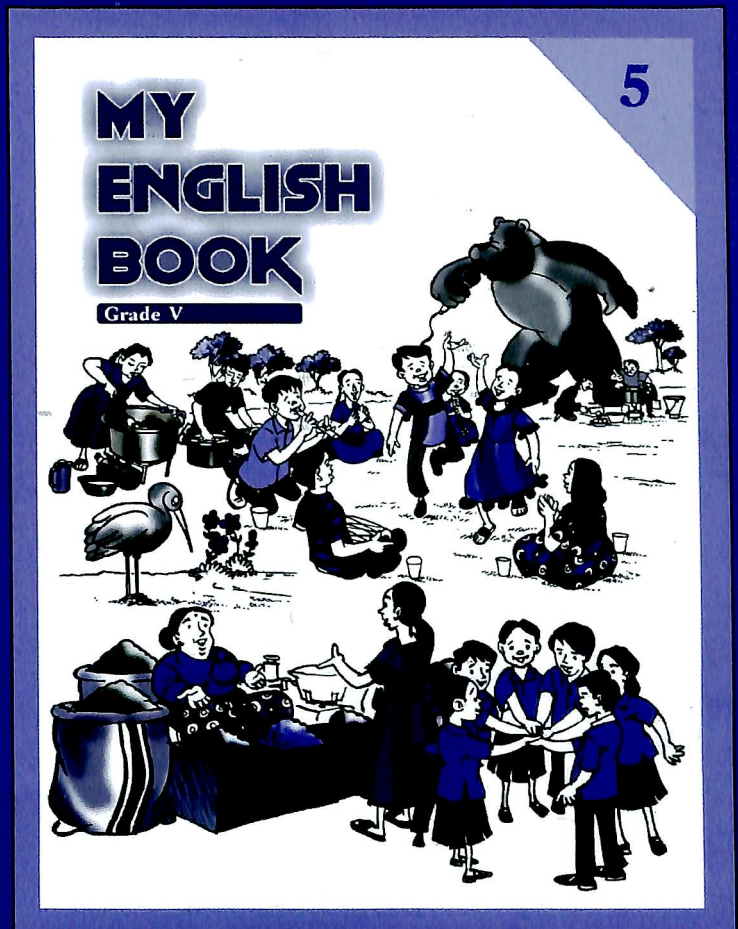


TEACHER GUIDE

MY ENGLISH BOOK



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GRADE - 5

TEACHER'S GUIDE

My English Book - 5

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

Ministry of Education
Curriculum Development Centre
Sanothimi, Bhaktapur

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Preface

The Curriculum Development Centre (CDC) has developed this Teachers' Guide, Grade V to help primary level English teachers to conduct classroom activities prescribed in My English Book, Grade V in full compliance with the new Primary English Curriculum (Grade 4-5) 2065 B.S. The Primary English Curriculum lays equal emphasis on all language skills. In other words the curriculum is based on functional or communicative approach.

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. Hence, it is expected that the frequently used classroom expressions will be a great advantage to the teachers. The main intention of present Primary English Curriculum is to cater to the immediate needs of children learning English and building a basic foundation for their further studies in and through English. Moreover, it aims at developing a comprehensive competence on the part of learners. This book has been designed in such a way that it will help teachers to conduct classroom communicatively.

The main objectives of this book are to:

- ◆ help teachers to use the textbook effectively
- ◆ make teaching/learning effective, and enhance teacher's confidence
- ◆ familiarize teachers with the new approaches and techniques of language teaching
- ◆ suggest teachers alternative ways of teaching
- ◆ assist teachers to plan lessons and make them aware of assessing students' performance
- ◆ help teachers make classroom lively and teaching learning a fun

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 academic year. At the end of each unit some guidelines for students' assessment are given.

This book is written by Mr. Mr. Madhu Upadhya, Mr. Bharat Babu Khanal, Mr. Krishna Raj Hamal, Mr Madan Nath and Ms. Durapada Sapkota. The language and content was edited by Mr. Bishnu Prasad Parajui. Mr. Chitra Prasad Devkota, the Executive Director, also provided significant contribution in the development of this book. It's typing and layout design was done by Mr. Rabin Shrestha.

The Curriculum Development Centre expresses sincere gratitude to subject experts who provided valuable suggestions to bring this book in this form. Suggestions and feedback from the users are most welcome.

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Unit 1

Expressing Wants

1. Introduction

This unit mainly focuses on expressing wants. The exercises are so designed that the students can express their wants. Apart from this, the unit also deals with chant, reading exercise, guided dialogue writing, finding rhyming words, word formation, pronunciation, punctuation, listening and speaking exercises, giving the past tense of the given words, parallel writing (writing simple leave letter), etc.

2. Unit objectives:

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

- Express their wants using the given examples
- Comprehend a simple reading passage.
- Use the verbs - **want** and **wants** correctly in the sentences.
- Write the past tense of the verbs
- Change the forms of words
- Write leave application.

3. Materials: Word cards

4. The estimated periods for this unit: 15

S.N	Exercises	Periods
1	Read and act	1
2	Chant	1
3	Let's play a game	1
4	Listen and answer	1
5	Read and answer	3
6	Grammar	1
7	Spelling	1
8	Read and complete	1
9	Word power	1
10	Tricky talk	1
11	Pronunciation	
12	Read and write	1
	Unit revision	2
	Total periods	15

5. Activities and Exercises

1. Read and Act

This is a reading and speaking exercise. Ask the students to read the given conversation silently. After they finish, call any one student to come in front of the class. Tell him/her that you are the man (librarian) and s/he is Nila. Act out the given conversation. Next, call another student in front of the class. This time, ask the student to be the man (librarian) and you are Nila. Act out the given conversation. Now, group the students into pairs then ask each pair to act out the conversations given under the heading "Have similar conversations" in turns. Move round the class to see that each pair is doing their work. Some pairs may need your help. Do help them to complete the conversation.

Possible answers:

- (i) A: What do you want?
B: I want to go out.
A: Where do you want to go?
B: I want to go to the circus.
A: OK
B: Thank you.
- (ii) A: What do you want?
B: I want ten rupees.
A: Why do you want ten rupees (that much money)?
B: I want to buy a drawing paper.
A: Here it is.
B: Thank you.
- (iii) A: What do you want, children?
B: We want cokes.
A: How many cokes do you want?
B: We want three cokes.
A: Just a minute
B: OK.
- (iv) A: What do you want?
B: I want a leave of absence, sir.
A: Why do you want leave?
B: We have puja at home.
A: OK. Have a nice time.
B: Thank you.

2. Chant

Before reciting this chant, discuss about the picture. You can ask students:

- a) What's the bear doing in the picture? (*Answer:- singing*)

b) What is it holding in his hand? (Answer:- microphone)

Now, you recite the chant aloud accompanying with claps on the underlined words. Students will listen attentively. Then ask students to follow you. Repeat this several times so that students can sing.

I want to fly high,
And reach the sky.
I want to go far,
And shine like a star.

But,

I want to be in Nepal,
To die,
When the time is nigh.

Note: (nigh- meaning 'near')

(Rhyming words: Tell the students that the words having similar ending sounds are called rhyming words.)

Ask the students to find three pairs of rhyming words in the chant.

Answer:

- i) fly → sky
- ii) high → nigh
- iii) far → star

3. Let's play a game

Play a game with the students following the tips given in the textbook.

4. Listen and Answer

A. Ask the students to look at the picture carefully. Then ask these questions:

Where is the girl? (Answer: She is in a fruits shop)

Who is the fat lady? (Answer: She is a fruits seller)

What fruits does she sell? (Answer: bananas, apples, oranges, grapes, pineapples)

B. Ask the students to listen to you carefully and fill in the blank spaces with the correct words.

C. Answers:

i. The little girl wants to buy apples and bananas.

ii. She wants a kilo of apples and a dozen of bananas.

D. Again ask the students to listen to you carefully and write True or False in the boxes given. Read the same listening script.

Answers:

i. The girl wants to buy some fruits. True

ii. She paid fifty five rupees for apples. False

iii. She spent 86 rupees in total. True

Listening text

Shopkeeper:	Do you want anything, dear?
Customer:	Yes, I want some apples.
Shopkeeper:	How much do you want?
Customer:	A kilo please. How much is it?
Shopkeeper:	Rs .50. Do you want anything else?
Customer:	I want a dozen of bananas. How much are they?
Shopkeeper:	Rs. 36, please.
Customer:	How much is the total?
Shopkeeper:	Its rupees 86.
Customer:	Here you are.
Shopkeeper:	Thank you.

5. Read and Answer

Before asking the students to read the story silently, ask them to look at the picture and guess the answers to the following questions:

- Where is the boy?
- Why do you think the boy is there?
- Is he looking sad or happy?

Now ask the students to read the story quickly and find whether their guesses are correct.

Some students may find the story difficult to read. Read the story aloud and make the students repeat after you, if necessary.

After the students read the story, ask them to read the meanings given in **Exercise A**, and find the words that have the same meanings from the story.

Answers:

- | | |
|-------------------------------------|---------------|
| i. a place where prisoners are kept | - prison |
| ii. state, situation or condition | -circumstance |
| iii. put under the ground | - buried |
| iv. got something | - received |

Now, ask the students to read the questions given in **Exercise B** slowly and silently. After they finish, tell them to read the story again and write the answers to the questions. You can set this exercise as class work. Move round the class while the students do their work. Some students may need their guidance, do guide them.

Possible answers:

- He wanted to dig his potato garden.
- He had only one son.

- iii. He was in prison.
- iv. He told his father not to dig up the garden because he had made up a plan to make someone else dig the garden for him.
- v. The local police dug up the entire area to find the dead bodies which the boy had said that he had buried there.

6. Grammar

There are two different exercises under this heading. The first one focuses on using the word **want** or **wants** correctly in the sentences, and the second one focuses on using the article **a** or **an** appropriately in the given sentences.

Exercise A:

Explain the students that the word '**wants**' is used in the sentence beginning with the third person singular such as, '*He*' or '*She*' or '*It*', whereas the word '**want**' is used in the sentence beginning with the first or the second person singular or plural such as, '*I*', '*you*', '*they*', '*we*'; and also in the questions having '*do*', '*does*' and '*did*'.

Answers:

- i. He wants a red cap.
- ii. She wants a good job.
- iii. They want many books.
- iv. We want to play the game.
- v. Do you want to go out?
- vi. What do you want to eat?
- vii. What does he want to write?
- viii. Does she want to sing a song?

Exercise B:

Explain the students that '**a**' is used before a singular countable noun that starts with a consonant sound and '**an**' is used before a singular countable noun that starts with a vowel sound.

For example: a book, a pen, a copy, a pencil, an egg, an apple, an orange, etc.

Answers:

- i. I want an umbrella.
- ii. She wants a party dress.
- iii. Do you want an orange?
- iv. He is eating an egg.
- v. She is a nurse.
- vi. She wants a uniform.
- vii. They want a house to live in.

7. Spelling

There are altogether three exercises under this heading.

Exercise A has a list of verbs that can be made into past forms by adding **-ed** at the end of the words.

Exercise B has verbs that can be changed into past forms by adding -d at the end of the words.

The verbs given in Exercises A and B are called regular verbs.

Exercise C has a list of irregular verbs which can be changed into past forms by changing the letters in the words.

Answers:

Exercise A: *wanted, played, cooked, called, invented*

Exercise B: *lived, used, received, moved, apologised*

Exercise C: *dug, wrote, went, slept, left, drank*

8. Read and Complete

This is a simple exercise. Ask the students to look at the picture carefully. Ask them questions like:

Where are the men?

Who is the man sitting on the chair?

Who is the man standing?

Now ask the students to read the conversation and then fill in the blanks by choosing the correct sentences from the box below.

Answer:

Waiter : Are you ready to order, sir?

Man : Yes, I want an omelet and a coke, please.

Waiter : (*After sometime*)

Here are your omelet and coke, sir.

Man : Thank you.

(*After sometime*)

I want the bill, please.

Waiter : Here you are.

Man : (*Looks and pays*) Thank you.

Waiter : You're welcome, sir

9. Word Power

This exercise focuses on word formation. The students may find this exercise quite difficult. Help them to write the noun forms of the given words.

Answers:

Able	=	ability
Attractive	=	attraction
Exam	=	examination
Invent	=	invention
Construct	=	construction
Equal	=	equality
Happy	=	happiness
Honest	=	honesty
High	=	height
Long	=	length
Windy	=	wind
Invite	=	invitation

10. Tricky talk

This is just for fun. Ask similar other questions to break the monotony.

11. Pronunciation

This exercise focuses on pronouncing the given words correctly. Read aloud each word with correct pronunciation and ask the students to repeat after you. Keep on reading out until they pronounce the words correctly.

12. Read and write

First, ask the students to read the leave letter silently.

Then ask them to read the instruction given below the letter and make them write a similar letter as per the given instruction.

Specimen:

The Headmaster
Adarsha High School
Pokhara

17th August, 2011

Dear Sir,

With due respect, I want to inform you that I won't be able to come to school tomorrow because they are not at home. I have to stay at home to take care of my sick grandpa.

Yours faithfully,
Narendra Jha
Grade V

Unit 2

Expressing Reasons

1. Introduction

This unit mainly focuses on stating reasons. The exercises are so designed that the students can practice giving reasons. Apart from this, the unit also deals with chant, reading exercise, listening and speaking exercises, writing the -ing form of the given words, finding plural forms in the crossword puzzles, guided paragraph writing, etc.

2. Unit Objectives:

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

- state reasons to a statement
- comprehend a simple reading passage
- make sentences from the table
- write the -ing form of the verbs *carefully*
- write plural form of the words
- write a paragraph using the clues

3. Teaching Materials: Word cards

4. The estimated periods for this unit: 15

S.N	Exercises	Periods
1	Ask and answer	2
2	Chant	1
3	Let's play a game	1
4	Listen and answer	1
5	Read and answer	2
6	Grammar	1
7	Spelling	1
8	Read and act	1
9	Word power	1
10	Tricky talk	1
11	Pronunciation	
12	Read and write	1
	Unit revision	2
	Total periods	15

5. Activities and Exercises

1. Ask and Answer

This is a speaking exercise. Ask the students to look at the pictures carefully and read the given conversation silently. After they finish, call any two students to come in front of the class. Tell one of them to be **A** and the other to be **B**. Then ask them to act out the given conversation. Now, divide the students into pairs and ask each pair to act out the conversations given under the heading “**Have similar conversations**” in turns. Move round the class to see that each pair is doing their work properly. Some pairs may need your help. Do help them to complete the conversation.

Answers:

- i. A: Why was s/he absent yesterday?
B: S/He was absent yesterday because s/he missed the bus.
- ii. A: Why did s/he go to the bank?
B: S/He went to the bank because s/he needed some money.
- iii. A: Why is/was the baby crying?
B: The baby is/was crying because s/he is/was hungry.

2. Chant

Before reciting this chant, discuss about the picture. You can ask the students:

- a) What is the boy doing in the picture? (*Answer:- pushing the girl in the swing*)
- b) Are they happy? (*Answer: - Yes, they are.*)

Now, you recite the chant aloud accompanying with claps on the underlined words. Students will listen attentively. Then ask students to follow you. Repeat this several times so that students can sing by themselves.

I like the mountains
'Cos there are lots of fountains.
I like the birds,
'Cos they steady my nerves.
I like the plains,
'Cos there are a lot of dames.

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

Answers:

- i. What is the long form of 'cos?
Ans: The long form of 'cos is 'because'.
- ii. Why does the man like the mountains?
Ans: He likes mountains because there are lots of fountains.
- iii. What do the birds do?
Ans: They steady (support, strengthen) my nerves.
- iv. Why does the man like the plains?
Ans: He likes the plains because there are a lot of dames (women).

3. Let's play a game

Play the game with the students following the tips given in the textbook.

4. Listen and answer

A. Ask the students to look at the picture carefully. Then ask these questions:

Who are these people?

(Answer: They are students)

Where is the girl sitting?

(Answer: She is sitting in the sofa)

What do you think are they talking about? (Answer: They are talking about the subjects they like most)

B. Ask the students to listen to you carefully and match words in A with the words in B to make correct sentences.

Answers:

Anita likes Nepali most.

Biru likes Science most.

Anita wants to write books in future.

Biru wants to be a scientist in future.

C. Again ask the students to listen to you carefully and then answer the given questions. Read the same listening script.

Answers:

i. Because she finds it easier.

ii. Because they can make many good things for us.

Listening text

Biru:	Which subject you like most, Anita?
Anita:	I like Nepali most.
Biru:	Why?
Anita:	Because I find it easier and I want to write books in future. And you?
Biru:	I like Science most because I want to be a scientist.
Anita:	Why do you want to be a scientist?
Biru:	Because they are great people. They can make many good things for us.

5. Read and Answer

Before asking students to read the story silently, ask them to look at the picture and answer the given questions:

i) What do you see in the picture? (Ans: Crane, crab and fish)

ii) Why are the fish happy? (Ans: When the fish hear that the crane Will take them to another pond, they are happy)

Now ask the students to read the story quickly. Some students may find the story difficult to read. If so, read the story aloud and make the students repeat after you.

After the students read the story, ask them to do **Exercise A**, in which they have to match the words in column A with their meanings in column B

Answers:

- | | |
|----------------|--|
| i. crane | → a bird with a long neck. It eats fish. |
| ii. crab | → a ten footed water animal |
| iii. fisherman | → people who catch fish |

- iv. worried sick → very sad
- v. tightened → held firmly
- vi. snapped → broke

Now, ask students to read the questions given in **Exercise B** slowly and silently. After they finish, tell them to read the story again and write the answers to the questions. You can set this exercise as class work. Move round the class while the students do their work. Some students may need your guidance, do guide them.

Possible answers:

- i. It lived by the side of a pond.
- ii. Actually, the crane was not sad. It pretended to be sad so that the crab and fish would believe in what he said.
- iii. The crab.
- iv. He wanted to save the fish by carrying them to another pond everyday.
- v. It took them to a large rock
- vi. The crab had a doubt on the crane because he saw the crane growing fatter.

6. Grammar

This is a writing exercise. There are two sub- exercises under this heading.

In **exercise A**, the students should read the given expressions/statements in the left hand side and match them with the appropriate reasons given in the right hand side of the table, and then join them using 'because'. In **exercise B**, the students have to complete the expressions by adding suitable reasons of their own.

Exercise A:

First: ask the students to read the expression/statement on the left hand side of the table.

Second: ask the students to find the appropriate reason for each of the expression/statement on the right hand side of the table.

After they find the correct match, ask them to join each of them using 'because'.

Answers:

- i. I went to the dentist because I had a toothache.
- ii. I changed my dress because the old one was torn.
- iii. He was fined by the police because he had no license.
- iv. Khem could not come because he was caught in the traffic jam.
- v. She went to market because she wanted some fresh fruit.
- vi. They did not phone me because the line was busy.

Exercise B:

Ask students to read the expressions and then complete them by adding suitable reasons of their own. Some students may find this exercise difficult; help them to find appropriate reasons.

Possible answers:

- (i) I read a newspaper daily because I want to know the recent news. / I want to keep myself updated / I want to read the news article.
- (ii) She earns much money because she owns a shop/she is a businesswoman.

- (iii) They were late because they missed the school bus/ they were caught in the traffic jam/ they woke up late in the morning.
- (iv) I am hungry because I didn't eat anything this morning / I just had a cup of tea this morning.

7. Spelling

This is a word exercise because many students make error while spelling the given words in their '-ing' form. Tell the students that while adding '-ing' to each of the word given, they have to omit the letter 'e' and add '-ing'.

Answers:

Write → writing	Arrive → arriving
Cycle → cycling	Dance → dancing
Drive → driving	Excite → exciting
Leave → leaving	Make → making
Take → taking	Love → loving
Change → changing	Move → moving
Come → coming	

8. Read and Act

This is a reading and speaking exercise. Group the students into pairs and ask one student in each pair to be a teacher and the other to be a student and then ask them to read the dialogue and do the acting.

9. Word Power

This exercise focuses on finding the plural forms of the words.

The words are given in the boxes. The students have to find their plurals in the puzzle box.

Solution:

Q	T	A	S	S	E	S	M	N	C	I	T	I	E	S	Z	T	C	D	F	Z
L	A	D	I	E	S	Z	S	A	P	P	L	E	S	R	Y	W	I	V	E	S
B	U	S	H	E	S	R	T	B	O	O	K	S	Y	N	V	K	T	Z	P	M
F	L	I	E	S	P	S	L	I	B	R	A	R	I	E	S	T	Z	R	Z	T
V	S	C	A	T	S	L	D	B	A	G	S	D	N	B	U	S	E	S	P	Q
M	N	C	A	L	V	E	S	P	T	G	I	R	L	S	L	M	N	K	T	S
M	A	N	G	O	E	S	P	S	B	O	Y	S	R	M	S	F	V	K	T	A

10. Tricky Talk

This is just for fun. Ask similar other questions to break the monotony.

11. Pronunciation

This exercise focuses on pronouncing the given words correctly. Read aloud each word with correct pronunciation and ask the students to repeat after you. Keep on reading out until they pronounce the words correctly.

12. Read and Write

This is a parallel writing exercise. Ask the students to read the paragraph carefully and then produce similar kind of paragraph using the given clues. You can give this exercise as class work.

Possible solution:

My name is Anil. I'm 12 years old. I do not like fishing because I have to kill fishes. It is wrong to kill fish. In future I will start 'save the fish' campaign.

[You can ask the students to write a similar paragraph about themselves, too. This can be given as a home assignment.]

Unit 3

Describing Locations

1. Introduction

This unit mainly focuses on describing locations, using prepositions like, *on, over, in, under, beside, in front of, opposite to, behind, between, next to, in the middle of, at the back of, etc.* The exercises are designed in such a way that the students can describe locations of objects, animals and persons correctly. Apart from this, the unit also deals with chant, reading exercise, forming possessive nouns, pronunciation of certain words, listening and speaking exercises, etc.

2. Unit objectives:

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

- describe locations of things, animals and places
- use prepositions like, *on, over, in, under, beside, in front of, opposite to, behind, between, next to, in the middle of, at the back of, etc* in the given sentences
- comprehend a reading comprehension passage
- make possessive nouns by adding apostrophe 's' ['s] or apostrophe ['] at the end of the word/s
- pronounce the words like, *enough, rough, cough, laugh, tough, through*

3. **Teaching Materials:** Picture cards showing the location of objects, persons and things and a map showing places like the one on page 29 of the text book.

4. **The estimated periods for this unit: 15**

S.N	Exercises	Periods
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Let's play a game	3
5	Read and answer	1
6	Grammar	1
7	Spelling	1
8	Look and write	1
9	Word power	1
10	Tricky talk	1
11	Pronunciation	
12	Read and write	1
	Unit revision	2
	Total periods	15

5. Exercises and Activities

1. Ask and Answer

Explain the students about the usage of prepositions, like *in, on, under, beside*. You can also do some demonstration. For this, you need to have a chair and a small box.

Put the box on the chair and ask:

T: Where's the box?

Ss: It's on the chair.

Put your pen into the box and ask:

T: Where's the pen?

Ss: It's in the box.

Put the box at the side of the chair and ask:

T: Where's the box?

Ss: It's beside the chair.

Put the box under the chair and ask:

T: Where's the box?

Ss: It's under the chair.

Now, divide the students into pairs and then ask each pair to look at the pictures carefully and then practice the conversations given, in turns.

2. Chant

Before reciting this chant, discuss about the picture. You can ask the students:

- c) Do you have a cat at home?
- d) Where does your cat sleep?
- e) How many cats are there in the picture? (*Answer:- seven*)
- f) What is cat at the bottom of the picture doing? (*Answer:- sleeping*)
- g) Where are the other cats? (*Answer:- in a room, on the table, on the piano, in the drawer, on the shoes, in the box*)

Now, you recite the chant aloud with claps on the underlined words. Students will listen attentively. Then ask students to follow you. Repeat this several times so that students can sing it comfortably.

Cats sleep

Anywhere,

Any table,

Any chair,

Top of piano,

Window-ledge,

In the middle,

On the edge,
Open drawer,
Empty shoe,
Anybody's
Lap will do,
Fitted in a
Cardboard box;
In the cupboard
With your frocks,
Anywhere!
They don't care!
Cats sleep
Anywhere.
 Eleanor Farjeon

Now, ask the students to read chant/poem again and find the words that mean the following:

- | | | |
|---|---|-----------|
| i. A musical instrument | → | piano |
| ii. Stiff paper for making boxes | → | cardboard |
| iii. A boundary line or margin of an area | → | edge |
| iv. A small box fitted to a table | → | drawer |

3. Listen and Answer

Tell the students to listen to the text that you are going to read, carefully, and then write the names of the persons in the spaces given. Read the following listening text. After students finish writing the names, check their answers.

Listening text

Four people are talking-three boys and a girl. Ramu is standing opposite Rani. Next to Ramu on the left is Kumar. Yadav is on the left hand side of Rani.

4. Let's Play a Game

Play a game with the students following the tips given in the book.

5. Read and Answer

Before asking the students to read the story silently, ask them to look at the picture and answer the following questions:

- d. What do you see in the picture?
- e. Where is Jhuma's house located?

Answers:

- i. A girl watering the flowers. / A statue of Lord Buddha. / Two houses- one big and the other small. / Hills.
- ii. It is located on the hill.

Now ask the students to read the story quickly and find whether their answers are correct.

Some students may find the story difficult to read. If so, read the story aloud and make the students repeat after you.

After students read the story, ask them to do **Exercise A** i.e., match the words given in the left hand side with their meanings given in the left hand side.

Answers:

Hillock	→	a small hill
Spare	→	free
Chores	→	uninteresting work
To and fro	→	backwards and forwards
Apart	→	besides
Whisper	→	a soft sound

Exercise B

Ask students to read the story again and write True or False in the boxes given.

Answers:

- | | |
|--|--------------|
| i. Jhuma has brothers and sisters. | False |
| ii. There is a temple in the middle of the garden. | False |
| iii. Kumari's house is opposite Jhuma's. | True |
| iv. Jhuma is interested in running. | True |
| v. Her school is above her house. | False |

Exercise C

Ask the students to find correct word/s from the text and fill in the blank spaces.

- The school is between a river and a bus stop.
- Jhuma's house is peaceful but her school is a bit noisy.
- The ground is next to Jhuma's house.
- In her free time, she does the household chores.

Extended Activity:

Write the following questions on the board and ask the students to give short answers.

- Where does Jhuma study?
- Name the flower that Jhuma likes very much.
- What is in the middle of her garden?
- Where does she plant vegetables?
- Where is Jhuma's school?
- What kind of noise does she hear near her house?

Answers:

- In a public primary school.*
- White rose.*
- Statue of Lord Buddha.*
- In the kitchen garden.*

- v. *Down below her house in a small plain, between a river and a bus stop.*
- vi. *Sweet chirping sounds of birds and the soft whispering of the gentle air.*

6. Grammar

Ask students to read the sentences given below the pictures and write the sentence number in the box at the top left hand side of each picture.

- | | |
|---|---|
| <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">iv</div> The books are on the table. | <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">i</div> The statue is behind the chair. |
| <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">vi</div> The statue is in front of the chair. | <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">ii</div> The bulb is over the table. |
| <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">v</div> The cat is jumping over the wall. | <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;">iii</div> The doll is between two tea pots. |

7. Spelling

This exercise focuses in the formation of possessive noun of a singular noun and a plural noun. Tell the students that:

Apostrophe's' ['s] is added to a singular noun and a plural noun not ending with's'.

For example: The tail of a dog = the dog's tail
 The shoes of children = the children's shoes

Only apostrophe ['] is added to a plural noun ending with's'.

For example: The shed of the cows = the cows' shed

Now, ask the students to do the exercises as directed:

Answers:

Exercise A

The cat	+'s	tail	= the cat's tail
The boy	+'s	dress	= the boy's dress
The girl	+'s	dress	= the girl's dress
Ram	+'s	cow	= Ram's cow
Mohan	+'s	father	= Mohan's father

Exercise B

Boys	+'s	hostel	= boys' hostel
Ladies	+'s	dress	= Ladies' dress
Girls	+'s	room	= Girls' room
Babies	+'s	toys	= babies' toys
Villagers	+'s	leader	= villagers' leader

Exercise C

Men	+'s	toilet	= men's toilet
-----	-----	--------	----------------

Women	+’s	dresses	= women’s dresses
Children	+’s	toys	= children’s toys
People	+’s	behaviour	= people’s behavior

8. Look and Write

This is a writing exercise. Ask the students to look at the picture very carefully and then fill in the blank spaces with prepositions- *on, under, on, in, over*. Tell students that they can use the given prepositions more than once.

Answers:

- i. There is a boy on the bed.
- ii. There is a cat under the table.
- iii. There is a ball under the table.
- iv. There is a book on the table.
- v. There is a vase on the table.
- vi. There is a parrot in the cage.
- vii. There is a bulb over the table.

9. Word Power

Ask students to look at the map very carefully and to complete the sentences using the words/phrases given:

Answers:

- i. The post office is next to the bank.
- ii. The police station is at the back of the bank.
- iii. The fountain is between the trees.
- iv. The car park is in front of the art gallery.
- v. The park is opposite the art gallery.
- vi. There is a fountain is in the middle of the park.

10. Tricky Talk

This type of question is asked to make the students come up with their ideas. Ask similar other questions to make the class lively.

11. Pronunciation

This exercise focuses on pronouncing the given words correctly. Read aloud each word with correct pronunciation and ask the students to repeat after you. Keep on reading out until they pronounce the words correctly.

12. Read and Write

Ask the students to look at the map very carefully and write about the locations of the school, park, ground, sport center, post office, and the girl, using *next to, between, beside, in front of, by the side of, etc.*

Possible answer:

This is Harka’s town. The café is next to the post office. The school is between the park and the ground. The park is beside the school. The ground is next to the school. The post office is by the side of the café. The girl is in front of the car.

You can ask the students to write about the locations of the things/places/buildings other than the ones mentioned above, but given in the map.

Unit 4

Talking about Future

1. Introduction

This unit mainly focuses on talking about future. The exercises are so designed that the students can talk about their future plans and intention using verbs, like **am/is/are going to**, and **will + v1**. Apart from this, the unit also deals with chant, reading and writing exercise, pronunciation, listening and speaking exercises, spelling, parallel writing (future plans), etc.

2. Unit Objectives

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

- tell about their future plans and intentions using **going to** and **will**
- comprehend a reading comprehension passage
- write about the activities that they do in their holidays
- write the contracted form of **I am, I will, she is, they have, do not, they are, cannot, will not, etc** and use them in sentences of their own
- pronounce **wh-questions** using falling tone

3. Teaching Materials: Picture cards, word cards

4. The estimated periods for this unit: 15

S.N	Exercises	Periods
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Let's play a game	1
5	Read and answer	3
6	Word power	1
7	Grammar	1
8	Spelling	1
9	Read and act	1
10	Tricky talk	1
11	Pronunciation	
12	Write	1
	Unit revision	2
	Total periods	15

5. Exercises and Activities

1. Ask and Answer

Divide the students into pairs, and then ask one student to be 'A' and the other to be 'B'. Now ask each pair to practice the conversations given, in turns. Move round the class to make sure that each pair is practising as per your expectation. If any pair needs your assistance, assist the pair in their practice. After they finish, ask them other similar questions, like:

- What are you going to do during lunch break?
- What will you do after reaching home from school?
- What are you going to do tonight?
- Will you go for swimming on Saturday?
- Are you going to the market on Saturday?

2. Chant

This chant is quite different than the ones done so far. Before reciting this chant, discuss about the picture. You can ask the students:

- a) How many children are there? (*Answer: -Six.*)
- b) What are they doing? (*Answer: - They are playing with their hands joining together.*)
- c) Where do you think these children are? (*Answer: - They are at school.*)
- d) Do you play like the children in the picture? (*Answer: Yes, we do.*)

Now, you recite the chant aloud with claps on the underlined words. Students will listen attentively. Then ask students to follow you. Repeat this several times so that students can sing it comfortably.

We've joined together as classmates
as the New Year begins...

A year full of learning
while we become friends.

We'll share and be kind
as we work and play
And our friendship will grow
with each passing day.

3. Listen and Answer

There are two exercises under this heading, one exercise is to complete the given sentences and the other is to give short answers to the given questions.

Exercise A:

Tell the students to listen carefully to the tape or your reading and then complete the given sentences using the idea from the conversation you read.

Answers:

- i. Goma is going to Pokhara.
- ii. Kunti is going to Janakpur.
- iii. Goma will stay in Pokhara for two days.

- iv. Kunti will stay in Janakpur for about a week.
- v. They are talking about their future plans.

Exercise B:

Tell the students to listen carefully to the conversation again and then answer the given questions.

Answers:

- i. She'll go boating on Fewa Lake, see Davis Falls and visit other interesting places.
- ii. She'll visit Janaki Temple, the railway station and will also see her relatives there.
- iii. She is going with her mother.

Listening text

Kunti:	What are you going to do in next holidays, Goma?
Goma:	I'm going to Pokhara.
Kunti:	How long will you stay there?
Goma:	I'll stay there for a couple of days. What are you going to do there?
Kunti:	I'll go boating on Fewa Lake, see David Falls and visit other interesting places.
Goma:	What are your plans for next holidays, Kunti?
Kunti:	I'm going to Janakpur with my mother.
Goma:	How long will you stay there?
Kunti:	About a week I'll visit Janaki Temple and the railway station. I will also see my relatives.

4. Let's play a game

Play a game with the students following the tips given in the book.

5. Read and Answer

Before asking the students to read the story silently, ask them to look at the picture given on page 34 (text book) and answer the following questions:

- i. What do you see in the picture? (Ans.: Fishes)
- ii. How many small fish are there? (Ans.: Six)
- iii. What are they doing? (Ans.: Swimming)

Now ask the students to read the story quickly and then answer the following questions.

- i. Where did the three big fish live? (Ans.: In a lake)
- ii. Why did the wise fish rush to his friends? (Ans.: To tell them that he had heard some fishermen talking about coming to fish in their lake the next day.)

- iii. What did the fishermen do the next morning? (Ans.: Cast their net in order to catch fish)

Some students may find the story challenging to read. If so, read the story aloud and make the students repeat after you.

After the students read the story, ask them to answer the questions in **Exercise A**. You can ask the students to work in pairs to find the answers.

Answers:

- i. There were three big fish in a lake.
- ii. One was wise, another was clever and the third one believed whatever was to happen would happen, nobody could stop it.
- iii. The wise fish.
- iv. By pretending himself to be dead.
- v. The third fish, the one that believed whatever was to happen would happen, nobody could stop it.

Exercise B:

Ask the students to read the story again and then match the words given on the **left hand side** with their meanings given on **right hand side**.

Answers:

Canal	→	waterway
Pretended	→	acted as if
Cast	→	threw
Unlike	→	not alike
Wise	→	intelligent
Brain	→	intelligence, mind
Leaping	→	jumping

6. Word Power

Exercise A:

First, tell the students that the activities given in the boxes are the activities mostly done during holidays, and these activities are done either on the beach or on the mountains and lakes or in towns and cities.

Second, ask the students to write what activities are done on the beach, on mountain and lakes and in towns and cities. Some students may find this exercise challenging. Help them to write the activities under the correct headings.

Answers:

Beach	Mountains and Lakes	Towns and cities
swimming diving walking jogging	Skiing climbing sight seeing rafting camping	visiting art galleries walking jogging

Exercise B:

Ask students to write down five activities that they do in their holidays. You can give this exercise as home work.

7. Grammar

Ask students to read the given example very carefully and then write similar sentences for the other two clues, using going to and simple future tense (will + v1)

Answers:

Biratnagar/uncle/six days/a lodge

I'm going to Biratnagar.

I'll go there with my uncle.

I'll stay there for six days.

I'll stay there in a lodge.

Kathmandu/father/two weeks/a lodge

I'm going to Kathmandu.

I'll go there with my father.

I'll stay there for two weeks.

I'll stay there in a lodge.

8. Spelling:

Ask students to write the contracted/short forms of the underlined words.

Answers:

I'll help the poor.

She's going to market.

They've bought a car.

We don't go out at night.

They're eating momo.

She can't speak English.

I won't go there.

They'll go to Darjeeling.

9. Read and act:

This is reading and speaking exercise. First, ask the students be in pairs, and then tell one student in each pair to be 'Rima' and the other to be 'Nira' and practice the conversation, in turns. Move round the class to make sure that each pair is doing the work. If any pair needs your assistance, assist the pair to read the dialogue and act.

10. Tricky Talk

This type of question is asked to make the students think and come up with their own ideas. Ask similar other such questions to make the class lively.

11. Pronunciation

This pronunciation exercise is quite different from the pronunciation exercise done before. It focuses on pronouncing the given sentences correctly.

Read aloud each sentence with correct pronunciation, using falling tone, and then ask the students to repeat after you.

Keep on doing this drill until they say the sentences correctly.

12. Write

This is a parallel writing exercise. Ask students to read the paragraph carefully and then produce a similar kind of paragraph stating their plans for the coming Saturday. You can give this exercise as class work. Tell them to begin like this:

On Saturday, I am going to meet my friend.....
.....

Move round the class to make sure that each student is doing the work. If any student needs your assistance, assist him /her so that he/she can come up with a good paragraph.

Unit 5

Describing People

1. Introduction

This unit mainly focuses on describing people. Apart from this, the unit also deals with chant, reading exercise, listening and speaking exercises, completing word web, forming adverbs from adjectives, forming comparative and superlative degree of adjectives, writing paragraphs using the given clues, etc.

2. Unit Objectives:

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

- describe the physical appearance of people using the words like, *thin, young, smart, fat, short, plump, etc*
- comprehend a reading comprehension passage
- expand the clues into sensible sentences
- make adverbs of words like, careful, clever, beautiful, smart, brave, honest by adding *-ly* to them
- make the comparative and superlative form of the words- big, high, fast, slow, bright, long and far
- pronounce the words ending in *-tion* correctly
- write short paragraph about their friends and themselves

3. Teaching Materials: Picture cards showing people with different physical appearances, word cards showing comparison, etc

4. The estimated periods for this unit: 15

S.N	Exercises	Periods
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Let's play a game	1
5	Read and answer	3
6	Word power	1
7	Grammar	1
8	Spelling	1
9	Read and act	1
10	Tricky talk	1
11	Pronunciation	
12	Write	
	Unit revision	2
	Total periods	15

5. Exercises and Activities

1. Ask and Answer

Ask students to look at the pictures very carefully and then read the description about them given in the conversations. Divide students into pairs, and then ask one student to be 'A' and the other to be 'B'. Now ask each pair to practise the given conversations in turns. Move round the class to make sure that each pair is practising as per your expectation. If any pair needs your support, provide them to practice. After they finish, show the picture card of a man and a woman, and ask, 'What is he like?', 'What is she like?' Encourage students to describe the person shown. You can also call three students (*for example, Hari, Yadav and Richa*) with different physical appearance in front of the class and ask-

- What is Hari like?
- What is Yadav like?
- What is Richa like?

Practice this until the students give the suitable physical descriptions.

2. Chant

Before reciting this chant, discuss about the picture. You can ask the students:

- a) Name the animal you see in the picture? (*Answer: A cat and a mouse*)
- b) What is the man like? (*Answer: -He has a big stomach, long face, long nose and crooked legs.*)
- c) What is the house like? (*Answer: - It is crooked. Its roof, door and window are all crooked.*)

Now, you recite the chant aloud accompanying with claps on the underlined words. Students will listen attentively. Then ask students to follow you. Repeat this several times so that students can sing it comfortably.

There was a crooked man,
And he walked a crooked mile,
He found a crooked sixpence,
Against a crooked stile*.
He bought a crooked stile.
He bought a crooked cat,
Which caught a crooked mouse,
And they all live together
in a little crooked house.
(*stile*- a set of steps*)

After reciting the chant, ask the students 'What are crooked in the chant?'

Answer: Man, mile, sixpence, stile, cat, mouse and house.

3. Listen and Answer

Tell students to listen to the tape or the teacher carefully and then complete the given table with the information.

Answers:

Person	Age	Hair	Height/size
grandfather	seventies	White/grey	short and fat
mother	late thirties	Black	five feet, slim
brother	ten years old	dark straight	five feet ten inches and thin

Listening text

My grandfather is in his seventies. He has got white hair. He's short and fat. My mother is in her late thirties. She has got black hair. She is slim. She is five feet tall. My brother is ten years old. He has got dark straight hair. He is five feet 10 inches tall and thin.

4. Let's Play a Game

Play a game with the students following the tips given in the book.

5. Read and Answer

A paragraph each of the world famous scientists- James Watt, Louise Pasteur, Thomas Alva Edison and Alfred Nobel is given in this exercise.

Divide this exercise into three lessons:

Lesson 1: James Watt & Louise Pasteur

Lesson 2: Thomas Alva Edison & Alfred Nobel

Lesson 3: Activités

Lesson 1: James Watt & Louise Pasteur

Before asking the students to read about these scientists, ask them the pre reading questions:

- Who invented steam engine? (Ans: James Watt)
- What did Louise Pasteur make? (Ans: Vaccinations)

First, ask them to read the first paragraph about James Watt silently and then do the following exercise. Write the following exercise on the board. After they finish, mark their answers.

Mark (✓) or (×) against each sentence:

- James Watt was born in 1819.
- He was born in Scotland.
- He was a mathematician.
- He made many mathematical instruments.

Answers: i. (×) ii. (✓) iii. (×) iv. (✓)

Now, ask them to read the second paragraph about Louise Pasteur silently and then do the following exercise. Write the following exercise on the board. After they finish, mark their answers.

Fill in the blanks with words from the paragraph.

- Louise Pasteur was born in
- He showed that many are caused by bad food.
- He made vaccinations for fatal diseases like.....
- The process of heating milk is called

Answers: i. 1822 ii. diseases iii. anthrax and rabies iv. pasteurization

Lesson 2: Thomas Alva Edison & Alfred Nobel

Before asking the students to read about these scientists, ask them the pre reading questions:

- i. Why is Edison famous? (Ans: *Because he made over 1000 new inventions*)
- ii. What did Alfred Nobel invent? (Ans: *Dynamite*)

First, ask them to read the third paragraph about Edison silently and then do the following exercise. Write the following exercise on the board. After they finish, mark their answers.

Answer the following questions:

- i. When was Edison born?
- ii. Name the things he invented.
- iii. When did he die?

Answers: i) 1847 ii) Electric light bulb, phonograph iii) 1931

Now, ask them to read the fourth paragraph about Alfred Nobel silently and then do the following exercise. Write the following exercise on the board. After they finish, mark their answers.

Answer the following questions:

- i. Where was Alfred Nobel born?
- ii. What is dynamite?
- iii. When did he die?

Answers: i) Sweden ii) explosive which causes destruction iii) 1896

Lesson 3: Activities

Exercise

Tell the students that the meanings of the underlined words are given in this exercise. They have to read the given meanings carefully and write the correct words after them.

Answers:

To heat (milk) to kill bacteria	→	pasteurization
An injection to stop disease	→	vaccination
Wealth	→	fortune
Damage	→	destruction
Taken away	→	removed
An explosive	→	dynamite
A thin thread or wire	→	filament

Exercise A:

Ask the students to read the text again and fill in the passage with the words/phrases from the text.

Answers:

Edison made over 1000 inventions. Two of them were phonograph and electric light bulb. There is no air inside the electric bulb. Nowadays we can travel faster because of the working engine. Alfred Nobel was upset because his work caused much destruction.

Exercise B:

Ask the students to read the text again and match the scientists with the subjects they are related to:

Answers:

Louise Pasteur	→	medicine
James Watt	→	travelling
Thomas A. Edison	→	light
Alfred Nobel	→	war

Exercise C:

You can set this exercise as homework. Ask the students to read the text and answer the given questions:

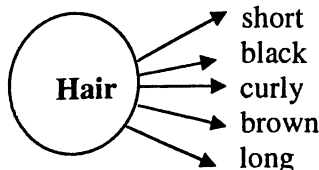
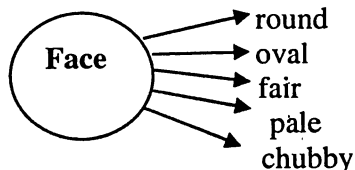
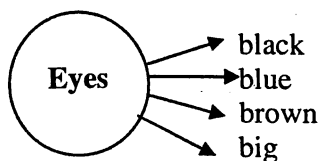
Answers:

- i. It is a record player.
- ii. He started his career by making mathematical instruments.
- iii. They are given for Literature, Chemistry, Physics, Medicine and Peace.
- iv. Germs and bacteria cause food to go bad.

6. Word power:

Ask students to go through the words given in the boxes and then complete the word-webs with the correct words from the ones given in the boxes.

Answers:



7. Grammar:

Ask students to read the example carefully and then write similar sentences using the given clues:

He/long/nose

He has got a long nose.

He has a long nose.

She/black/eyes

She has got black eyes.

Her eyes are black.

He/short/hair

He has got short hair.
His hair is short.

She/long/hair

She has got long hair.
Her hair is long.

She/round/face

She has got a round face.
Her face is round.

8. Spelling

There are two exercises under this heading.

Exercise A:

Tell students that the given words are adjectives, *i.e.*, *describing words*. Now tell them to add **-ly** at the end of each word to make them adverbs:

Careful → carefully
Clever → cleverly
Beautiful → beautifully
Smart → smartly
Brave → bravely
Honest → honestly

Exercise B:

This exercise focuses on the formation of the comparative and superlative degree of adjectives. You have to explain the students that-

- **-er** is added at the end of the smaller words and **more** is added at the beginning of the bigger words to make them comparative
- **-est** is added at the end of the smaller words and **the most** is added at the beginning of the bigger words to make them superlative

For example:

Positive

short
dangerous

Comparative

shorter
more dangerous

Superlative

the shortest
the most dangerous

Answers:

Positive

tall
big
high
fast
slow
bright
long
far

Comparative

taller
bigger
higher
faster
slower
brighter
longer
farther/further

Superlative

the tallest
the biggest
the highest
the fastest
the slowest
the brightest
the longest
the farthest/the furthest

9. Read and Act

This is a reading and role play exercise. First, ask students to be in pairs, and then tell one student in each pair to be 'A' and the other to be 'B' and practise the conversation, in turns. Move round the class to make sure that each pair is doing the work. If any pair needs your assistance, assist the pair to read the dialogue and act. After the students finish, tell them to talk about their own granny or grandpa.

10. Tricky talk

This sort of story is asked to make the students come up with their ideas. You can have a discussion with the students on "Why the second person got the job?"

11. Pronunciation

This exercise focuses on pronouncing the given words correctly. Say each word with correct pronunciation and ask students to repeat after you. Keep on doing this until they pronounce correctly.

12. Read and write

Like the other exercises done so far, this exercise also focuses on parallel writing. Students are supposed to read the solved exercise first and do the unsolved ones. Tell the students to go through the given example and do the exercises. Also, tell them that the solved exercise is in the first person narrative, but they have to do the unsolved ones using the third person narrative. As there are two exercises, the first one can be given as class work and the second as homework.

Answers:

Exercise A:

Kiran is a student. He lives in Sonapur. He studies in Grade VI. He is eleven years old. His father is a businessman. They are very rich.

Exercise B:

Pemba is a little girl. She lives in Anikpur. She studies in Grade III. She is 8 years old. There are ten members in her family. Her father is a carpenter.

Unit 6

Describing Time

1. Introduction

This unit deals with the language function of describing time or past events. Exercises are designed to develop this skill through listening, speaking, reading and writing. Besides that there are some vocabulary, exercises as well as a chant and a game. While doing these exercises, teacher should be focusing on the appropriate use of past tense especially the simple past. Not always the teacher should ask the questions and the students should respond to his/her questions but the students should be asking questions to their friends and the teacher as well.

2. Unit Objectives

On completion of this unit students will be able to :

- ask and answer about past events orally
- read and find out past verbs in a text
- listen about the past of a person and answer
- read a story and do simple exercises on it
- do a simple exercise on antonym
- write a simple bio-data

3. Teaching Materials: A doll, alphabets etc.

4. Estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Ask and answer	1
2	Chant	1
3	Game	1
4	Listen and answer	1
5	Read and answer	3
6	Word power	1
7	Grammar/spelling	1
8	Read and act, Tricky talk, Pronunciation	1
9	Write	2
	Unit revision	3
	Total period for this unit	15

5. Activities and Exercises

1. Ask and Answer

In this activity, students will be practicing talking about time. Teacher has to present it first with the help of a doll. There are four situations and two persons talking in each of them. Teacher has to model/present it with the help of a doll. After giving enough practice get students to speak the same in pairs- student asking the questions and student B responding. Once the practice is over change the role and let student B ask the questions and student A respond to the questions.

2. Chant

In this chart students will be practicing the past simple tense using the name of days. First, talk about the picture saying:

Guess, what's the boy doing?

Let them guess and listen to all the guesses. Then, sing the chant once/twice with a clap on all the stressed words e.g. nouns, verbs and adjectives. Then you sing and ask them to follow after. Gradually, let them sing all by themselves. At the end ask two questions and your own to check understanding.

Possible answers:

i. dream/scream, flood/blood, stream/scream

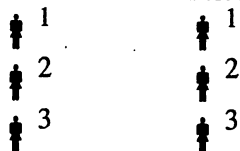
ii. had, went, was, saw, cleaned, came.

3. Let's play a game

Do as the note says. The activity aims at revising the spellings of the names of the days. Hence, it is an extension to activity 2.

For a variety:

Put student in two lines and number them



Then say the name of the days e.g. Saturday and both the students of number 3 run and try to arrange the alphabets and make Saturday. The student who does it first wins a point for her/his group.

4. Listen and Answer

Show a picture/photo of Kiran K.C. Ask some questions about him or say what you know about him.

Exercise A. Listen and fill in the gaps.

Ask students to listen to the tape or the teacher and answer the questions. Pause after each reading for them to fill in the gaps. When finished check their answers.

Answer:

1957, Imadol, Pandhra Gate, 1985.

Exercise B. Listen again and write short answers.

Explain the task going through the 5 questions one by one. When ready, read aloud the text for 2/3 times giving a pause after each reading. Check their answers:

- (i) More than 115
- (ii) Best liked tele films are, Dashain, Kantipur.
- (iii) Maha jodi
- (iv) In two tele films like Jire Khursani and Maha chautari
- (v) Works for HIV/AIDS and Clean Environment

Listening text

Kiran KC was born in 1957 in Imadol, Lalitpur. He has played in more than 115 telefilms. His best like telefilms are **Pandhara Gate, Dashian, Lalpurja, Kantipur** and **Raat** among others. His first telefilm was Pandhra Gage. It was first shown in 1985. He had a small role in it. But it was a great hit. In the past, he used to work with Maha Jodi. At present, he is busy in two teleserials - Jire Khursani and Maha Chautari. He also works for HIV/AIDS and clean environment.

5. Read and Answer

Exercise A. Look at the picture and say

A. Talk about the picture using the two questions or some more of your own. Do not worry about their answers' correctness. Just encourage students to guess/ predict.

B. Read the story and answer

Ask student to describe the picture.

Ask :

What animal can you see?

Ans. Wolf

What else can you see?

Ans. A girl, etc.

Say : The girl's name is Red Riding Hood.

Then explain the two guiding questions. Ask them to read the first three paragraphs and find out the answers.

Answers:

(i) Because she always wore a red cap with hood.

(ii) To take some medicine and food to her grandmother.

C. Fill in the gaps with the words given in the boxes.

Explain the task saying that: it's a vocabulary exercise. There are five words/phrases. They are all from the story. Read the story and underline the words/phrases in the text. See the context and try and guess the meaning. Go around and help them find the context and help them decide their meanings. When they have done it, assign the task in this section (c). It's a gap filling exercise using the given five words/phrases. Then set them in pairs and let them do the work on their own. Go around and help them.

Answer

(i) rolling pin (ii) blow (iii) set off (iv) tapped (v) short cut

D. Write True or False

Set task. Ask students to read the True/False statements. Clarify if there are any doubts/questions. Ask them to work in pairs and decide if each statement is True or False.

Answer

- (i) False (ii) False (iii) True (iv) True

E. Write short answers

Ask students to go through the questions one by one and see if they have any problem. Ask them to read the story again and decide the answers orally first. Go round the class and provide necessary help. Finally let them write their answers in their exercise book in pairs. Accept short phrasal answers as well.

Answer:

- (i) (She lived at) the other side of the jungle.
- (ii) To reach grandmother's home before Red Riding Hood.
- (iii) Medicine and food,
- (iv) Because he could not fight back.
- (v) (Answers may vary) Because he found the voice unnatural.

6. Words Power

Explain that the exercise is on finding out the female names of the given nouns. Give an example on board on how to do it. Start from simple words. For example:

Ask: What's the female of sir?

Do not give your answer elicit it from class. When you get the answer write on the board.

Sir = Madam

When students are ready, tell them to work in pairs and do the task. Go round the class and assist them to complete the task.

Answer

Father = mother

Granny = granddad, grandpa

Uncle = aunt

Nephew = niece

Sir = madam

Ladies = gents

Brother in law = sister in law

Son in law = daughter in law

Tiger = tigress

Dog = bitch

Horse = mare

Lion = lioness

Bull = cow

7. Grammar

- It is good to explain each and every task to students. At times students fail to do the task simply because they do not understand it, not because they do not know how to do it.

- We should set tasks in pairs or groups when and where possible. Any task whether intellectual or manual is easier to do with more people. Many heads mean more ideas.
- As usual move around the class and help those who need. Give example not the answer.
- Give an oral correction offering chances to each pair to say how they have done and why they have done so.

Answer

went, bought, returned, knew, had forgotten, did, buy, forgot, began, did not, gave.

8. Spelling

Follow the similar steps:

Answer

- | | | | |
|------------------|-------------------|--------------|------------------|
| (i) knight/night | (ii) knew/new | (iii) by/bye | (iv) write/right |
| (v) wear/were | (vi) letter/later | | |

9. Read and Act

This is a speaking and reading activity. First, let the students, read the conversation, silently. Solve the problems raised by the students. Ask one girl to come in front and model how to role-play the dialogue. Use your body language to make the role play natural. Then pair up the students and ask to act out in turns. Go round the class and check if all are participating. Finally, ask some pairs to come to the front and act it out publicly.

To check understanding you can ask some questions to class like:

- I. How many students were present yesterday?
- II. How many people were there in class?
- III. How did Ratika say there were twenty-one people in class yesterday? etc.

10. Tricky talk

It is like a puzzle activity. Put the question to class. Do not give the answer. Let them find it themselves. Encourage them for their creativity.

11. Pronunciation

Consult a dictionary (Advance learners). See the phonetic transcription. All the words have/ /au/ sound. Practise saying all the words until you are confident enough.

Read aloud the words with correct pronunciation. Then ask the students to follow after you. Do this several times. Then let them pronounce the words on their own. Go round and listen to the pronunciation of individual students.

12. Write

It is a writing activity. There are two writing tasks in it. First, let them read about Numa Sherpa's bio-data and the paragraph. Then let them prepare their own bio-data like that of Numa. Go round and help them do the task. If they cannot write their date of birth in English let them write it in Nepali. Then ask them to develop the data into a paragraph. Follow the same procedure to write about Rajia. Ask the students that they have to use the past forms of the verbs.

Unit 7

Describing Quantities

1. Introduction

This unit focuses on expressing quantities. The exercises have been so designed that the students can practice structures like: how much/many throughout the unit. Apart from this; other skills developing exercises like chant/poem have also been included in this unit.

2. Unit Objectives

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

- understand the functional purpose of the structures how much/many and use it in practice/speaking
- read a simple poem/chant and answer questions on it
- play a game using how much/many
- do listening, reading and writing activities using the target structure/function
- work with spelling, grammar and pronunciation activities

3. Teaching Materials: Dolls, pictures, word cards etc.

4. Estimated periods for this unit: 15

S.N.	Exercises	Periods
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Game	1
5	Read and answer	2
6	Word power + grammar	1
7	Making sentences from a table	1
8	Spelling	1
9	Read and act	1
10	Pronunciation	1
11	Write	1
	Unit revision	3
	Total periods	15

5. Activities and Exercises

1. Ask and Answer

It's a speaking activity. There are five short dialogues. The contexts of the dialogues are expressed by the pictures beside them. Describe the pictures and talk about the contexts. For example: in the first picture a lady is talking to a man. May be the man is a teacher. They are talking about the number of students that are getting onto the bus. You take one of the roles and ask class to take the

role of the other person. Do the same with all the dialogues/pictures. When you have finished, pair up the students and ask them to speak in pairs, in turns.

When do we use **how many**?

When do we use **how much**?

Do not give your own answer. Elicit answers from learners. If necessary write some 'how much/many sentences' on the board and let them think and see the difference. Sum up and say that **how many** is used with things/persons we can count and **how much** is used with things we can't count (we can only measure them) e.g. sugar, kerosene etc.

2. Chant

It is more like a poem. So you can use the methods of teaching a poem. Do the following:

- Model how to read the chant two./three times.
- Then ask students to follow you two/three times.
- Next let them read the poem aloud for ten minutes.
- Ask some students, both boys & girls to come to the front and read aloud.
- Ask the two questions plus others orally.
- Finally, ask them to write the answers in pairs.
- Go around in the class and check answers.

Some more questions that you can ask:

- How can we be happy?
- Who does brother refer to?
- What is the real wealth?

Words meanings:

Wisdom: experience and knowledge (shown in making decisions judgments)

Riches: wealth

3. Listen and Answer

Exercise A. Look and Say

This is a listening activity. Tell students to look at the picture. Discuss about it using the two questions given and with some of your own questions. This is a warm-up activity. Indirectly, it tells students that the listening text is about a shopkeeper and a customer. The text contains some **how much/many** structures to further practise their previous learning.

Exercise B. True/False

Say that you are going to read aloud/play the tape about a shopkeeper and a customer and to listen and decide whether the three statements are true or false. First, ask them to read the three statements. Then, play tape/read aloud the dialogue and pause. The pause is for students to decide and write true or false. Repeat the process again if necessary. Move around and check the answers.

Listening text

Shopkeeper:	How can I help you, sir?
Customer:	I need some oranges. How much is it?
Shopkeeper:	Rs. 5 per piece. How many do you need?
Customer:	Give me two, please. And, how much is banana?
Shopkeeper:	It's rupees three a piece. How may do you need?
Customer:	Five of them, please. How much is the total?
Shopkeeper:	Its 25, sir.
Customer:	Here you are.
Shopkeeper:	Thank you.

Exercise: C. Write short answers

Explain the task. Ask students to look at the questions and make sure on what to focus on listening. Then repeat the process you followed in 'B' above. Do not forget to pause after every reading or playing of the tape. Keep moving around and check the answers.

4. Let's play a game

This is a chant drill. Students, here, practice speaking using how much/many structures one by one. Read out the instructions and do what it says. If there are many students, you can break them into several groups of 8-10 students. Show them how to play. Let the groups play the game independently. Move around and see if the activity is going on in the way you wanted it to go.

5. Read and answer

This is a reading activity. The text is a dialogue between a woman and two gentlemen. Talk about the picture asking questions like:

How many people are there?

What do you think they are talking about?

What makes a family happy?

How many children do your parents have?

What's the ideal (right) number of children for a couple? etc.

Then ask them to read the two guiding questions. Ask them to read text/dialogue and find out the answer to the questions (especially the second question). Ask them to read the text silently. Move around the class and help them read by assisting them to guess the meaning, giving correct pronunciation, etc. There is no direct answer to the questions. However, students will find it pretty easy to guess that Prem has a happy family because he has only two children.

Exercise A. This is a vocabulary activity. Explain the task and ask the class to do the matching. Students are familiar with this type of work.

Answers:

Income = money you get from work or business

Entertainment = activities that you enjoy doing

Percent = as explained by the 'Note' in 'A' above

Spend = pay money for things

Education = teaching and learning

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B. Fill in the table

Let students work in pairs. Move around and help them do the task.

Answers:

Food & clothes	Education	Health	
Prem	25%	20%	x
Purna	80%	10%	10%

Exercise. C. Explain the task. Tell students to work in pairs. First, they should prepare answers orally after discussion. Then they should write their answers in their exercise book.

Answers:

- i. On health and education
- ii. 20% of his income
- ii. He does not save any
- iv. About 35%
- v. On social services.

6. Word Power

- Describe what they are supposed to do.
- Show an example on board on how to do it.
- Then ask them to work in pairs and do the task.
- Move about and help them do the task.

Answers:

Metre/meter

Litre/liter

Yard

Centimeters

Kilometers/barometers

Feet

Inches

Milliliter/ milliliter, Grams

7. Grammar

Exercise. A. Ask students to discuss and decide answers in pairs.

Answers:

- a litre of kerosene
- a packet of/a bottle of milk
- a kilo of rice
- a jar of jam
- a packet of biscuits
- a piece of paper

Exercise B. Make Questions

Let your students work individually. Show on the board on how to make questions from the table. This exercise also gives further practice on the use of how much/many. First, ask them to give you oral questions. Then ask them to write the questions on their exercise books. When finished give oral correction using the board if necessary. They can make four **how much sentences/questions** and three **how many questions**.

9. Spelling

- Show how to do the activity
- First, ask students to produce oral answers
- Then ask them to write the answers
- Finally, check their answers from the board

10. Read and Act

- Let students read the dialogue aloud for some time.
- Next, pair them up and ask them to practice it in pairs.
- Move around and check whether all are practicing sincerely.
- Set time limit, say for ten minutes.
- Finally, ask some pairs to act out the dialogue in class.
- You can ask some questions about the dialogue if you like.

11. Tricky Talk Answer: Throne phone

12. Pronunciation

Say that you are going to give them 'au' sound practice in words.

Show word cards one by one and model how to pronounce them.

After modeling ask students to pronounce after you.

Do this with all the words.

Then ask some students to come to the front and do the pronunciation.

Put the cards on the table pick up one at a time and show it is class. Let class/individual students pronounce it.

13. Write

Exercise: A. Read and write

Ask the class to read the paragraph about Salma. Move around and solve their problems. Exercise: B. When finished, ask them to write a similar paragraph about themselves.

- Move around and help them complete the task.
- Go to individual tables and check how they have done the work.

Unit revision

- Get some pictures from some newspapers, magazines and talk to them using how much/many questions.
- Prepare a small paragraph/dialogue for listening with questions on it and give a listening text.
- Prepare a small paragraph/dialogue for reading and give a reading text.
- Find some words with 'au' sound and ask students to pronounce them.
- Prepare a table like 7 B and ask students to write as many appropriate sentences as possible.

Unit 8

Describing Possessions

1. Introduction

The main focus of the unit is on the use of possessive pronouns. Students will do different activities and know how pronouns are changed into possessive forms. Like in all other units students will be doing activities on all four skills along with a chant, game, vocabulary exercise, pronunciation and word meaning exercises.

2. Unit Objectives

On completion of this unit students will be able to:

- use possessive forms of pronouns both in spoken and written communication
- listen to a simple paragraph about pandas and respond
- read a text on dinosaurs and answer
- read and complete a dialogue
- pronounce cluster sounds of 'sp' correctly
- write a parallel paragraph on cow

3. Teaching Materials: pictures, word cards doll, etc.

4. Estimated Period for this unit: 15

S.N.	Exercises	Periods
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Let's play a game	1
5	Read and answer	2
6	Word power	1
7	Grammar	1
8	Spelling	1
9	Read and complete	1
10	Tricky talk	1
11	Pronunciation	1
12	Write	1
12	Unit revision	2
	Total periods	15

5. Activities and Exercises

1. Ask and Answer

- Show the picture of a bag.
- Talk about it using the language given.
- Show the picture of the doll.
- Talk about it.
- Then ask students to look at the four pictures & talk in pairs.

2. Chant

Find some pictures of dinosaurs.

- Talk about it with class using the question given here and make some of your own questions.
- Then read the chant tapping the table with one hand for stressed words (nouns, verbs, adverbs etc)
- Next, ask students to follow after your reading.
- Finally, ask them to chant on their own.

3. Listen and Answer

Exercise A.

Talk should be about the picture, while teaching new words e.g. rarest, decreasing and dying out.

Exercise B.

Then tell them to look at the task. They have to listen and fill in the gaps. When ready, play the tape or read out the text. Do so 3/4 times pausing after every reading/playing. Ask them to exchange their answer copies and do the correction. Finally write the correct answers on the board.

Listening text

Pandas are one of the rarest animals. They live only in a small area in the mountains of south-western China. Their number is decreasing day by day. They eat only bamboos. Due to their strange food habit, they are dying out. They are killed for their skins. Their skins are very valuable.

4. Let's play a game

The game uses possessive words to give further practice on the possessive case. Explain the rules clearly. Then send students (boys/girls) out and play the game one by one. Try to involve all the students especially those who are shy and do not participate actively.

5. Read and answer

This is a reading activity. So talk about the picture and the topic. They might know something about dinosaurs. Show some other pictures as well if you can find them. We must use student's experience and previous knowledge in their learning process. Then ask them to look at the two guiding questions and then read the text and find their answers.

Exercise A.

Ask students to look at the task. This is a word meaning activity. Students have to read the text and find synonyms to the meanings that are given here. Ask them to work in pairs and find the synonyms. Move around and help them do the task. Finally, give oral corrections. Write the answers on board.

Answers:

- | | | | | |
|---------------|---------------|--------------|---------------|--------------|
| i. extinct | ii. decay | iii. fossils | iv. Species | v. carnivore |
| vi. herbivore | vii. asteroid | | viii. starved | |

Exercise B.

Explain the task. Let the students read the questions. Then ask them to read the text again and find the answers. They should write answers in their exercise book. Go around and help them do the task and also correct their work.

Answers

- i. Theropoda
- ii. Herbivorous dinosaurs or sauropoda had longer necks
- iii. Herbivorous dinosaurs had sharp claws.
- iv. Rinithicia had plates along their backs and tails.
- v. It crashed into the earth.

The crash causes a lot of dust and water vapour in the atmosphere. [It blocked the sun light and all plants died off. Dinosaurs had no food to eat. So they died of hunger.]

6. Word Power

- It is a word meaning exercise. Explain the task and ask the students to work in pairs.
- The labeling space (box) for leg is missing help student to make one.
- Give an oral correction at the end.

7. Grammar

A. It is an exercise on formation of possessive pronouns. Students have to change the given pronouns into the subjective and objective cases of their possessive forms. Explain the task clearly with an example on the board. Then set the task in pairs.

Answers:

Pronouns Possessive pronouns

I	My	Mine
We	Our	Ours
You	Your	Yours
He	His	His
She	Her	Hers
It	Its	Its
They	Their	Theirs

B. Fill in the blanks

Set the task in pairs. Give an example on the board on what they are supposed to do. Say that they have to use the possessives form from the exercise 7 A.

Answers

- i. Your/my
- ii. Your
- iii. Her/Mine/Yours
- iv. His
- v. Yours
- vi. Yours
- vii. Their

8. Spelling

This activity focuses on spelling the words ending with -er, -or, correctly. Explain the task clearly and in pairs ask them to add -e, or o to complete the given words. Provide them dictionary, if needed.

9. Read and Complete

To do this exercise students have to read and understand the content of the dialogue. So ask them to read it individually first. Then set pairs and ask them to do the task. Move around and provide them necessary help. There should be a gap in the second sentence after 'No, I haven't'.

Answers in the order of the gaps:

- Tell me something about it.
- I think you should visit once.
- Why do you need a camera?
- It sounds good.

10. Tricky Talk

It's a fun activity. To give a break from other regular activities, this activity has been given in the book. Let the students read the questions and the description. Do not give answer. They should find the answers by themselves. The puzzle is easy to solve and many will find it easy. Others will learn it from their friends.

11. Pronunciation

Read each word aloud with correct pronunciation and then ask students to repeat after you. Keep on doing until they pronounce the words correctly and comfortably.

12. Write

Let students read the paragraph about dog. There are three paragraphs. Their composition is as follows:

1st Para - description of dog

2nd Para - food that dog eats 3rd Para - its usefulness.

Explain these things to students. Then ask them to write similar paragraphs on a cow in pairs. Move around the class and assist them do the task. Go to the pairs and talk about their work and check its correctness, content and paragraphing technique etc.

Unit revision

- Prepare/find some pictures like in activity read and answer and talk to students about them. Use wh- questions as given in exercise 1.
- Prepare a small listening text with possessive forms of sentences in it. Give further listening practice on it.
- Find a paragraph describing a wild animal e.g. elephant, tiger etc. Prepare some vocabulary and true/false tests. Let the students read and do the tasks.
- Give some pronoun and ask students to change them into their possessive forms as in exercise 7 A in the book.
- Prepare a small dialogue with some gaps and clues to fill in and ask the students to do the exercise.
- Ask them to write a short paragraph about a cat or a buffalo or Yak, etc.

Unit 9

Checking and Confirming

1. Introduction

In this unit students will learn to use question tag and get response, sing a chant on street children, do listening exercise, play a game, read a passage on Bridhashram and do the activities, use adjectives for persons, match the statements with tags, fill the tags to the statements, add -ing to the action words (verbs), practice a dialogue on a new lesson, learn a tricky talk, pronounce new words and write exercise on question tag.

2. Unit Objectives

On completion of the lesson students will have learnt to:

- use question tag and get response
- sing a chant on street children
- listen and answer the questions
- read a passage on Bridhashram and do the activities
- use different adjectives for people
- pronounce new words
- describe people using adjectives

3. Teaching Materials: Word cards, name cards, real objects.

4. The estimated periods for this unit: 15

SN	Exercise	Period
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Look at the picture	1
5	Look at the picture and say	1
6	Word power	1
7	Grammar	1
8	Spelling	1
9	Read and act	1
10	Tricky talk	1
11	Pronunciation	1
12	Write	1
	Unit revision	3
	Total periods	15

5. Activities and Exercises

1. Ask and Answer

In this exercise, students learn to make question tags. First make some statements and add question tags. Then ask the students and get their responses. If the responses are correct start asking the questions given in the book. Otherwise repeat them until you get the correct answer.

Now ask students to split into groups of two.

Ask them to practice the question tag and respond turn by turn.

Observe their activities to make sure that every one is practicing well.
 Help them if they are making mistakes.
 Produce some other sentences like these and ask them to practice.
 Finally ask them to make the statements and give responses.

2. Chant

First ask students to look at the picture carefully and find what the children are doing. Get their response and start singing the chant with correct pronunciation and rhyming pattern. Make sure everyone is listening well. Then ask them to sing together. Observe the class during the practice. Next ask the class to sing on their own. Help them to sing correctly. Now divide the students into the group of four and ask them to practice. Keep on helping until each group can sing properly.

After they sing well, ask the questions given its below. Help them if they need clues. Finally ask them to find the line numbers where they can find the answers.

Answers:

They collect disposed bottle.

Because they go a hungry sleep.

3. Listen and Answer

This is a listening practice. First ask them what their parents do as the text is related to the occupation of the people. Get their answers properly. If they can't say words related to occupation like farmer, officer, housewife etc. Now ask them to read the questions and be ready for the answers. Conduct the listening test three times with gaps after each time. Let them attempt the first question after they listen for the first time and attempt the second question in the second time and check the answers in the third time.

Answers

- | | | |
|--------------|----------------|-----------------|
| (i) army | (ii) scientist | (iii) a teacher |
| (i) a singer | (ii) a singer | (iii) a student |

Listening text

Aite:	You're Bhola, aren't you?
Bhola:	Yes, I am.
Aite:	Your dad's in the army, isn't he?
Bhola:	Yes, he is.
Aite:	Your mum's a scientist, isn't she?
Bhola:	You're right.
Aite:	And your sister is a teacher, isn't she?
Bhola:	Yes, she is. Now let me guess about your family. You are Aite, aren't you?
Aite:	Yes, I am.
Bhola:	Your dad's a singer, isn't he?
Aite:	Yes, he is.
Bhola:	Your mum is also a singer, isn't she?
Aite:	Yes, she is.
Bhola:	And your sister is a student, isn't she?
Aite:	You're right, Bhola.

4. Lets Play a Game

Read the "Note to the teacher" carefully and play the game in the class.

5. Look at the picture and say

Ask the students to go through the picture well. Then ask the questions given in the book. Help them with the clues if they can't give the correct answers. After they give the correct answer, ask them to read the passage in a group of four. Facilitate them with new words if necessary.

Answers

- (i) five old people and a little girl
- (ii) their problems at the old age

Exercise A: Read and Do

Ask each group orally to find the works that Sunayena did at the Bridhashram. After getting the response, ask them to find the lines where the answers are. Then ask them to copy in their notebooks.

Exercise B: Find the words that mean the following:

Divide the students into the groups of four and ask them to find the meanings in the box. Help them with the given meanings if they can't. Let them find the words by themselves. Ask them to use pencils during they try.

Answers

- | | | | |
|---------|-------------|----------|-----------|
| Across: | 1. STRAIGHT | 2. BROOM | |
| Down: | 3. PREPARE | 4. COOK | 5. TENDED |

Exercise C: Write short answers.

Divide the class into the groups of four and ask them to find the answers to the questions. After they find the answers, ask them to write them in the notebook. Make sure they write the answers correctly.

Answers

- (i) Because she had spent another day for a good cause.
- (ii) Because she sees god in them.
- (iii) Yes, I do because she is a really helpful girl.

6. Word power

First divide the students into the groups of four and ask them to find the positive and negative quality of words given in the boxes. Help them if they don't know the meaning of the given words. When they are sure about the meanings, ask them to divide into two groups i.e. under the topic of Good Person and Bad Person. Finally check well if they have kept under the right column or not.

Answers:**Good person**

Honest

Happy

Helpful

Busy

Hardworking

Friendly

Faithful

Intelligent

Social

Bad person

cruel

dirty

dishonest

quarrelsome

7. Grammar**Exercise A: Match and rewrite.**

This is a writing exercise about making tag questions. Students are supposed to match the statements with the correct tags. First ask them to be divided into the groups of four and discuss in a group about the answers. After they make sure, ask them to match the given items. Go round the class and observe every group while they do. Ask them to copy into their notebook with the correct form of question tags.

Answers

- i. He's sleeping, isn't he?
- ii. She's a teacher, isn't she?
- iii. He came yesterday, didn't he?
- iv. She lives here, doesn't she?
- v. He's got a sister, hasn't he?
- vi. He'll come, won't he?
- vii. She was tired, wasn't she?

Exercise B: Complete.

This is also a writing exercise but this time students have to give the question tag by themselves. Now divide the students into groups and ask them to complete the question tag in each statement. After they finish the exercise, check each sentence carefully. Finally ask them to copy all the sentences in the exercise book properly.

Answers

- i. You're a teacher, aren't you?
- ii. They're players, aren't they?
- iii. You like jilebi, don't you?
- iv. It will rain, won't it?
- v. You took my pen, didn't you?
- vi. She loves dancing, doesn't she?
- vii. People want money, don't they?

- viii. Nepal is beautiful, isn't it?
- ix. You live in a town, don't you?
- x. They have done it, haven't they?

8. Spelling

In this exercise students are going to learn about adding -ing to the verbs with three different spellings at the end. Help them to use the -ing forms properly to each verb. Ask them to remove the last letter 'e' while adding -ing.

E.g. write = writing recite = reciting But die = dying

Ask them to double the last consonant letter at the last if preceded by a vowel.

E. g. slam = slamming get = getting shop = shopping

Trek = trekking stop = stopping swim = swimming Run = running

In normal case, ask them to use -ing without changing any words.

E. g. sing = singing drink = drinking

9. Read and Act

This is a dialogue related to classroom. First greet the students and inquire some relevant things. After getting their response, divide them into the groups of four. Ask them to practise the dialogue as the roles given there. They practise the dialogue turn by turn as the role of teacher and students. Observe their activities during their practice. Then ask each group to perform the dialogue turn by turn. Help them to create similar type of dialogue in the classroom context.

10. Tricky Talk

This is a riddle. Ask similar riddles to the students and get the answers from them. Split them into groups of four and get them create such type of tricky talks. Facilitate them to ask their questions to the other groups. Similarly encourage them to be creative for such questions and help them to make reasonable questions.

11. Pronunciation

In this lesson you teach the students to pronounce the words with the vowel letter 'o' in the middle of the word. First ask them to pronounce the words one by one. Then give the correct pronunciation. Consult a dictionary, if necessary. All the words given in the box have the same pronunciation in the middle. Get the students divided into groups of four and ask them to practice correctly. Find other words with the same vowel sound and ask them to practise.

12. Write

This is a writing exercise based on question tag. Go round the class. Ask question tag and find out someone who- who has a dog at home for example.

The students will answer by giving the name of the person in the class.

Go on asking all the questions and get the answers. Let the students interact and find the answer. Make some similar questions and practice in the same way.

Read the note given in the book carefully and practice in the class.

Unit 10

Talking about Months and Seasons

1. Introduction

In this lesson students will learn to make wh- questions about the days and months, sing a song, respond listening texts, play a language game, the story of magician, opposite words, solve the cross word puzzle, use preposition, make new words adding -ing, perform a dialogue being a Nepali and a foreigner, tricky talk, pronounce the words with /l/ sound silent and write about the summer season.

2. Unit Objectives

On completion of this lesson students will be able to:

- make wh- questions about the days and months
- sing a song on seasons and weathers
- respond listening texts by filling the blanks and giving short answers
- perform a dialogue being a Nepali and a foreigner
- pronounce the words with /l/ sound silent and
- write a paragraph about the summer season

3. Teaching Materials: Word cards, name cards, real objects if possible.

4. The estimated periods for this unit: 15

SN	Exercise	Period
1	Ask and answer	1
2	Chant	1
3	Listen and answer	1
4	Lets play a game	1
5	Read and answer	1
6	Word power	1
7	Grammar	1
8	Spelling	1
9	Read and act	1
10	Tricky talk	1
11	Pronunciation	1
12	Write	1
	Unit revision	3
	Total periods	15

5. Activities and Exercises

1. Ask and answer

This exercise is for making and responding wh- questions. Students are supposed to ask questions and answer properly about days, months and dates. First test the students by asking oral questions about the days months and dates without looking at the book. Get their response. If they can't give the answer correctly, help with some clues. Now get the students into the pair groups and ask them to practice by looking at the book. Observe the class and get them to ask and

respond turn by turn. Next ask them to close the books and make the similar questions to each of the student. Help them to find the day, month and the date of the day when you teach the lesson.

2. Chant

First ask the students to look at the picture carefully and find what the children are doing. Get their responses and then start singing the chant with clear voice and rhyming pattern. Make sure every one listens well. Then ask them to sing together. Observe the class during the practice. Next ask the class to sing on their own. Help them to sing naturally if necessary. Now divide the students into the groups of four and ask them to practice. Keep on helping until each group can sing properly.

After they sing well, ask them to look at the picture below and encourage them to find the seasons shown in each picture. Help them if they need clues. Finally ask them to write the name of season under related picture.

3. Listen and Answer

This is a listening practice. First ask them about their date of birth turn by turn. Then ask the first term, second term and final exam of the school. Get their answers properly. If they can't tell any dates, help them by providing the clues. And for their birth day, advise them to ask their parents. Now get them to read the questions and be ready for the answers. Conduct the listening test three times with gaps after each time. Let them attempt the first question after they listen the first time and attempt the second question in the second time and check the answer in the third time.

Answers

- A. (i) Rajiya Khan (ii) 1996, March 15 (iii) Spring (iv) class six
B. (i) from the 15th of June (ii) by the end of the summer
 (iii) at the end of the Autumn (iv) in the end of the winter

Listening text

Clerk:	Your name please?
Student:	Rajiya Khan.
Clerk:	Date of birth?
Student:	1996, March 15.
Clerk:	So you were born in the spring season.
Student:	Yes, Ma'am.
Clerk:	What class do you want to be admitted in?
Student:	Class six. I've already cleared class five.
Clerk:	Your classes start from the 15 th of June next month. By the end of the summer you'll have your first term.
Student:	When will be my second term?
Clerk:	There will be one at the end of the autumn. The final will be in the end of the winter?
Student:	Thank you, Ma'am.
Clerk:	You're welcome.

4. Let's play a game

Read the "Note to the teacher" carefully and play the game in the class.

5. Read and Answer

Ask the students to go through the picture carefully. Then ask the questions given in the book. Help them with the clues if they can't give the correct answer. After they give the correct answer, ask them to read the passage in a group of four. Facilitate them with difficult words if necessary.

Answers

- (i) a big snake is eating a goat
- (ii) by eating pets and small children

Exercise: A. Answer the following questions:

First divide the students into groups of four. Assign each group to find the answer of one question. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, ask them to find the lines where the answers are from. Then ask them to copy in their notebooks.

Answers

- (i) It was situated on the bank of the Ganga River.
- (ii) The heavy rain caused a great flood.
- (iii) Because a big snake started eating pets and children.
- (iv) A magician
- (v) Because the stick would turn into the snake if it was broken.
- (vi) A beggar decided to sell the stick and he was swallowed by the snake.

Exercise: B. True and false

Ask students to go through the story once more and divide them into the groups of four. Ask each group to find the given statements true or false. Get the answer of each group. Make them copy the answer in the exercise book if the answers are correct otherwise help them to find the correct answer.

Answers

- (i) True (ii) False (iii) True (iv) False (v) True

Exercise: C. Find the opposite meanings.

Go round the class and ask some words for opposite meanings. Use simple words like tall, long, good, easy etc. then divide the students into the groups of four. Ask each group to find the opposite meaning of the given words in the boxes. Get the answer of each group. Then ask them to find the lines where the opposite words are. Make them copy the answer in the exercise book if the answers are correct otherwise help them to find the correct answer.

Answers

ugly – beautiful, good luck – misfortune, tiny – huge, disappear - appear

6. Word power

Divide students into the groups of four and ask them to fill in the boxes with correct words. Give the idea of **across** and **down** to find the words. Help them

with the given meanings if they can't. Let them find the words themselves. Ask them to use pencils during they try.

Answers

Across- 1. Autumn 2. Spring 3. Winter 4. January 5. Friday 6. March 7. Summer 8. Thursday 9. Tuesday 10. June

Down - 3. Wednesday

7. Grammar

This lesson is about the use of common prepositions like at, in, on etc. Before starting the lesson go round the class and ask some questions which demand prepositions in the answer. e.g

What time does our school start?

At ten o'clock.

When do farmers plant rice?

In the summer

When do you have holiday?

On Saturday

After you get the response from the students, give the concept of using 'at' with fixed time and festivals, 'in' with months, years and seasons and 'on' with days and dates.

Now get the students into the groups of four and ask them to fill in the blanks with correct prepositions. Let every group to present their answers. Make sure other groups listen carefully when one group presents the answer. Finally give the correct answer and ask the students to correct if necessary.

Answers

(i) on (ii) at (iii) in (iv) on (v) at (vi) in (vii) at
(viii) in (ix) in (x) on

8. Spelling

This exercise is about word formation i. e. making adjectives by adding -full to the nouns. Ask students to create some words ending with 'ful'.

Next get them to look at the exercise given in the book. Give the concept of changing 'full' into 'ful' while joining into another word. Similarly the letter 'y' at the end of the word changes into 'I'.

Now divide the students into the groups of four and ask them to complete the answers by discussing in a group. Make sure they use pencils. Let them present their answers by writing in the book. Give similar words for extra practice.

e. g. forget + full =

Help + full =

Finally ask the students to copy all the words in their exercise book as homework.

Answers

beautiful, harmful, useful, careful, fearful, plentiful, teaspoonful, dutiful, cheerful

9. Read and Act

This is a simple dialogue about a tourist and a local man. First draw the students' attention and ask some relevant things. After getting their response, divide them

into the groups of four. Ask them to practice the dialogue as the roles given there. They practise the dialogue turn by turn as the role of a tourist and a local man. Observe their activities during their practice. Then ask each group to perform the dialogue turn by turn. Help them to create similar type of dialogue in the social context.

10. Tricky Talk

This is a riddle. Ask similar riddles to the students and get the answers from them. Make them be in the groups of four and get them to create such type of tricky talks. Facilitate them to ask their question to the other groups. Similarly encourage them to be creative for such questions and help them to make reasonable questions.

11. Pronunciation

In this lesson you teach the students to pronounce the words with the silent letter 'l', 'k', 'b' in the words. First ask them to pronounce the words one by one. Then give the correct pronunciation. Consult the dictionary if necessary. The words given in the box have different cases with the silent letter 'l', 'k', 'b'. Get the students divided into groups of four and ask them to practice clearly. Find other words with the same silent sound and ask them to practice.

12. Write

This is a parallel writing exercise. First discuss the features of summer and winter seasons with certain points relating both seasons. Then let the students read the paragraph on winter season. Now encourage them to write the similar paragraph on summer. They can use the same sentence in the beginning but guide them carefully to use suitable terms for the summer. Make sure students get the concept of;

- hot and cold
 - the seasons coming before and after
 - related months
 - cloths used in the season
 - people's activities to comfort them
- Finally give the same exercise as homework.

Unit 11 Narrating Events

1. Introduction

In this unit students practise varieties of exercises like in the previous units. They will learn to answer by reading the pictures, sing a chant on the importance of unity, listen and give short answer, play a language game on listening skill. They will also engage on reading comprehension, do various writing practice through cloze, crossword puzzle. They will practice different types of past tense, spell some words by listening, pronounce some words correctly, make a simple dialogue on the past events, and other activities to promote creativity.

2. Unit Objectives

On completion of this unit students will be able to;

- comprehend text and answer questions on it
- listen to and give short answer
- write sentences based on the clues
- complete the crossword puzzle
- transform sentence from affirmative to negative
- pronounce some words correctly
- make a simple dialogue on the past event
- practice vowel sounds and tell a folk tale and write it in their own language

3. **Teaching Materials:** Word cards, name cards, real objects if possible.

4. **Estimated Periods for this unit: 15**

SN	Exercise	Period
1	Look and answer	1
2	Chant	1
3	Listen and answer	1
4	Lets play a game	1
5	Read and answer	1
6	Word power	1
7	Grammar	1
8	Spelling	1
9	Read and act	1
10	Tricky talk	1
11	Pronunciation	1
12	Write	1
	Unit revision	3
	Total periods	15

5. Activities and Exercises

1. Look and answer

In this lesson students learn many things from the given pictures and respond to the teacher. Make a lesson plan by reading the 'Note to the teacher' at the bottom of the page. First let the students study the pictures carefully. If they could not guess the meanings of the pictures, tell them the message of the whole story. It is 'Unity is strength.' Now let them discuss again and help them answer the questions. First divide the students into groups of four in the class. Assign each group to find the answer of one question. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, ask them to find the lines where the answers are. Then ask them to copy in their notebooks.

Answers:

- i. They are grazing in a group.
- ii. He is hiding from the bulls.
- iii. Because they were in a group.
- iv. They are talking.
- v. They might be talking about making a bull alone.
- vi. He will help to make the plan.
- vii. The jackal.
- viii. By using his whole trick and energy to the single bull.
- ix. Unity is strength.

2. Chant

First ask the students to look at the picture carefully and find what the children are doing with the old man. Get their response and then start singing the chant with clear voice and rhyming pattern. Make sure every one listens well. Then ask them to sing together. Observe the class during the practice. Next ask the class to sing on their own. Help them to sing if it requires to. Now divide the students into the groups of four and ask them to practice. Keep on helping until each group can sing properly.

3. Listen and Answer

This is a listening practice. First ask them if they know the name of any mountaineers. Get their answers in relation to the mountains of Nepal. If they can't tell any names, help them by providing the clues. And for their knowledge, tell about Mt. Everest and some climbers. Now get them to read the questions and be ready for the answers. Conduct the listening test three times with gaps after each time. Let them attempt the first question after they listen the first time and attempt the second question in the second time and check the answer in the third time.

Answers:

- (i) He is a trekking guide.
- (ii) On Friday evening
- (iii) He woke up at 8:30 a.m.

- (iv) It will be at 7:30 a.m.
- (v) On Sunday
- (vi) They are taking 8:45 a.m. bus

Listening text

Lakpa is a trekking guide. On Friday evening he came back to Kathmandu. He was tired. On Saturday morning he woke up late. It had already been 8:30 a.m. He had to get ready for the next trekking on Sunday. His party will be at the office at 7:30 a.m. They are taking 8.45 bus.

4. Let's play a game

Read the "Note to the teacher" carefully and play the game in the class.

5. Read and Answer

Ask the students to go through the picture well. Then ask the questions given in the book. Help them with the clues if they can't give the correct answer. After they give the correct answer, ask them to read the passage in a group of four. Facilitate them with difficult words if necessary.

Answers

- (i) setting fire in the forest and a bird flying to the water
- (ii) The lightning struck on a dry dead tree.

A. Answer the following questions.

First divide the students into groups of four in the class. Assign each group to find the answer of one question. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, ask them to find the lines where the answers are. Then ask them to copy in their notebooks.

Answers

- (i) One day the lightning struck a dry dead tree. It began to burn.
- (ii) Incarnation of one of the gods
- (iii) It was a kind and a brave bird
- (iv) The golden eagle
- (v) Dry dead trees caused

B. Make meaningful sentences using the words.

In this exercise students learn to use words to make meaningful sentences. All the words are familiar to students as they are taken from the current lesson. Go round the class and ask the students their meanings. If they are confused, give the context of using them in the lesson. When they are familiar with the meanings, divide the class into the groups of four. Ask each group to discuss and make sensible sentences using the words in the box. Observe the class properly during their activities. Accept the meaningful sentences and give clues to retry for the wrong ones. Keep on doing until each group produces all meaningful sentences. Finally give it as homework. E.g.

Feather – The parrot has a colourful feather.

Put out – The golden eagle put out the jungle fire.

Effort – You should put more effort into your work.

Choose some other words from the passage and ask for the extra practice.

E.g. pleasant – My village/town is a pleasant place to live in.
Bushes - There are some bushes around my house.

C. Fill in the blanks with suitable words.

This is a cloze test for the students. Get the students divided into groups of four and let them discuss the meanings of the words in the boxes. Then ask them to read the given sentences one by one and try the words in the blanks. Go round the class and observe the group work. Ask them to use the pencils and try the suitable words in the blanks. Let all the groups present the answers. Keep on doing this until all the correct answers are given.

Answers

(i) flow (ii) darted (iii) heals (iv) stream (v) pleasant
(vi) struck (vii) flapped (viii) bush (ix) dipped (x) flame

6. Word Power

In this exercise, students will practice reordering the jumbled letters into meaningful words. Set the class work by dividing the students into the groups of four. Ask each group to discuss the question before answering them. Let them tell the answer only after they finish all the words. Go round the class and guide them during the group work.

Answers

1. disappeared	2. chariot	3. pleasant	4. spread	5. stream
6. effort	7. lame	8. flower	9. feather	10. suffer

B. Crossword puzzle

Possible words - fox, monkey, lion, ox, bear, donkey, tiger, wolf, bull, dog, etc.

7. Grammar

This exercise is about past tense. Students practice both past affirmative and negative sentences. Similarly they learn simple past, past continuous, past perfect and past perfect continuous tenses. Start the lesson with warm up asking past questions.

e. g. Where did you go yesterday?

What were you doing at this time yesterday?

Similarly ask everyone what they did yesterday after they went home from school. Get the answers and correct if necessary. It supports to learn the given sentences.

Now set the class into the groups of four and let them read the sentences given in the book. Ask them to find the difference between the simple, perfect and progressive forms of tense. After they read all the sentences, ask them to create some other sentences of their own experience. Also remind them the teacher and the students' activities of the previous day. Finally ask them to find the forms of verbs in each tense.

Answers

He planted potatoes.

She did not read a novel.

They played football.

We did not cook food.

8. Spelling

In this exercise students learn the correct pronunciation of English words.

It gives the concept of dictionary use focusing on pronunciation aspect. According to the lesson the teacher should have the knowledge of phonetic transcription. Practise pronunciation with correct vowel and consonant sounds. First pronounce all the words and ask the students to follow. Repeat until they can pronounce correctly. The words to be pronounced are: twelve, mathematics, biscuit, dictionary, queue, and restaurant.

9. Read and Act

This is a dialogue about two students. First draw the students' attention and inquire some relevant things. After getting their response, divide them into the groups of four. Ask them to practice the dialogue as the roles given there. They practice the dialogue turn by turn as the role of a tourist and a local man. Observe their activities during their practice. Then ask each group to perform the dialogue turn by turn. Help them to create similar type of dialogue in their own context.

10. Tricky Talk

This is a riddle. Ask similar riddles to the students and get the answers from them. Make them be in the groups of four and get them to create such type of tricky talks. Facilitate them to ask their question to the other groups. Similarly encourage them to be creative for such questions and help them to make reasonable questions.

The answer of this question is at the end of this unit.

11. Pronunciation

In this lesson you teach students to pronounce the words with the long vowel sounds and diphthongs in the initial and medial position of the words. First ask them to pronounce the words one by one. Then give the correct pronunciation. Consult the dictionary if necessary. All the words given in the box do not have the same pronunciation in the middle. Get the students divided into groups of four and ask them to practice clearly. Find other words with the same vowel sound and ask them to practice.

12. Write

This is a free writing exercise. First tell a short and common folk story to the students in a simple language. Then ask all the students to tell a folk tale one by one. Then make a pair work in the class. Two students tell the story to each other. When both students finish telling the story they start writing each other's story. Go round the class and facilitate them to make the story real in the past tense. Also help them to add title and its moral lesson.

Unit 12

Talking about Picnic

1. Introduction

In this unit students will learn language skills through varieties of exercises. They will learn to describe the pictures, do chants, and learn to speak through various activities like language games, role plays, etc. Students will also be engaged in reading comprehension activities where they will be play with words and other interactive activities. They will also engage in how to use a dictionary effectively.

2. Unit Objectives:

On completion of this unit students will be able to:

- describe pictures orally
- listen to the tape or the teacher and give short answers
- read the passage on Nagarkot and answer the questions on it
- do vocabulary exercises
- making a dialogue on eating and drinking
- put the words in alphabetical order
- write about the place where they live

3. Teaching Materials: Word cards, name cards, real objects if possible.

4. The estimated periods for this unit: 15

SN	Exercise	Period
1	Look and answer	1
2	Chant	1
3	Listen and answer	1
4	Lets play a game	1
5	Read and answer	1
6	Word power	1
7	Grammar	1
8	Read and act	1
9	Tricky talk	1
10	Put the following in alphabetical order	1
11	Pronunciation	1
12	Write	1
	Unit revision	3
	Total periods	15

5. Activities and Exercises

1. Look and Answer

In this lesson students will practice various language skills through pictures and other prompts. Make a lesson plan by reading the 'Note to the teacher' on the next page of the book. First let the students study the pictures carefully. Guide

them to find the picture- word association.' Now let them discuss again and help them answer the questions.

First divide the students into groups of four in the class. Assign each group to find the answer of one question. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, ask them to find the lines where the answers are. Then ask them to copy in their notebooks.

Answers

- We can children looking very happy.
- They are making a plan for a picnic.
- They are laughing happily.
- They are planning to go Godawari.
- They are going there by bus.
- The other students might suggest taking musical instruments with them.
- Yes, once or twice (It depends on individual student)
- To the woods near my village/town. (It depends on individual student)
- With my friends and teachers. (It depends on individual student)
- Yes, I really enjoyed. (It depends on individual student)

2. Chant

First ask the students to look at the picture carefully and find what the children are doing in the park. Get their responses. Then, start singing the chant with correctly in a melody. Make sure everyone is listening well. Then ask them to sing together. Observe the class during the practice. Next, ask the class to sing on their own. Help them to sing appropriately if necessary. Now divide the students into the groups of four and ask them to practice. Keep on helping until each group can sing properly.

3. Listen and answer

This is a listening practice. First ask them if they enjoy cooking. Get their answers in relation to the picnic day. Ask them when they get up usually.. Similarly ask them who should help them prepare things and also make a plan. Now get them to read the questions and be ready for the answers. Conduct the listening test three times with gaps after each time. Let them attempt the first question after they listen for the first time and attempt the second question in the second time and check the answers.

Answers

They are Sanitya and his friend.

She is cooking food.

He always gets up at 7:00 a.m.

He reads in grade five

Because he wanted to go on a picnic

She made his lunch pack ready.

He went to the bus stop.

Listening text

Sanitya is a student. He always gets up at 6 am but yesterday he got up early. Yesterday they had a holiday. The grade five students had planned to visit the National Park. So he woke up at 5: O'clock. After he had washed, he ate his breakfast at 6: O'clock. His mother had made his lunch pack ready. He dressed himself. By 7 o'clock he was ready. Then he went to the bus stop. Some of his friend had already been there. They waited for the bus. Their school bus arrived there at 7. 50 only.

4. Let's play a game

Read the "Note to the teacher" carefully and play the game in the class.

5. Read and Answer

Ask the students to go through the picture carefully. Then ask the questions given in the book. Help them with the clues if they can't give the correct answer. After they give the correct answer, ask them to read the passage in a group of four. Facilitate them with difficult words if necessary.

Answers

- (i) hills, mountains and some hotels
- (ii) it is about 19 k.m.

A. Answer the following questions:

First divide the students into groups of four. Assign each group to find the answer of one question. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, ask them to find the lines where the answers are. Then ask them to copy in their notebooks.

Answers

- (i) Yes, it is a beautiful country. Here are green hills and snow capped mountains.
- (ii) People go there to have nice views of other hills and mountains.
- (iii) It is in the north-east of the Bhaktapur town.
- (iv) The view of sunrise is exciting.
- (v) By managing drinking water, sunshades, and cooking shades.

B. Match the following:

Students are going to be tested with their word power after they have learnt in the lesson. In the right column, they find the familiar words they learnt in the current unit. On the left their meanings are given.

First divide the students into groups of four in the class. Assign each group to find the meanings of the words. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, tell the correct answers. Then ask them to copy in their notebooks.

Answers

Exciting = causing great interest

Scene = view
Connect = join
Refreshing = making fresh
Attract = to draw attention
Shades = shelter from direct sunlight

6. Word Power

In this exercise, students will practise ordering the jumbled letters into meaningful words. Set the class work by dividing the students into the groups of four. Ask each group to discuss the question before answering them. Let them tell the answer only after they finish all the words. Go round the class and guide them during the group work.

Answers:

- | | | |
|---------------|---------------|-------------|
| i. district | ii. pleasant | iii. remote |
| iv. available | v. preserve | vi. Patch |
| vii. morning | viii. already | ix. Bush |
| x. picture | | |

7. Grammar

Students learn to describe universal truth and habitual action in this lesson. They get the concept of simple present tense which is used to describe these states and actions. Start the lesson with warm up activities. E.g.

When do you get up?

What colour is milk?

Where does the sun rise?

Encourage students to respond the questions. Now ask them to be divided into the groups of four. Let them read each sentence carefully. First get them to separate the universal truths and habitual actions. Get the answer turn by turn from each group. Ask other groups to listen carefully to get the answer. After getting the response from each group, help them to find other similar conditions for practice. Finally set the exercise as homework.

Answers

- (i) rises (ii) is (iii) cannot (iv) sleep (v) rains (vi) am (vii) are

8. Read and Act

This is a simple dialogue between a waiter and a hotel customer. First draw the students' attention and inquire some relevant things. After getting their responses, divide them into the groups of four. Ask them to practice the dialogue as the roles given there. They practise the dialogue turn by turn as the role of a tourist and a local man. Observe their activities during their practice. Then ask each group to perform the dialogue turn by turn. Help them to create similar type of dialogue in their own context e.g.,

A: Would you like a cup of coffee?

B: Yes, please

A: Milk and sugar?

B: Sure.

A: Oh, no!

B: What's the matter?

A: The machine is out of order.
B: Let's try the next coffee shop.
A: That would be good idea.

9. Tricky Talk

This is a riddle. Ask similar riddles to the students and get the answers from them. Split them into groups of four and get them to create such type of tricky talks. Facilitate them to ask their questions to other groups. Similarly encourage them to be creative for such questions and help them to make reasonable questions.

10. Put the following words in alphabetical order:

This exercise helps students to use a dictionary. Ask the students how words kept in a dictionary. If they have no idea about it, give the arrangement of alphabetical order with A to Z and Apple to Zebra. Now write some alphabets on the board and ask them to order. Present some words and let them put the words in order.

E.g., d w s m e t f

Ans -d, e, f, m, s, t, w.

E.g. Sun man town apple fan dog

Answer: apple, dog, fan, man, sun, town

When all students practise this activity, ask them to be divided into the groups of four. Let them discuss and do put the words in alphabetical order. Give chance to every group to present their answer. Accept the correct and give guidelines to the wrongly ordered. Answer:

abound, cool, country, exciting, many, mountain, picnic, wood

11. Pronunciation

In this lesson you teach students to pronounce the same words with two different pronunciations. The same word differs in pronunciation while using it in different parts of speech such as noun, verb, etc. First ask them to pronounce the words one by one. Then model the correct pronunciation. Consult a dictionary if necessary. All the words given in the box are pronounced in two different ways. Get the students divided into groups of four and ask them to practise pronouncing the words correctly. Find other words for further practice.

12. Write

This is also a free writing exercise like in the previous unit. First give the description of your village or town to the students in a simple language. Then ask all the students to tell about their place one by one. Then make a pair work in the class. Two students tell about their place to each other. When both students finish telling about the place, they start writing each other's place. Go round the class and facilitate them to make the paragraph about their place. Also help them with the following guidelines.

- name of the place
- where it lies
- how can one get there
- famous for
- facilities
- population etc

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