of this unit, the students will be able to:

- Comprehend a simple reading passage
- Make sentences to predict events
- Learn and use words referring animals' and birds' sounds

3. Materials

Word cards, sentence cards, pictures of animals, etc.

4. The estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Read and answer	2
2	Ways with words	1
3	Read the story again and give short answers	2
4	Match the animals/birds with their sounds	1
5	Read and answer	1
6	Have your say	2
7	Write	1
8	Test yourself	2
9	Listening	1
	Unit revision	2

5. Activities and exercises

1. Read and answer

This reading text is a short folk story. It contains some questions in between the story so as to make the students predict what would happen next. Ask students to go through the story and predict the answers to the questions asked in the middle of the story.

Possible answers:

- a. *They are going to Illam because they were driven away by their masters/mistress.*
- b. *They are going to be musicians there.*

Now, ask students to read the text quickly and silently and make sure whether the answers they gave were correct. Also make necessary explanation and conduct discussion about the facts mentioned in the text. If you have pictures related to the text, also demonstrate them during discussions.

2. Ways with words

This exercise contains a list of definitions/meanings. Students are required to find the word for each definition/meaning and write them next to each of the definitions/meanings. So, encourage the students to go through the passage and look for them. If the students still have difficulty, help them by giving necessary clues.

Answers:

- a. A member of a music band – *musician*
- b. Very frightened – *terrified*
- c. A big and long piece of wood for making a roof – *beam*
- d. To push sb. With a stick or finger – *poke*
- e. To make marks with something sharp – *scratched*
- f. To nearly fall over – *stumble*

3. Read and give short answers:

This is a post reading exercise. Ask the students to read the story quickly again and give short answers to the given questions.

Answers:

- a. *The cat.*
- b. *To Illam.*

- c. *The dog climbed on the donkey's back, the cat on the dog's back and the cock on the cat's.*
- d. *The cat's eyes.*
- e. *Because the thief stepped on the dog.*

4. Match

This exercise focuses on animals/birds cry. Ask the students to match the animals/birds with their sounds. You can also ask students to produce the sounds of the animals/birds not mentioned in the list.

Lions	–	roar
Goats	–	bleat
Pigs	–	grunt
Dogs	–	bark
Donkeys	–	bray
Cocks	–	crow
Hens	–	cluck
Ducks	–	quack
Cows	–	moo
Cats	–	miaow

5. Read and answer:

Ask the students to read the last paragraph of the story and answer the questions given.

Answers:

- a. *The cat.* b. *The dog.* c. *The donkey.* d. *The cock*

6. Have your say

This exercise focuses on the speaking skill after going through the reading text that shows different degrees of certainty. The given text is a conversation between an inspector and a sergeant.

Exercise A:

Ask students to look at the picture and answer the given questions orally:

Answers:

- a. *They are policemen.*
- b. *Their job is to maintain law and order in the society.*

Exercise B:

Ask the students to read the text slowly and silently and answer the questions orally. You can group the students in pairs and make them ask and answer the questions in turn. Move around the class while the students work.

Answers:

- a. *They are talking about an escaped prisoner.*
- b. *They are trying to arrest him again.*
- c. *They will check all the buses going to India.*
- d. *Yes, he is. Because he says, "Well done, sergeant."*

Exercise C:

The chart given in this exercise shows the words that we could use to state how sure we are that something will happen. Ask the students to look at the chart very carefully. Give them several situations and ask them to use the words given in each box correctly.

Exercise D:

Ask students to read the given situation carefully and write about the weather of the given time of the year.

First ask students how is the weather like in the mid October (Ashoj/Kartik) and then ask them to complete the sentences given using the words in the chart.

Possible answers: (answers may vary)

- a. *It definitely/certainly won't snow in Janakpur.*
- b. *It probably/possibly won't rain.*
- c. *It probably/possibly won't be cloudy.*
- d. *We'll definitely/certainly play volleyball after school.*
- e. *We'll definitely/certainly enjoy that.*
- f. *It's Tihar next week. We'll definitely/certainly have a holiday.*
- g. *I may/might go to my uncle's house.*

7. Write

Exercise A:

This exercise focuses on the use of collective nouns. Tell students that a group of people and things have different names. You can give some examples of collective nouns from the classroom itself, like, a class of students, a bunch of flowers, etc.

Now tell the students that a list of collective nouns has been given in the box and they are to use each of them to fill in the blank of each given phrase.

Answers:

- a. A *gang* of thieves.
- b. A *herd* of cows
- c. A *flock* of sheep and goats
- d. A *swarm* of bees
- e. A *class* of students

8. Test yourself

This exercise focuses on the use of ‘not....enough’ or ‘too’ with describing word (adjective) when things can’t be done properly. Explain in what situation students need to use ‘not....enough’ or ‘too’ by using the objects or the students themselves. For example, point towards the ceiling, stretch yourself to touch the ceiling, and then say: *I am **not tall enough** to touch the ceiling. Or I am **too short** to touch the ceiling.*

First, group the students into pairs and ask them to look carefully at the given pictures and the sentences besides each picture.

Now tell students to complete the incomplete sentences by using the describing words given in the box. Let the students do this task on their own. Move around the class to see that each group is doing the work. If any pair finds it difficult, assist them.

Answers:

- a. Gita is too quiet. No one can hear her.
Speak up!
You’re not *loud* enough.
You’re too *quiet*.
- b. Amrit is too short to reach the fan.
The fan is too high
I’m not *tall* enough.
It’s too *high*.
- c. Bijaya is too young to join the library.
Sorry, you can’t join.
You’re not *old* enough.
You’re too *young*.

- d. It is dark to take a photo.
Sorry.
It's not *bright* enough.
It's too *dark*.
- e. It is too cold to have a bath today.
I won't bathe today
It isn't *warm* enough.
It's too *cold*.

9. Listening

Exercise A

First, talk about the radio in your home. Tell students who listens to the radio most in your home? What do you listen to? What do you enjoy listening to most? Etc.

Exercise B

Now, ask the students to read sentences **a** to **m** very carefully. Make sure that each and every student understands each of the sentences. If any students find difficulty in understanding, clarify them what each sentence say/mean.

Exercise C.

Finally, ask each student to copy number **a** to **m** in their exercise books. After they have done, tell them that you will read out a radio programme which they have to listen attentively and put a tick mark against the true statements. This text is a long one, so, you may have to read or play the text several times. Do so until all the students come up with the correct answer.

Students evaluation: Each and every task given in the book is for the evaluation of the students. You can use our own questions and tasks if needed. You should be always watchful on who is making progress and who is not. Your focus should go to those who are struggling. You need to put in extra effort on those students who are not making progress. For that purpose you need to prepare extra exercises which are simple and comprehensible to those students.

Listening script:

Advertisements

North South East West King pencils are definitely the best. Yes, for homework, school work, shop and office. King pencils never break, write clearly and last forever. Buy a King pencil today. Munch-Crunch, the best biscuit yet. Buy a packet

today. From Everest Peak to Baidhya Park. Everyone is wearing them. Danphe shoes, for walking on air.

Summary of the news

And now here is the summary of the news. The President has spoken of the importance of good education for everyone. He was opening a new school in Rasuwa District. At a seminar in Kathmandu, scientists explained a new discovery, a vaccine for plants, especially rice. This helps the plant to stay healthy and produce good crops. You can put tablets where the rice seedlings are growing. Then the plants will not get disease, professor Loknath Singh explained. In Chitwan, the Prime Minister opened a new water scheme. This gives two thousand people good drinking water, and irrigates their land. News has just reached us of a large Earthquake in Japan. Several towns have been destroyed, but we don't know anything else yet.

Weather forecast

Now for the weather forecasts. It will probably be fine throughout the country, but there may be some rain in the Eastern Districts.

Notice

There is an eye camp in Gorkha Bazaar on Wednesday. Anyone with eye problem can get free treatment.

Unit 15

Paper boy

1. Introduction:

This unit is the 3 act play. Students will read the play and do the comprehension questions. They will also hold a stage show of the play at the end of the unit. In terms of language functions it deals with the skills of inviting, suggesting and responding to them appropriately. Based on them, students will be doing some listening and writing work as well.

2. Unit Objectives:

On the completion of this unit learners will be able to:

- Read a simple play about a paper boy and do the comprehension questions on it.
- Perform a stage show on the play.
- Use language to serve the purpose of inviting and suggesting.
- Write simple letters of invitation and replies to them.

3. Materials

Old newspaper, props for the play.

4. Estimated periods for the unit: 13

S.N.	Exercises	Periods
1	Look and guess, reading: scene 1	1
2	Reading: scene 2	1
3	Reading: scene 3	1
4	Ways with words	1
5	Read and order	1
6	Read and answer	1
7	Write	2
8	Have your say	1
9	Time for grammar	1
10	Listening	1
	Unit revision	2

5. Activities:

1. Look and guess

Reading scene 1

Ask students to read the two pre-reading questions. Then tell them to look at the picture of the boy in scene 1. Ask the two questions to the class one at a time. This is the guessing activity. Accept all kinds of answers guessed by the students. Don't say right or wrong. Just encourage them to guess correctly.

Then tell them that they are going to read the first scene of a play. Also tell them that while reading a drama they have to find what they are talking about, how many people there are, what they are talking about etc. Reading a drama is different from other texts. There are two characters in the drama and interaction happens between them. Ask students to pretend to be Maila when they read the part of her. In the same way ask them to pretend to be Manoj while they are reading the part of him. Similarly, ask them to use the mood and the tone of the character while reading. As a teacher you should be moving around the class and provide help where necessary.

Reading: scene 2

Tell class to read the second scene silently first. Then pair up the class and give them the role of Manoj and Maila. They read out the dialogues of their parts using appropriate mood and tone. Provide help where necessary.

At the end, one or two practise the scene in front of the class as they did in their lesson.

Reading: scene 3

Use the method you applied in the previous lesson. Move around the class and help students in need.

2. Ways with words

Ask the students to read the instruction. By now they are familiar with type of instruction. Ask them to find and underline the word in column A in the drama. Then according to the context decide the meaning and match them with the most probable meaning in column B. Keep walking around and guide students to find the answer. Finally, check their answer orally. Again don't say the answer. Just read the words in column A one by one e. g. what do you think is the meaning of "bread winner"? If some students say wrong answers stop and ask others what they think about it.

A

Breadwinner

Concert

False promise

Paper by

Brawl

B

sb who earns and supports family

public music show

give words which do not come true

a person who sells newspaper

a noisy fight

3. Read and order

Let students read the instruction. Pair them up and ask them to do the task of ordering the sentences given in this exercise. Tell them that while doing the ordering they have to read the play again and find out which action happened first. The sentence which shows the first action should be put first. Similarly, they should decide the second, third, fourth and the fifth action. When finished ask them to exchange answer copies and get corrected by pairs. Give your final correction at the end orally.

Correct order:

1. Maila and Manoj get introduced.
2. Manoj knows about Maila's family.
3. Maila works harder.
4. He wants to save Rs. 2000 for Bryan Adam's show.
5. Maila cannot earn enough money for the show.
6. Manoj surprises Maila by giving a ticket for the show.

4. Read and answer

Let students work in groups of 4. One student in the group writes answer while others discuss and decide the answers. Ask groups to exchange their answers for correction. Go round the class and help the groups to do the task.

Answers:

- a. *It is an open question. So, accept any answer. Student write. But they must give at least one reason on why or why not they believe in the news.*
- b. *Yes. He is a kind person. He offered Maila snacks. He also bought him a ticket for Bryan Adam's concert.*
- c. *He is a very hard working person. He goes to school and sells newspaper after and before school. With the money he supports his family. He is great. He loves music.*

- d. *Because he did not want to waste time. He had to sell out more newspapers. He wanted to save money for Bryam Adam's show.*
- e. *Because he was not able to earn money or the concert.*
- f. *The play has a happy ending.*

5. Write

Exercise A

Ask students to read Prabin's letter first. Then ask them to read Lok's letter. Discuss about the layout of the letter. You can ask the following questions:

- Where is the date written?
- There are three commas in the letter. Where are they?
- What type of letter is the first letter? (Invitation)
- What type of letter is the second letter? (Reply to the invitation)

Then ask them to work in pairs and discuss orally on the questions given under the two letters. Finally, discuss the same with whole class orally.

Answers:

- a. Tuesday, April 10
- b. Saturday, 13 April
- c. Yes
- d. Lok
- e. Yes
- f. Both end the letter by writing their names.

Exercise B

Ask students to look at the incomplete letter and its instruction. Discuss about the incomplete letter. You can ask the following questions:

- Who is writing the letter?
- To whom is she writing?
- Where's the writer going?
- When is she going?
- What time is she going?
- Why is she writing the letter? Etc.

Then ask them to work in pairs and complete the letter.

Ask them to exchange the completed letter with another pair & get corrected.

Finally, give oral correction to the class as whole.

Exercise C:

Ask the students to read the questions very carefully and write a reply letter to Preeti. Tell them to pretend to be Usha. When finished collect their works and check how they have written. Give feedbacks to the needy ones.

Exercise D:

Ask students to look at section D of exercise 5. Let them read the instruction.

Ask:

- What are you going to do?
- Where are you going?
- What day are you going?
- What time are you going?
- Who are you going to write?
- Which place are you going to? Etc.

When students are prepared ask them to write the letter individually. Move round the class and offer help where necessary. When finished, ask some of them (3/4) to read out their letters to the class. Choose the best and post it on the display corner.

6. Have your say

Exercise A:

First, discuss about the situations and the sentences. For example you can ask class: How do you suggest you friend that you both go to the cyber café? Etc. Talk through all the situations.

Then go to one of the students and practice the example situation e.g

You : Let's go to the cyber café

S' : Yes, let's.

Similarly, do this demonstration with all the situations.

Then pair up the students & ask them to practice orally. Once finished ask them to swap roles and practice again.

Do the same with **Example 2** of 'Have your say' as well.

7. Time for grammar

Exercise A:

Explain about the four different types of language given here. Say that when we want to suggest our friends or the persons we are speaking to, we use these types of language patterns. Explain how 'How about.....?' is different from the other three types. Also talk about how suggestions are replied. You'd better write the table on the board beforehand. Then ask them to make sentences one by one orally.

Exercise B:

This exercise is the continuation of exercise A. Ask the students to write as many invitations and their replies as they can in their exercise books from the given table. After they finish, give oral correction to the class as whole.

8. Look and guess

Say that it is a listening lesson. Tell them to look at the picture and guess answers to the two pre-listening questions. Don't correct them. Put their guesses on the board. Then play the cassette or read out the listening text. Ask students if their guesses were correct. Say does not matter even if your answer were wrong.

Possible answers:

- a. *One is a paper boy and the other is a hotel owner.*
- b. *They are talking about the paper boy's income and his family.*

9. Listen and write

Tell the students what they have to do. When the task is clear, play the cassette or read out the text. Play the cassette again if necessary. Move around check answer.

Answers:

Name: *Maila*

No. of family members: *3 persons*

Job: *selling newspaper (news vendor)*

10. Listen and answer

Ask students to look at the given questions. Let them read the questions silently. Then play the cassette or read it out aloud. Students write answers to the question. Play the cassette as many times as necessary. Finally, go round and check answers.

Possible answers:

- a. *No, it isn't.*

- b. He suggested that the boy should meet him at his hotel the next day.
- c. At Thamel.
- d. After school

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script

- Dorji : How big is your family?
- Maila : Mother, my younger sister and me. Only three persons.
- Dorji : How do you support your family?
- Maila : Selling newspapers after school.
- Dorji : How much do you earn in a day?
- Maila : About hundred rupees.
- Dorji : Is that enough for you?
- Maila : No, it isn't. But we have to make it do.
- Dorji : How about changing your job?
- Maila : Thank you. That sounds interesting.
- Dorji : This is my visiting card. Why don't you come to my hotel in Thamel after school tomorrow?
- Maila : I'll of course come, sir. Thank you so much.

Unit 16

A poem

1. Introduction:

Students will read a simple poem in this unit. A poem at this level should be used just as another reading text. In this poem students will read and discuss about how different forms of love mothers render upon their babies. Regarding language functions they will practise and learn how good wishes are patterns like: Have a good time! Well done! Congratulations! Good luck! Etc. Besides, they will be doing some Writing and Listening activities based on the above language patterns.

2. Unit objectives:

On completion of this unit learners will be able to:

- Read a poem and do this activities based on it.
- Read different types of letters expressing good wishes. Then write their own letters expressing good wishes and congratulations.
- Do some grammar and speaking activities using the above expression.
- Listen and show understanding of a text based on the above language function.

3. Materials

Cardboard, real letters of good wishes and congratulations

4. Estimated periods of the unit: 11

S.N.	Exercises	Periods
1	Read and answer	1
2	Ways with words	2
	Complete the table	
	Read and Answer	
3	Write A and B	2
4	Time for grammarHave your say	2
5	Listening activity (Exercises 8,9 and 10)	2
	Unit revision	2

5. Activities:

1. Read and answer

- Say to the class that they are going to read a poem today. Say that poems are like 'kabita' in Nepali.
- Let them read the three questions in the beginning.
- Let them find out the answer to the first question first. Then ask them to do the second and the third questions one by one.

Possible answers:

- Mother*
- Yes, mother still loves her if a child is bad.*
- Dorothy Hewett.*

First, ask students to read the poem again and find out where the full stops are.

Note:- The full stops are at the end of the second and the fourth lines of each verse. A verse is a group of Sentences put together to express an idea in a poem.

Second, tell them that there are six verses in the poem. In each verse there are two words that rhyme with each other. Tell them to find and list the words in their exercise book. At the end give an oral correction to their work.

Rhyming words

- | | |
|-----------------|------------------|
| a. Bad- glad | d. Tight – night |
| b. Jokes-folks | e. Cakes – aches |
| c. Ring – swing | f. Weep – asleep |

2. Ways with words

Let students do the work in pairs. Move around and help students to derive the contextual meaning of the words.

Answers:

Share - use something with others

Get on - to make friendship with others

Snuggle - get close to somebody for comfort or love

Yummy - tasty; delicious

Tummy - stomach

3. Complete the table

Don't give your own answers. It is not you who the task is for. It is for the students. So let them do it by themselves, pair them up and let them do it by themselves. As a teacher, keep going is them assist them to do the task.

Possible Answers

Stanza	What mothers do for us
One	1. They love us if we were good or bad. 2. They share things which make us glad.
Two	1. They laugh at our jokes 2. They help us make friends.
Three	1. They answer telephones for us. 2. They help us enjoy the swing.

4. Read and answer

Tell students to read the questions. Help them if they have any problems. Then ask them to work in groups and discuss and write answers to the given questions. Usually, one or two students seem to dominate the group and they tend to dictate answers. Be watchful and do not let this happen in your class. Keep moving around the class and help students do the work in the best possible way they can.

Possible answers

- a) Babies get close to mothers to seek. Love, safety and comfort.
- b) They kiss us for a sweet and kind good night.
- c) They prepare tasty cakes on our birthdays.
- d) Mothers nurse us when we are sick or when our tummy aches.
- e) She comforts us by cuddling.
- f) Yes, she takes care of me even when I am asleep.
- g) This is an open question. Accept any reasonable answer.
- h) She is our country Nepal.

5. Write

Exercise A:

In pairs, let students read the letters in this section. There are four letters.

The first two are written to express good wishes on birthdays.

The third one is a good wish for a new year.

The fourth one is a letter of congratulations on Karina's success at the SLC.

Exercise B:

Ask them to work in pairs, discuss and write three letters like the ones they just read in A above. Keep moving around the class and provide necessary help to the needy pairs. Along with the language, layouts of letters are equally important. So tell them to follow the format in which they have to write letters. Moving around the class you can do the spot correction.

6. Time for grammar

Let students read the instruction on what they are supposed to do in this activity. There are 4 sentences denoting eight different situations. Students have to complete them with one of the expressions in the box. Ask them to work in pairs and do the activity. Keep going about the class and assist them as and when necessary. In some cases more than one expression can be used for the same situation.

Possible answers

- a. Good luck !
- b. Well done! Or Congratulations!
- c. Have a good time!
- d. Well done! Or Congratulations!
- e. Good Luck!
- f. Well done! Or Congratulations!
- g. Have a good time!
- h. Well done! Or Congratulations!

7. Have your say

This is a speaking activity. Explain the task carefully and give a model on how to do it. You can use a doll or a mask to model on how to do the speaking.

After modeling ask one of the children to do the speaking activity with you. You start the dialogue and let the student complete it with appropriate expressions (responses).

Now, pair up the students and ask them to do the speaking activity as modelled by you. It is important that you keep on moving round the class and observe closely how students are doing the activity. Some of them will need your help more than others. Encourage hesitant students to speak by being friendly to them. Ask them to swap role once they have done they speaking. It is important that students learn how to start and close up the speaking.

Finally, ask one of two pair to come to the front and do the open –pair-practice .
Thank the class for their good work with a big clap and with your pleasing mood say
‘thank you very much for your hard work. You are always very good student.’

8. Look at the picture and guess answers

Asks class to look at the two pre-listening questions.

Then tell them to look at the picture and guess answers to the two questions. Wait for a minute and let them decide and make intelligent guesses. Making intelligent guesses in an important skill in the process of language learning. However, word guesses should be discouraged. Because it is a guessing activity there are no definite answers to these questions. Accept whatever answers they give you. Write their answers on the board in short form. Play the cassette or read the text aloud and let students decide whether their guesses were correct or not.

9. Listen and complete

Ask students to look at the table carefully. Tell them that they have to listen to the text and complete it. Be sure that the students understand the task clearly. To cross-check you can ask questions like;

- What competition did chanda take part in?
- What prize did she win?
- How many competitors were there in total?
- Was the competition easy or difficult?
- How many tenth-graders took part in the competition?

Play the cassette or read the text out. Students listen and do the task. Since one listening will not enough to do the task. You will have to play the cassette more than once or twice. Go round the class and help students do the task.

Answers.

Took part in	Prize won	No. of competitors	Easy-difficult	No. of tenth graders
Story Competition	Second	35	Difficult	30

10. Listen and answer

Let students read the question given in thios activity. There are 4 short answer questions. When students are ready, play the cassette or read the text.keep moving around and help the needy student do the activity. Again you will have to play they cassette more than once. You can play the cassette until all the students have written

answers. While teaching there is no limitation in listening time. In case of testing only we put limitations.

Possible answers

- a. Ranjeet won the scholarship
- b. Because she won the second Prize. She defeated the seniors.
- c. She is doing a course on public speaking.
- d. Because he is tired. He wants to take rest in his village.

Student evaluation: Student evaluation is done in every step of teaching. It is important for the teacher's self-evaluation as well. You can use the questions given in the unit or develop your own questions. But the questions designed should meet the learning outcomes of the curriculum.

Listening script

Chanda : Congratulations, Ranjeet! You've won the scholarship.

Ranjeet : Thanks, Chanda. What about your story competitions?

Chanda : I got the second prize.

Ranjeet : Well done! How many persons competed?

Chanda : Thirty- five students from thirty- five schools. One from each

Ranjeet : It must have been a tough competition.

Chanda : Yes it was. Many of them were tenth graders. Only five of us were ninth graders.

Ranjeet : I know you are a brilliant student. It's not easy to win seniors. What's your next programme?

Chanda : I'm doing a course on public speaking. What about you?

Ranjeet : Well, I'm going back to my village and take rest. I'm a bit tired.

Chanda : Have a good time, Ranjeet! Bye!

Ranjeet : Bye, Bye!

Unit 17

Environment pollution

1. Introduction

This unit focuses on the topic of water pollution and some of its causes and measures to stop pollution. In terms of language function it deals with how to give logical conclusions and to express probability appropriately. Students will also be doing some listening and writing activities.

2. Unit objectives

On completion of this unit learners will be able to:

- Comprehend a reading text
- Write a paragraph on how lakes or ponds are being polluted.
- Write a paragraph on how water pollution can be stopped.
- Give logical conclusions by using the given language patterns.
- Express probability using 'may/might + V'

3. Materials

Pictures of polluted lake/river; Pictures of unpolluted lake/river; Picture cards of doctor, chef, nurse, newly married couple, students reading newspapers, trekkers; cards showing lg. patterns 'sub + must be+ adj/NP' and 'may/might+ V' and usual classroom materials.

4. Estimated periods for this unit: 12

S.N.	Exercises	Periods
1	Look and guess/ Look and answer	1
2	Ways with words	1
3	True or False	
4	Read and answer	1
5	Write	1
6	Time for grammar	2
7	Have your say	2

8	Listening	2
9	True or false	
10	Listen and write	
	Unit revision	2

5. Activities:

1. Look and guess/Look and answer

Say that in this lesson students are going to read a text on water pollution. Before you allow them to read the text, ask them to look at the two guessing questions given in the beginning of the text. Then let them see the picture of a river in the text. Say: look at the picture and guess answers to the questions. Collect their answers on board in short forms. Don't say you are right or wrong. The aim is to encourage students to make intelligent guesses.

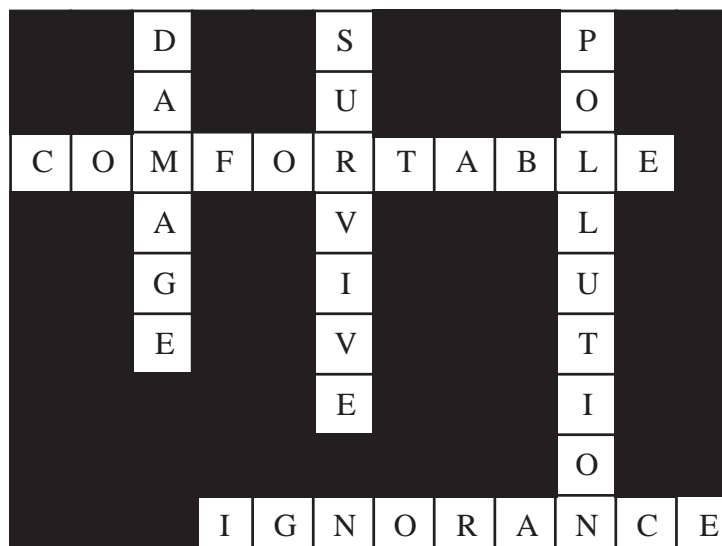
Then ask them to read the text silently and check whether their answers were correct or not. Be active keep moving around and be available to anyone who needs your help.

In the end ask their final answers to the above two questions.

2. Ways with words

Students are familiar to this kind of activity. Tell them to work in pairs and do the word-puzzle. Though it is a five-word vocabulary activity it takes quite a lot of time for them to do it. If some pairs are stuck you give them then initial letter of the word as a tip. To find the meaning of they will have to refer back to the reading text for each new word.

Answer:



3. True or false

Let students to look at the 5 statements given in this activity. Tell them to read the text and decide on pairs whether each of the statements are true or false. Explain that they have to discuss in detail before making decision. They should be able to give reason as to why a statement they think is true or false. Keep moving round the class and help students do the activity properly. Give an oral correction after the task is over. You can ask one of the students to say the answers one by one. Then ask another student or class as a whole whether they agree with the answer or not.

Answers:

- a. True b. True c. False d. False e. True

4. Read and answer

Let students read through the 5 questions asked in this activity. Be sure that they understand the questions. Then ask them to write answers to the questions in their exercise book. They should read the first question then read the text and find answer to the question and write. Ask them to work in groups. Walk around the class and help students do the work properly. Collect answers and check them.

Possible answers:

- a. She gives us all the resources we need for development.
- b. We throw away unwanted materials from industries in the river. We join our toilets to the river. Thus we are polluting the rivers.
- c. Ignorance of the people is the cause of water pollution in the hilly area. They use area around rivers and other water sources as open toilets.
- d. About 40% of the outdoor patients at Patan hospital are affected by dirty water.
- e. Birds and animals depend upon rivers and other natural water sources for water. But we are polluting them and it is affecting them badly.

5. Write

Exercise 'a':

Ask them to read the question and then write a paragraph on how the river, pond or other sources of water are being polluted in their village or town.

Discuss: What sources of water they have in their place.

In what different ways they are being polluted.

Ask who is responsible for the pollution.

Collect their answers on board. Then ask them to work in groups of 3 and write a paragraph in their exercise books. Observe and assist them do the task. After they, tell them to exchange copies for correction. Finally, check their work and give feedback, if required. Post the best paragraphs on the wall. You can also assign the task as homework.

Exercise 'b':

Follow up all the procedures you applied in 'a' above. Discuss in detail on how best they can stop pollution in water resources. Elicit answers and write them on the board before they start write. After having done this, ask the students to their views in their exercise books.

6. Time for grammar

Exercise A:

- a. Say that students are going to learn about 'must be'.
- b. 'Must be' is used to express our inference or logical conclusion.
- c. Inference means conclusion.
- d. A conclusion is reached with evidence or by reasoning. We use our reasoning or logic to reach a conclusion.

For example,

- a. If someone has worked hard all the afternoon we can infer that he/she is tired, so we can say: *You must be tired go and take rest.*
- b. Binay has topped the class, so we can say: *He must be a good student.*
- c. Phurba has a party tonight. So we can conclude or infer: *He must be busy today.*

Then ask students to work in pairs and do exercise 'A' given in this section. Model how to do the work before students start the work.

Note: Correct the pattern in 'd'. Write '60' in place of 'go'.

Answers:

- a. You must be hungry; you have not eaten the whole day.
- b. She must be the chief guest; she opened the show
- c. He must be sick; he is absent today.
- d. He must be over 60; his hair is grey.
- e. Solu must be cold; it is in the Himalayas.
- f. Rajbiraj must be hot; it is in the Terai.

- g. The curry must be hot; I put more chilly in it.
- h. My friend must be angry; he didn't reply his SMS.
- i. They must be orphans; they sleep in the street.
- j. He must be Birkhaman; he looks like his father.

Exercise B:

- a. Say that students are going to learn about 'may/might + V1'.
- b. 'may/might + V1' is used to express probability.

Ask the students to look at the given examples very carefully and then go through the sentences **a** to **j** given in the exercise. Then ask students to work in pairs and do the exercise. Tell students that they can use the words may and might interchangeably. Model how to do the work before students start the work.

Answers:

- a. I may/might go tomorrow if I get the ticket.
- b. She may/might join a science campus because she is good at science.
- c. People may/might be healthy because many new cures are invented.
- d. Khatun may/might top the class if she keeps on working hard.
- e. Nepal may/might be richer if we harness all natural resources properly.
- f. China may/might be the wealthiest country if their progress continues.
- g. There may/might be no whales in the seas because thousands are killed every year.
- h. There may/might be no petroleum one day because we are using it unwisely.
- i. If I am lucky I may/might get the job.
- j. Mr. Kirati may/might win the election because people like him most.

Exercise C:

This exercise is the extension of expressing degrees of certainty. Ask the students to match the situation in column A with the expression in column B.

Answers:

A	B
a. It is going to rain.	I feel sure.
b. It may/might rain.	Perhaps, we should take umbrella.
c. It may/might not rain.	Don't worry. It's not sure.
d. It will be dark at 8 p.m.	Absolutely certain.
e. It will not be hot in December.	Absolutely certain.

7. Have your say:

Exercise A:

Pair up the students and ask them to take turns in asking and answering the questions. Show them the picture cards and ask questions related to them. Now, tell them to look at the pictures given and complete the given sentences. Keep moving round the class and help students do the activity properly.

Answers:

A : Who is he?

B : He is a cook/chef.

A : Who is she in white dress?

B : She is a nurse.

A : Who is the woman?

B : She is the bride.

A : Who are they?

B : They are school girls/students.

A : Who are these people?

B : They are trekkers.

Exercise B:

First, pair up the students and ask them to go through the example, and then ask them to take turns in asking and answering the questions using the given clues. Walk around the class and help students do the work properly.

Answers:

a. A : She got 40 in math and 85 in English? Which subject will she major?

B : She will major in English.

b. A : She has a party tomorrow evening. Will she come to school?

B : She may not come to school tomorrow.

c. A : There is little rain this year. How will the crops be next year?

B : The crops will be poor next year.

d. A : The bus leaves at 6 am. It takes about 5 hours to reach Pokhara. What time will it reach Pokhara?

B : It will reach at 11.

- e. A : There's a lot of homework today. It is already 8pm. Will he finish the homework tonight?
B : He might not finish it tonight.
- f. A : He's interested in sports. His parents have forced him to work in films. How will he do in film line?
B : He will not do well in it.
- g. A : He answered all the questions. But he's not very satisfied. Will he be selected?
B : He might not be selected.
- h. A : Her parents want her to start a business. But she's interested in singing. Will she do what parents want her to do?
B : She might not do what parents want her to do.
- i. A : She always tops her class. This time she is not so happy with her maths exam. Will she top her class this time as well?
B : She might not top her class this time.
- j. A : She has her test tomorrow. Will she go to Norbu's party tonight?
B : She may not go to Norbu's party tonight.

8. Listening (Look and guess):

Note: The picture given doesn't match with the listening text. So ask the students just the guess the answers.

Asks class to look at the two pre-listening multiple choice questions. Then tell them to guess the right answers. Wait for a minute and let them decide and make intelligent guesses. Accept whatever answers they give you. Now, ask the students to find out if their guesses were correct. Play the cassette or read the text aloud.

Answers:

- a. Friends b. Exam

9. True or false:

Ask the students to listen to the text again and write 'true' for the true statements and 'false' for the false statements. Play the cassette or read the text aloud.

Answers:

- a. False b. False c. False d. True e. True

10. Listen and write:

Play the cassette or read the text out. Students listen and do the task. Since one listening will not enough to do the task. You will have to play the cassette or read the text aloud more than once or twice. Go round the class and help students do the task.

Answers:

- a. *He may write a story for the “The Kantipur”.*
- b. *He might go to Janakpur to visit his family.*

Students evaluation: Always keep in mind the unit objectives. Design activities to develop the skills in the objectives. Ask questions to check whether the objectives have been fulfilled. If not design remedial exercise and let students work hard along with you.

Listening script

Karina : Hi Bekha! How is father?

Bekha : He’s fine. Don’t worry. When is your exam?

Karina : You must be working pretty hard for the exam.

Bekha : Not really. I’m working as usual. I don’t put off things for the exam.
I just revise them before the exams.

Karina : So, you are not worried about the exam.

Bekha : Yes, I’m not. Most of my friends aren’t.

Karina : Good luck for the exams. What are you planning to do after the exams?

Bekha : I’m not sure Karina. I may write a story for the “The Kantipur”. I might go to Janakpur to visit my family.