

नेपालको नक्सा  
(राजनीतिक तथा प्रशासनिक)



**Government of Nepal**  
**Ministry of Education, Science and Technology**  
**Curriculum Development Centre**  
Sanothimi, Nepal

Teacher's Guide

My English

Grade 2

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## **TEACHER'S GUIDE**

### **ENGLISH GRADE TWO**

**Government of Nepal  
Ministry of Education, Science and Technology  
Curriculum Development Centre  
Sanothimi, Bhaktapur**

**Publisher**

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## PREFACE

The new curriculum has been introduced in grades 1-3 from the year 2077. English is one of the four major areas of learning in these grades. The new curriculum is an integrated one where different areas of learning are connected with different themes. English has 10 different themes, some of them are common in different subjects while others are subject-specific. Since all the lessons across different subjects are not similar and not based on the same content, it is advised to make a smooth transition from one area to another.

The Teacher's Guide has been written by a team consisting of Shankar Adhikari, Nim Prakash Singh Rathour, Nabin Kumar Khadka and Ramesh Dhakal. The team members have contributed in developing the tasks in the Teacher's Guide for different chapters (Shankar Adhikari: My Belongings, Hobbies and Interests and Birds and Animals, Nim Prakash Singh Rathour: My Daily Life and My School, Nabin Kumar Khadka: Our Environment, Communication Technology and Market, Ramesh Dhakal: Me and My Family, Our Culture, and Fruits and Vegetables). Several people, notably, Ana Prasad Neupane, Prof. Dr. Jib Lal Sapkota, Prof. Dr. Rish Ram Rijal, Dr. Gopal Prasad Pandey, Maiya Pokharel, Madhav Prasad Ghimire and Tuka Raj Adhikari have thoroughly read the document and provided their valuable inputs. The content of this book has been edited by Mr. Birat Chaulagain.

This Teacher's Guide has been prepared to help teachers teach the book *English Grade 2* developed by Curriculum Development Centre (CDC) maintaining uniformity throughout the country. The book contains stepwise procedures in detail to carry out each and every activity outlined in the book. The stepwise procedures are just the suggested ideas. Curriculum Development Centre believes that they help to ensure minimum learning among the students. The teachers may use their own ideas or techniques according to their specific contexts but they should ensure that the students achieve the learning outcomes set in the curriculum.

CDC always welcomes the comments and feedback for the betterment of its publications.

June, 2021

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## Teacher's Guide: English Grade Two

### Introduction

This teacher's guide is a booklet for the teachers teaching English in Grade 2. It shows how each activity of the workbook is to be carried out in the classroom. The stepwise procedure given for each activity is in detail. It is expected that the teachers teaching English in grade two should either follow this or adapt according to their specific context but there should be learning on the part of the students. Each activity in the workbook has been snipped and kept on the right side of the procedure so that teachers can see the task for which the stepwise procedure has been given there in the workbook. As in the workbook, the teacher's guide is also organized theme-wise. When a new theme starts, there's a theme page which contains the information like; number of lessons, targeted soft skills, total working hours, the language function, types of skill wise tasks and the target vocabulary covered in the lessons under that theme. After the theme page, the lesson starts. Here, lessons are not equal to one period. The total time allocated for a theme has been distributed among the different activities of all the lessons kept under that theme. So, it will be wrong to think that one lesson should be completed in a single period. There is the lesson number, lesson title, number of topics to cover, specific objectives, required materials, preparation required at the beginning. After that, the procedure for each activity is given together with the estimated time for activities. Some of the lessons may contain homework. It is up to the teachers to decide whether extra homework is required or not. At the end of the theme, there's also the procedure for carrying out the assessment for that particular theme. Some assessment tasks can be done at the same time while others should be done individually. The teachers need to read the procedure written for assessment section before they start the assessment. Assessment is to be done two times. The assessment tasks given in the workbook are for the first assessment and they should be photocopied when completed and are to be kept in each student's file together with the scoring sheet. After the first assessment, the teachers need to organize remedial class and do the second assessment. For the second assessment, the teachers need to design the tasks themselves by looking at the objectives set for each theme in the scoring sheet. The detailed procedure regarding the assessment is given in each theme. It is strongly recommended that each teacher should have a teacher's guide at least the digital copy with them.

### What do the icons mean?

Each task in the workbook comes with an icon which indicates the skill/task. The icons are kept at all the instructions. The particular icon means the major focus of that task; however, the follow up activity may focus on another skill/task.

	Listen.		Write.
	Speak.		Listen and sing. Listen and say. Listen and act.
	Read		Match.

### What do different colours mean?

The instructions throughout the tasks are in different background colours. The colour refers to the degree of involvement of the students ranging from full teacher support to self-learning. The interpretation of different colours with an example of each are shown in the table below, however it depends on the specific context. The task suggested for self-learning may sometimes require full teacher support whereas the tasks suggested for full-teacher support sometimes can be done by the

students with little support of the teachers. The teachers, therefore, are suggested to carry out the tasks as per the context of their school.

Background Colour	Example	Meaning
Red	<b>Listen and sing</b>	Full teacher support
Blue	<b>Listen to the teacher and complete the sentences.</b>	Partial teacher support
Green	<b>Look at the pictures and say what they are doing.</b>	Peer support
Yellow	<b>Complete this letter to your friend.</b>	Self-learning

### Some other useful tips

Here are some other useful tips that help you teach English effectively.

1. The workbook follows this principle: hear before you can say it, say before you can read it, read before you can write it. Follow the same principle while teaching the lessons.
2. Use games in the classroom. There are lots of language games suitable for lower grades. The activities suggested in the workbook and teacher's guide can also be carried out as games. You can also find games on different websites.
3. Use Meaning, Form and Pronunciation (MFP) or Meaning, Pronunciation and Form (MPF) technique in teaching vocabulary and grammar. The teacher's guide has suggested to use the technique in several places. Meaning refers to what the word, expression or grammar structure expresses. Pronunciation refers to how a particular word is pronounced. Form refers to how a word is written. It covers spelling, other forms (e.g. plural), collocations and its grammatical behaviour (e.g. noun). If you are teaching the word 'book', teach the meaning first (show the book in the classroom), give lots of examples (this is a book, that is a book, that's her book, that's his book, it's my book, the book is big, the book is small). Then teach the pronunciation (drill the words – whole class, pair, individual) and finally, write the spelling on the board (b-o-o-k), give them the plural form, tell them that it is a noun etc.
4. Use short simple instructions. Use Instruction Checking Questions (ICQs). Work in pairs. Take turns to ask and answer questions in pairs. (Are you working individually or in pairs? Do you write the answers? etc.)
5. Use lots of gestures. The students may not understand everything you say in English. Use simple English with gestures so that you will not need to translate into their language to help them understand what you mean. For example, when you say 'stand up', gesture with your hands too together with the phrase 'stand up'.
6. Learn some basic classroom language. Here are some examples.

I was out all day.  
I am your teacher.  
Where are the boys/girls?  
Do you have a pen?  
Can I ask you a question?  
See you tomorrow.  
Go and stand at the back.  
I have been busy.  
I bought a pen but I lost it.  
Open your book.  
Please come inside.  
Could you help your friend?  
Did you do your homework?

This is for you?  
Can you give me your book?  
Go to your room.  
I had a bath today.  
Did you have a bath?  
How are you?  
The book is in my bag.  
Let me see your book.  
Don't look outside.  
What does this mean?  
Don't eat too much.  
I like my school very much.  
I need help.  
Put on your shoes.  
This class is very quiet.  
Stand in a line.  
You should do your homework regularly.  
I am so happy.  
Some students are absent today.  
What sort of work does your father do?  
He is still writing.  
Listen to the recording.  
This is my chair.  
What time is it?  
Can you come to my house?  
I want some biscuits.  
We were in the assembly.  
She is not feeling well.  
Why are you late?  
Did you finish your work?  
Can you all stand up?

7. Get the students to be active. Maximize Student Talking Time (STT). Let the students speak/write even if they make mistakes. They learn through mistakes. Do not make immediate corrections. This may discourage students. Use other techniques to correct students' errors like; self-correction, peer correction etc. Delayed correction can be useful.
8. Use the correct model of language. It is only you from where the students get exposure to English. So, use the correct model of language. You can use an authentic online dictionary to learn the correct pronunciation of words.
9. Use audio visual resources. There are lots of songs in the workbook. Go over to YouTube to learn the tune. If it is possible, download the song on your mobile, play the song and help them learn the tune to sing the song. There are several listening tasks as well. For those tasks, you can simply record the listening text on your mobile and play for the task. If it is conversation, invite one of your colleagues to help you act out the dialogue for recording purposes.
10. Use a gradual release model (I do, we do and you do). For any of the tasks, you do a model first while the students just listen and watch you, then invite the students to do the task together with you and finally ask them to do the task themselves.
11. Monitor the students' activities and provide feedback. While the students are doing the assigned task, move around and listen to/watch them so that you can provide feedback to help them learn.
12. Assess the students' learning and track their progress. During or at the end of the activity, assess whether the students have learnt the teaching point or not. For this, you do not need to give a written test, you can just observe them or talk to them.

13. Use remedial class. If you find that the students have not learnt and have not achieved the learning outcome, organize a remedial class. Reteaching, simplified instruction, individual support, extra tasks/time or any other appropriate strategies can take the form of remedial teaching.
14. Get them practise. It is not just practice but meaningful practice. Doing the same thing in a different way can be a meaningful practice. Getting the students to do the same thing time and again in the same way is not practice.
15. Get the students to read a lot. Many researches have concluded that reading is the most useful way of input in language learning. Encourage the students to read. Help them get the books from the library.
16. Use 'Think, Pair, Share (TPS). Ask the students to think over the question individually, then they will discuss it in pairs and finally they will share it to the whole class. This way, the students feel comfortable.
17. Use pair work and group work. Pair work and group work are very useful in teaching language. Some tasks in the workbook are suitable for pair work while others are suitable for group work. Make sure that the students do the assigned task in pairs and in groups.

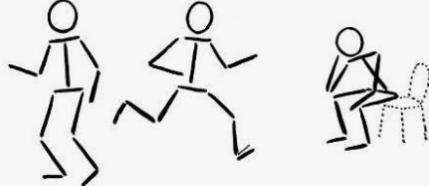
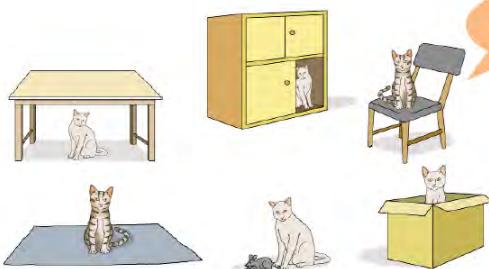
#### Time allocation (in hours)

Theme	Time for teaching	Time for remedial teaching and assessment	Total time
Me and my Family	20	1	21
My daily Life	15	2	17
My School	15	2	17
Our Environment	20	1	21
My Belongings	5	3	8
Our Culture	10	2	12
Communication Technology and Market	5	2	7
Fruits and Vegetables	5	2	7
Hobbies and Interests	5	2	7
Birds and Animals	10	1	11
Total	110	18	128

#### Some suggested resources

Here are some materials that you can make and use in your classroom. They can be useful in teaching different language points. These are some suggested materials with their example pictures. The teachers should make these by themselves.

Name	Picture
Word wheel	

Sentence wheel	
Flashcards	
Matchstick figures	
Pictures	
Snake and ladder	 <p>(This can be used for teaching different points)</p>

### How can the integration be done?

The four subjects prescribed for grade 2 are based on themes. Some themes are common across all subjects while others are common in two or three subjects. If you are teaching common themes, pay attention to how you can integrate the lessons in other subjects. Some activities are suggested in the respective lessons of common themes in the book. Similarly, you can look at the elaboration section given in the curriculum document which will help you to notice common things across the subjects and make decision regarding the possible activities that suit for other subjects.

## Theme: Me and My Family

This theme is common in all the four subjects. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

<b>Number of lessons:</b> 6 (Lesson 1 to 6)	
<b>Soft skills:</b> Taking care of oneself, self-discipline, self-awareness, communication, collaboration, self-discipline, sociability, decision making, honesty/integrity, self-esteem, sense of belonging	
<b>Total working hours:</b> 20	
<b>Language function</b>	Greeting and leave taking, talking about age, introducing others and talking about home and family.
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and sing</li><li>• Listen and say</li><li>• Listen and act</li><li>• Listen and write</li><li>• Listen and complete</li><li>• Listen and show</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Talk about family</li><li>• Talk about self</li><li>• Ask and answer about taking care of body parts</li></ul>
<b>Vocabulary</b>	parents, village, homework, a black dog, shop, farm, long dark hair, a cute cat, robot, jungle, jumping, worm, listen, swim, trim, comb, brush, wash
<b>Reading</b>	<ul style="list-style-type: none"><li>• Description of a family</li><li>• A text related to introducing people</li><li>• Introduction of a robot, monkey and fish</li><li>• Description and functions of body parts</li><li>• Description of taking care of body parts</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Completion of a paragraph about family</li><li>• A description of a picture</li><li>• Ten sentences about family</li><li>• A paragraph about friend</li><li>• Label the parts of body</li><li>• Five sentences about taking care of body</li></ul>

## Lesson 1

### Birendra's Family

This is the first lesson on the theme *Me and My Family*. The whole lesson is focused on family relations. The students will practise different language skills in this lesson.

There are eight topics in this lesson.

1. Talk about the picture. (Listening and speaking)
2. Listen and sing. (Listening and speaking)
3. Match. (Vocabulary)
4. Learn these words. (Vocabulary)
5. Read and answer (Reading)
6. Complete the text about your family. (Writing)
7. Make your family profile. (Project work)
8. Describe the picture. (Writing)

#### **Objectives:**

- Identify different members of the family from a picture.
- Listen to the teacher and sing a rhyme.
- Learn the meaning of unfamiliar words.
- Read a short text about a family and do comprehension tasks.
- Complete a text about the students' own family.
- Make a family profile.
- Describe a picture about a family.

**Materials:** Family puppets (for task 2), word and picture cards (for tasks 3 and 4), a model of a family profile (for task 7).

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Talk about the picture.**

**30 minutes**

This task focuses on speaking and listening skill. Follow these steps.

- Show the pictures and ask: What do you see in the picture? Who are the people in the picture? Let the students answer. Move around the class and check that everyone can identify the family members, animals and things in the picture and say in English. (Elicit the words: grandfather, grandmother, father, mother, brother, sister, cat, dog, house, basket, etc.)
- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
- Read the words on the board one by one and tell them to point out and identify people, animals and objects in the picture. For example, the teacher reads the word grandmother and the students point out at the picture of the grandmother.
- Erase the words from the board and tell them that they will listen to you and write the words in their exercise books. Also, tell them that the pictures will help them.



- Once they are ready with their pencils, read out the words one by one slowly. For example, the teacher pronounces the word 'brother' and the students write 'brother' in their exercise books.
- Move around the class and make sure that all the students have written the words. Make sure that the students have written correct spelling.
- Ask the students to tell some sentences about the picture. Ask some guiding questions for this? For example; how many members are there? Who are they? What animals are there? Write the sentences on the board.

### Integrating other subjects

- Ask the students: what are they wearing? Note down the names of clothes they say. Ask which of them the people wear in their family. This way you can fulfil the learning outcome of *Serofero*: आफ्नो परिवारका सदस्यहरूले लगाउने पहिरनको नाम बताउन।
- Ask the students: Say the family relationship words for the people in the picture in Nepali. This way, the students learn the words and talk about the family relationship.

## 2. Listen and sing.

**25 minutes**

This task focuses on listening and speaking skills. The students will listen to the teacher and sing the rhyme. Follow these procedures:

- Sing the rhyme yourself showing family puppets and doing actions and ask the students to listen to you. (For example, when you are singing the line 'Father, father! So kind', show the puppet of father and do the action with a gesture.)
- Sing the rhyme again and ask the students to repeat after you. Follow the method of the snowball principle. (*The teacher says a sequence becoming longer and longer. After each saying the students repeat that sequence in chorus.*)
- After the students learn to sing, let them sing themselves. Move around and check if they are singing with action or not.
- Now, discuss on the content of the rhyme. Do not discuss word-to-word, but make them know the content with the help of the pictures given in that activity.
- Divide the students in pairs and ask them to share who are there in their families. Move around the class to see if the students are taking part actively in the conversation.
- When the students finish doing that. Invite some pairs to the front of the class. Tell them to share who are there in their partner's family.

### Listen and sing.

Father, father! So kind.  
Mother! Mother! Never mind.  
Grandfather! Grandfather! Love and share.  
Grandmother! Grandmother! Take care.  
Brother! Brother! Play the ball.  
Sister! Sister! Where's the doll?



**Who are there in your family? Tell your friends.**

## 3. Match.

**15 minutes**

This task focuses on vocabulary. The students will match the pictures with the family relation words. Follow these procedures:

- Ask the students to identify the pictures. For this, show them the picture one by one and ask them who they are.
- Ask the students to read the words in the column on the right.

### Match.



### Match.

grandfather

mother

grandmother

father

brother

sister

- Now, ask the students to match the pictures in the column on the left with the words in the column on the right.
- Once they complete, check their answers and provide feedback to them if needed.

### Integrating other subjects

- Ask the students: Say the family relationship words in Nepali. This way, the students learn the words and talk about the family relationship.

### 4. Learn these words.

**15 minutes**

This task focuses on vocabulary. The students will learn the words so that it helps in the comprehension of the reading text. Follow these procedures:

- Show the pictures one by one and ask them to identify the pictures. After this show the word cards pronouncing the words and tell them to point at the pictures in their books.
- Now write the words on the board and conduct drill practice so that the students will learn the pronunciation and spelling.

#### Learn these words.



### 5. Read and answer.

**50 minutes**

This task focuses on reading skill: both loud reading (for decoding) and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit father mother, son, daughter, etc.). Whose family is this? (Elicit: Birendra's family.)
- Ask the students to share who are there in their families? Get them to say the members of their family using the words of family relation like father, mother, etc. Encourage them to speak.
- Tell them that they are going to read the text about Birendra's family.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the first paragraph loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

#### Questions:

- Which grade does Birendra study in? (Answer: two)
- How old is he? (Answer: seven)
- Where does he live? (Answer: in a village)
- What is his father's name? (Answer: Hari Narayan)
- How old is he? (Answer: 35)
- Tell them to read the remaining part of the text.

#### Read and answer.

**What do you see in the picture?**



Birendra is a grade two student. He is seven years old. He lives in a village. He lives with his parents. His father, Hari Narayan is 35 years old. He loves Birendra. He is a good father.

Birendra's mother is Rima. She is 33 years old. She helps Birendra with his homework. She is helpful.

Birendra has a sister. Her name is Nitu. She is ten years old.

Birendra has a pet dog. Its name is Kale. It is a big black dog.

Birendra loves his family very much.

#### Complete the sentences.

- Birendra lives with his \_\_\_\_\_.
- His father is \_\_\_\_\_ years old.
- His \_\_\_\_\_ helps him do homework.
- Birendra's \_\_\_\_\_ is ten years old.
- Kale is a \_\_\_\_\_.

When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

#### Questions:

- What is Birendra's mother's name? (Answer: Rima)
- How old is she? (Answer: 33)
- Who is Nitu? (Answer: Birendra's sister)
- How old is she? (Answer: ten)
- What is the name of Birendra's pet dog? (Kale)
- Ask the students to look at the exercise 'Complete the sentences.' And tell them that they need to fill in the blank spaces with the words from the text.
- Ask the students to read the text silently and complete the sentences.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

#### Answers:

- a. parents
- b. 35
- c. mother
- d. sister
- e. dog

#### Integrating other subjects

- You can also ask the students to talk about the ages of people in the text. This helps to fulfil the learning outcome of *Serofero*: आफू र आफूनो परिवारका सदस्यहरूको उमेर बताउन.

#### 6. Complete the text about your family.

30 minutes

This is a writing task. The students have to complete the blank spaces with the information about their family. Follow these procedures.

- Ask the students to read the text and make them know what they need to fill in each gap.
- Ask them to fill in the blank spaces and move around the class to help them if they need any.
- When they finish, tell them to share their answers one by one and provide necessary feedback.

#### Complete the text about your family.

My name is \_\_\_\_\_ . I live in a \_\_\_\_\_ (big/small) family. My father's name is \_\_\_\_\_ . My mother's name is \_\_\_\_\_ . I have \_\_\_\_\_ sister/sisters and \_\_\_\_\_ brother/brothers.

#### Integrating other subjects

- This task can be translated into Nepali and the students can be asked to complete the text with Nepali words. This helps to fulfil the learning outcome of Nepali language.

#### 7. Make your family profile.

15 minutes

This is a project activity under writing task. The students have to make the family profiles of their families. Follow these procedures.

- Display a sample of a family profile (can be the profile of your own family).
- Tell them to paste the photos of their family members on a piece of a chart paper. Write the relationship and the names just below the photos.
- Tell them to do the task as homework and inform them that they can take help of their parents as their homework.

#### Make your family profile.

Name : _____	Name : _____	Name : _____
Name : _____	Name : _____	Name : _____

#### Integrating other subjects

- This task can be translated into Nepali and the students can be asked to make their profile in Nepali language. This helps to fulfill the learning outcome of Nepali language.

### **8. Describe the picture.**

**30 minutes**

This is a writing task. The students have to write some sentences about the picture given there. Follow the steps below.

- Ask the students to look at the picture given in this activity. Ask: What is the picture about? What can you see in the picture? Who are these people in the picture? Tell them to say some sentences orally about the picture. Provide your feedback.
- Tell them to write the description of the picture on the basis of the discussion. Once they complete the task, ask them to share their answers and provide feedback.

#### **Describe the picture.**



#### **Integrating other subjects**

- The students can be asked to write a short description in Nepali language too.

## Lesson 2

### I Love My Family

This is the second lesson on the theme *Me and My Family*. The lesson talks about family members and their ages. The students will practise different language skills talking about themselves, their family members and their ages.

This lesson includes eight topics:

1. Act. (Listening and speaking)
2. Find and write. (Vocabulary)
3. Talk about yourself. (Speaking)
4. Learn these words. (Vocabulary)
5. Read and answer. (Reading)
6. Write the words. (Vocabulary)
7. Listen and say. (Listening and speaking)
8. Write ten sentences about your family. (Writing)

#### **Objectives:**

- Act the conversation of greeting, introducing and leave taking.
- Find the words of family relation from the word grid.
- Talk about self.
- Pronounce the new words from the reading text and learn their meanings.
- Read a short text and do comprehension tasks.
- Write words with the help of pictures.
- Write ten sentences about their families.

**Materials:** Photos of family members of students if they have (for task 3), picture cards, words cards (for task 4).

#### **Before you teach:**

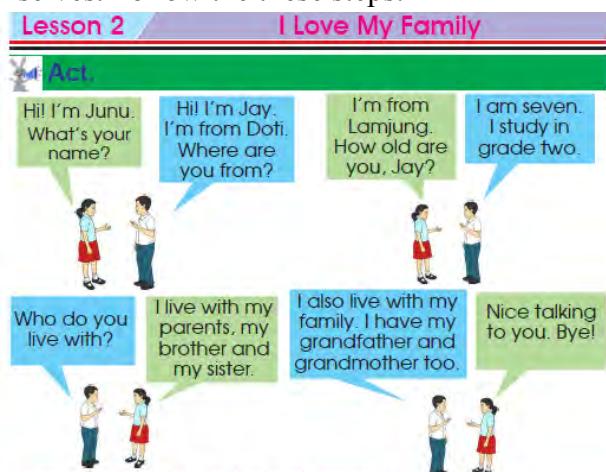
- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Act.**

**30 minutes**

This is a listening and speaking task. The students will first act out the conversation given in the book and then they will have similar conversation about themselves. Follow the these steps:

- Tell the students to look at the pictures and ask these questions: What do you see in the picture? How many people are there? What are they doing? (Elicit: There are two people. They are talking.)
- Tell them that you are going to read the conversation and they will follow you.
- Call one of the students in the front of the class. You play the role of Junu and the student will act as Jay. Other students will listen to your conversation.
- Now ask two students to come to the front of the class. One will act as Junu and the other as Jay. Tell the other students to observe them and listen to their conversation.
- Divide the students into pairs. Ask them to practise the conversation acting as Junu and Jay. Once they finish, tell them to reverse their roles. Move around the class and make sure the students are actively participating.
- Call one of the pairs in front of the class and tell them to have the conversation like Junu and Jay using their own information. Other students will listen to them.
- Now, ask each pair to have similar conversation using their own real information.



- Tell them to reverse their turns once they finish.
- Move around the class and facilitate them.
- Say the correct words in order (of the pictures) and ask them to check whether their answers are correct or not. Make sure that they have written correct words.

## 2. Find and write.

**15 minutes**

This is a vocabulary task. The students have to find out five words related to family relation from the grid and then they have to write those words. Follow the following steps:

- Remind the students the words related to family relations that they have learnt in lesson 1.
- Ask the students to look at the pictures and guess the words.
- Tell them to look at the part of the grid where they see a part highlighted by a red box.
- Tell them to read the highlighted word '**PARENTS**'.
- Now tell them that they have to mark five more words related to family relations in the grid taking the help of the pictures.
- Move around the class and help them in doing the activity. They have to mark the words: GRANDMOTHER, **GRANDFATHER**, **SISTER**, **CHILDREN** and **BROTHER**.
- Once they find out the words, tell them to write the words in the spaces given on the next page.
- Once they finish, check if they have written correct spelling or not. Provide suggestions if they need to correct.
- Ask some of the students to spell and pronounce these words.

### Find and write.

J	K	P	K	<b>P A R E N T S</b>	J
G	R	A	N	D M O T H E R Y	
F	A	M	I	L Y W J I Q D Q	
O	G	R	A	N D F A T H E R	
H	L	F	R	N F S I S T E R	
C	H	I	L	D R E N F V F X	
B	R	O	T	H E R T Z X R E	

a.	_____
b.	_____
c.	_____
d.	_____
e.	_____

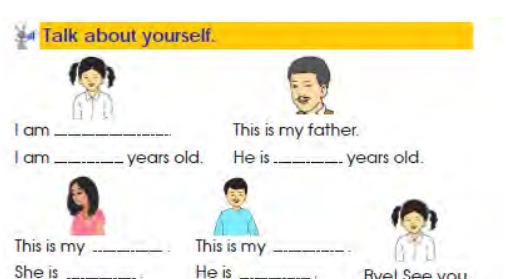
## 3. Talk about yourself.

**35 minutes**

This is a speaking task. Here the students introduce their family members and their ages. Follow the following steps for this task:

- First, you talk about yourself showing the photos of your family members using the clues given in the book. For example:

I am Ramita Gurung.  
I am 38 years old.  
This is my father. (showing the photo)  
He is 62 years old.  
This is my mother. (showing the photo)  
She is 58 years old.  
This is my brother. ((showing the photo)  
He is 35 years old.  
(You can also talk about other family members of yours if there are any)



- Invite some of the students to come to the front of the class and talk about themselves in the same way. Help them if needed.
- Now, divide the students in pairs and ask them to talk about themselves turn by turn in the same way. Tell them to talk about all the family members they have.

- While they practise, move around the class and make sure that everyone is involved in the task. Provide feedback if you see it is necessary.

### Integrating other subjects

- This task can be done in Nepali too where they can learn to introduce oneself and others in Nepali.

## 4. Learn these words.

**15 minutes**

This task focuses on vocabulary. The students will learn the words so that it helps in the comprehension of the reading text. Follow these procedures:

- Show the pictures one by one and ask them to identify the pictures. After this show the word cards pronouncing the words and tell them to point at the pictures in their books.
- Now write the words on the board and conduct drill practice so that the students will learn the pronunciation and spelling.

### Learn these words.



a shop



farm



long dark hair



a cute cat

## 5. Read and answer.

**35 minutes**

This is a reading task. The students will read the text about Preeti's family and do the comprehension tasks. Follow the following steps for this task:

- Ask some questions about their parents as given below.

### Questions:

- What is your father's name? How old is he? What is his job? How does he look like?
- What is your mother's name? How old is she? What does she do? How does she look like?
- Do you have a brother or sister? What is his/her name? How old is she/he? How does she/he look like?
- Do you have a pet? What it is? What is its name? How does it look like?

- Ask the students to go through the text and find out whose family they are going to read about. (Preeti).
- Tell them that they are going to read the text about Preeti's family.
- Tell them to follow you with their fingers when you read the text. (Learn the correct pronunciation of the words from the text beforehand). At the end of each sentence you read, ask questions. You may ask some questions while reading which help you know that the students are following you in one hand and on the other hand it supports the students to comprehend the text.
- Tell them to read the questions given. Make sure that they understand all the questions.
- Tell them to read the text and find out whether the sentences are true or false. Ask them to put a tick mark in the box if it is true and a cross if it is false.
- Move around the class and help them to find the answers if necessary. Make sure that they have written the correct answers.

### Read and answer.

Hi friends! I am Preeti Rajbanshi from Jhapa. I am seven years old. My mother's name is Uma. She runs a shop. She is thirty five. She has got a long dark hair.

My father is Amar. He works in a farm. He is thirty seven. He is tall and fat.

I have a brother. His name is Ravi. He is five. He is small. He has a pet. It is a cat. Its name is Shuri. It is very cute.



True or false? Put a tick  or a cross .

- Preeti's mother is 37 years old.
- Preeti is younger than Ravi.
- Preeti has two brothers.
- Shuri is a pet.

- When they finish, do whole class feedback for each statement. Ask why a particular statement is true or false. This helps the students learn the skill to find out the answers in a reading text.
- Answers: (a. Preeti's mother is 37 years old. False, because she is **35**. b. Preeti is younger than Ravi. False, because **Preeti is 7 and Ravi is 5**. This means **Preeti is older**. c. Preeti has two brothers. False, because she has **a brother**. d. Shuri is a pet. True, because Shuri is **Ravi's pet**.)

#### Integrating other subjects

- This task can fulfil the learning outcomes of Serofero: आफू र आफ्ना परिवारका सदस्यहरूको काम (पेसा) र उमेर बताउन।

### 6. Write words.

**20 minutes**

This is a vocabulary task. Follow the steps for this activity:

- Talk about the pictures. Ask the students what they are. (Elicit: hair, nose, cat and eyes)
- Tell them to write the words given before the pictures and then the name of the pictures as shown in the example.
- Ask the students to do the task individually.
- Move around the class and help them.
- Once they finish, get them to share their answers and provide feedback.

#### Write the words.

long +	= long hair	dark +	= _____
long +	= _____	bright +	= _____
cute +	= _____		

### 7. Listen and say.

**20 minutes**

This is a listening and speaking task. Follow the steps for this activity:

- Pronounce the word one by one and ask the students to follow you.
- Say some of the words from the table and ask the students to spell them.
- Now read some words from the list and ask the students to cross the words that they hear.
- Move around the class and see if the students have done the activity correctly. If they have made any errors provide feedback.

#### Listen and say.

doll	son	mat
uncle	sun	bat
girl	pig	cat
hole	sit	fat
nail	salt	hat

### 8. Write ten sentences about your family.

**20 minutes**

This is a writing task. Follow these steps for this activity:

- Tell the students that they are going to write ten sentences about their family. Tell them that they can write about names, age and work of their family members. They can also write how their family members look like.
- You can provide a sample by writing about your own family on the board as shown below.

My name is BabinYadav. I live with my family. There are four members in my family. They are my father, mother, me and my sister. My father's name is Rajesh. He is 35 years old. He is a teacher. My mother's name is Shanti. She is 33 years old. She is a farmer. ....

#### Write ten sentences about your family.

a.	_____
b.	_____
c.	_____
d.	_____
e.	_____
f.	_____
g.	_____
h.	_____
i.	_____
j.	_____

- You can assign this task as homework to them.

#### Integrating other subjects

- This task can be set in Nepali too.

### Lesson 3

#### Uncle Shiva's Family

This is the third lesson on the theme *Me and My Family*. The lesson talks about family relations other than parents and their children. The students will practise different language skills around the topic.

This lesson includes five topics:

1. Listen and read. (Listening and reading)
2. Complete the puzzle. (Vocabulary)
3. Listen and complete. (Listening)
4. Read and answer. (Reading)
5. Write about Rita's family. (Writing)

#### Objectives:

- Listen to the teacher and read the text.
- Learn the family relation vocabulary. (other than those that the students have learnt in the previous lesson)
- Listen to the teacher and complete the sentences.
- Read a text about a family and answer the questions.
- Write sentences about a family.

**Materials:** Pictures (for task 3 and 4)

#### Before you teach:

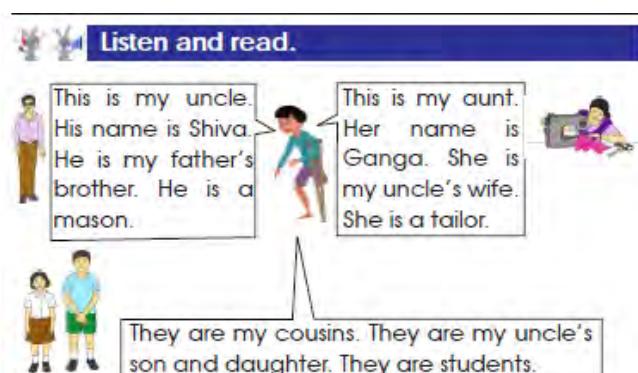
- Study the workbook thoroughly.
- Have the materials ready.

#### 1. Listen and read.

20 minutes

This is a listening and reading task. Follow the steps:

- Read aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Finally, ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.



#### Integrating other subjects

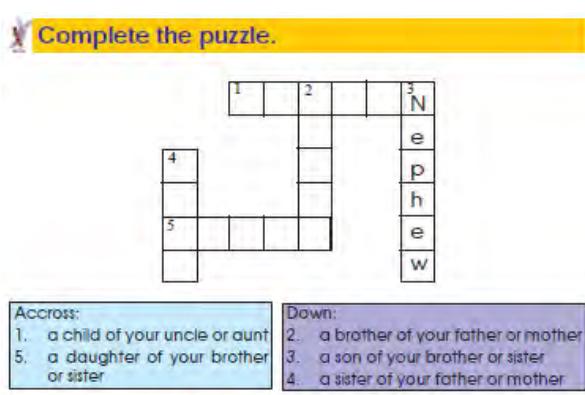
- This task can fulfil the learning outcomes of *Serofero*: आफू र आफ्नो परिवारका सदस्यहरूको काम (पेसा) र उमेर बताउन।

#### 2. Complete the puzzle.

35 minutes

This is a vocabulary task. Follow the steps:

- Tell the students that they have to fill the words in the puzzle as per the definition given. One of them is done for them as an example.
- Ask the students if they know the word for each definition. If they cannot, provide the first letter as a clue.
- Even if they cannot do, tell them the word to be filled in the puzzle.
- Once they complete the puzzle, write the words from the puzzle on the board.
- The words are: 1. Cousin, 2. Uncle, 3. Nephew, 4. Aunt, 5. niece



- Pronounce the words correctly and ask the students to follow you. Get them to pronounce and spell the words correctly. Conduct a drill practice for this.
- After they learn the pronunciation and spelling of the words, tell them to use the words in their own sentences.
- When they finish the task, check their sentences. Accept all the meaningful sentences with correct structures.

**Now, use the words in your own sentences.**

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

### Sample sentences (These are some of the possible answers.)

- My cousin is younger than me.
- My uncle is a teacher.
- My father's nephew is six years old.
- My aunt is a housewife.
- Nabina is my niece.

### 3. Listen and complete.

**25 minutes**

This is a listening task. Students have to complete the sentences listening to the teacher. In doing this, they can take the help of the pictures. Follow these steps:

- Ask the students to look at the pictures and say what the people and the dog are doing. Tell them to look at the first picture. Make them read the sentence given there. (Elicit: cooking food, eating food, washing clothes, reading and writing, and playing a ball)
- Tell them that they will listen to you and write the words in the blank spaces given in their workbook. Also, tell them that the pictures will help them.
- Once they are ready with their pencils, read out the sentences one by one. Focus on the missing words. (The sentences are: My grandmother is cooking food. My aunt is eating food. My uncle is washing clothes. My cousins are reading and writing. My puppy is playing a ball.)
- Tell them that you are going to read out the sentences again. This time they will write if they have missed and check whether they have written correct words or not.
- Move around the class and make sure that all the students have written the words. Tell them that they are going to check their answers. Read out the sentences but do not say the words that go for the blanks. Pause the students say the words by themselves. If they have written wrong words, tell them to look at the picture. Make sure that the students have written the correct spelling.



### 4. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the pictures and ask these questions: What is the man doing? (Elicit: building a wall.) What is the woman doing? (Elicit: cooking food) What tools do you see? (Elicit: plumb bob, hammer, trowel and shovel.) Encourage them to speak.
- Ask: Do you have your uncle and aunt? How old are they? What do they do? Etc.
- Tell them that they are going to read the text about Uncle Shiva.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.

- Tell them to read the first paragraph loudly. When they finish, ask them these questions and elicit answers from them. When they answer, ask them to show you where the answers lie. (Questions: How old is Shiva? What is his job? How long does he work? (Answers: Shiva is thirty years old. He is a mason. He works from morning to evening.) Make sure that everyone finds the answers.
- Tell them to read the second paragraph loudly. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie. (Questions: Who is Lata? How old is she? What does she do? (Answers: Lata is Shiva's wife. She is twenty eight years old. She cooks food for her family.) Make sure that they can answer all the questions.
- Tell the students to look at the questions given. Make sure that they understand what the questions mean.
- Ask them to read the text, find out the answers and write. The students will do this task individually.
- Move around the class and check if they are doing as instructed. Help them to find out the answer if required.
- When they finish, ask them to check each other's answers.
- Finally, do whole class feedback. (Answers: a. thirty. b. A mason. c. twenty eight. d. cooks food for her family. e. yes.)

#### Integrating other subjects

- This task can fulfil the learning outcomes of Serofero आफू र आफ्नो परिवारका सदस्यहरूको काम (पेसा) र उमेर बताउन।

#### Read and answer.

My uncle's name is Shiva. He is my father's brother. He is thirty years old. He is a mason. He is very popular in my village. He is very busy. He works from morning to evening. He works even on Saturdays.



Lata is my uncle's wife. She is twenty eight. She is a housewife. She cooks food for her family. Sometimes she helps my uncle in his work.



#### Write short answers.

a. How old is Shiva?

---



---

b. What does he do?

---



---

c. How old is Lata?

---



---

d. What does she do?

---



---

e. Does Lata love Shiva?

---



---

## 5. Write about Rita's family.

**60 minutes**

This is a writing task. In this task, students need to write about Rita's family. For this, they need to study the picture given in the workbook first. Follow the steps:

- Tell them that they are going to write about the given picture. Tell them that it's Rita's family. Say: Who is Rita? Point to the picture. (The girl in blue dress on the right.) In the same way pointing to the picture of other family members, ask who they are. (Elicit: Rita's father, Rita's mother and Rita's brother.)
- Ask: What pet animals do they have? (Elicit: a cat and a dog) What other animals do they have? (Elicit: goat, cow, buffalo, hen, and cock, and their babies.)
- Write the words elicited from the students on the board.
- When finished, tell the students to look at the picture and the words on the board and write some sentences in the workbook. Tell them that the first sentence is given as an example.

#### Write about Rita's family.



a. This is Rita's family.

---



---

b.

---



---

c.

---



---

d.

---



---

e.

---



---

f.

---



---

g.

---



---

#### Sample answer:

This is Rita's family. She lives with her parents. Rita has a brother. They have a cat and a dog. They are their pets. They also have a cow, a buffalo and a goat, and their babies. They have a cock, a hen and chicks.

- Move around the class and help them. Check their answers after they finish the task. Make sure that they have written meaningful sentences with correct spelling and grammar.

#### Integrating other subjects

This task can be set in Nepali too.

## Lesson 4

### It's Me

This is the fourth lesson on the theme *Me and My Family*. The lesson is talking about self. The students will practise different language skills around the topic.

This lesson includes seven topics:

1. Listen and read. (Listening and reading)
2. Complete these and talk to your friends. (Speaking)
3. Listen and act. (Listening and speaking)
4. Learn these words. (Vocabulary)
5. Read and answer. (Reading)
6. Write about your family and talk to your friends. (Writing and speaking)
7. Write a similar paragraph about your family. (Writing)

#### Objectives:

- Listen to the teacher and read the text.
- Talk about self with friends.
- Listen to the teacher and complete the sentences.
- Act out the conversation.
- Learn the meaning of the words robot, jungle, jumping, worms, swimming and listening, and pronounce them correctly.
- Read a text and do comprehension tasks.
- Write a paragraph about one's family and a paragraph about a friend's family.

**Materials:** Word and picture cards (for task 4)

#### Before you teach:

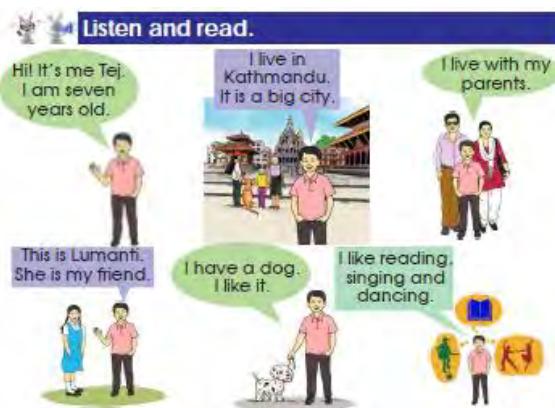
- Study the workbook thoroughly.
- Have the materials ready.

### 1. Listen and read.

**20 minutes**

This is a listening and reading task. Follow the steps:

- Read aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Finally, ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.



#### Integrating other subjects

- This task can be set in Nepali too.

### 2. Complete these and talk to your friends.

**35 minutes**

This is a speaking task. Here the students have to first complete the sentences with the information about themselves. Then, they have to talk about themselves to their friends. Follow the following steps for this task:

- First, you write about yourself completing the sentences given in the book. Paste a photo of your own. For example:

Hello! I am Subi Kumal.  
I live in Dhading.  
I live with my parents.  
I am 35 years old.

I have a brother.  
I like my family.

*(You can also talk about other family members of yours if there are any)*

- Display your sentences to the students and talk about yourself.
- Ask the students to complete the sentences in the same way using their own information.
- Once they complete, ask some of the students to come to the front of the class and talk about themselves.
- Now, divide the students in pairs and ask them to talk about themselves turn by turn in the same way. Tell them they can add other information about themselves if they want.
- While they practise, move around the class and make sure that everyone is involved in the task. Provide feedback if you see it is necessary.

 Complete these and talk to your friends.

Hello! I am _____.	Paste your photo here.	I live in _____.
I live with _____.		I am _____ old.
I have a _____.		I like _____.

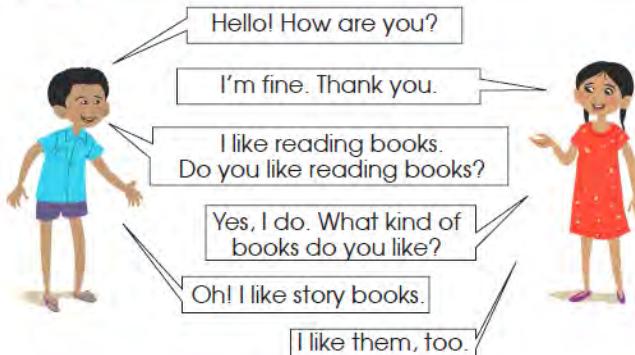
### 3. Listen and act.

**20 minutes**

This task focuses on speaking skill. The students learn to greet and talk about their interests with each other. Follow these procedures:

- Tell the students to look at the pictures. Ask: who are they? (They are friends) What are they doing? (They are talking) What does the boy say first? (Hello! How are you?) What is the girl's answer? (I'm fine. Thank you.) What does the boy like? (Reading books.) What kind of book does he like? (Story books.) Does the girl like to read story books? (Yes, she does.)
- Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
- Now, invite two students: one girl and one boy to the front of the class and ask them to act out the dialogue. The rest of the students will listen.
- Divide the students in pairs and ask them to act out the conversation.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing that ask them what they like doing. Ask for further information on the basis of their responds.
- Invite some pairs to the front of the class and act out the conversation using their own information. Other students will listen to them.
- Now, ask the students to act out the dialogue in pairs using their own information. Tell them to reverse the roles.
- Move around the class and help them if they feel any difficulty.

 Listen and act.



Now, practise in pairs. Talk about yourself.

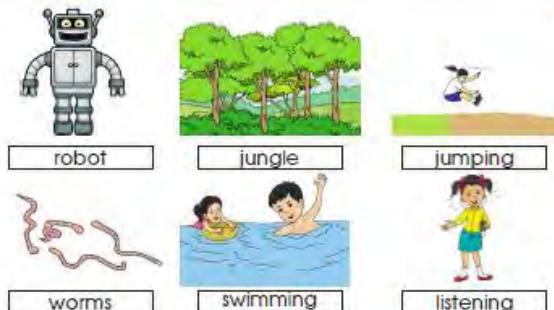
#### 4. Learn these words.

15 minutes

This task focuses on vocabulary. The students will learn the words so that it helps in the comprehension of the reading text. Follow these procedures:

- Show the pictures one by one and ask them to identify the pictures. After this show the word cards pronouncing the words and tell them to point at the pictures in their books.
- Now write the words on the board and conduct drill practice so that the students will learn the pronunciation and spelling.

#### Learn these words.



#### 5. Read and answer.

60 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the pictures and ask: What do you see in the pictures? (Elicit: a robot, a monkey and a fish.)
- Tell them that they are going to read the text.
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the first paragraph loudly. When they finish, ask them these questions and elicit answers from them. When they answer, ask them to show you where the answers lie.

##### • Questions:

What is the name of the robot? How old is it? Where is it from? What does it like?

##### • Answers:

Lisa. Seven. From the world of science. Listening to music and English rhymes.

- Tell them to read the second paragraph loudly. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

##### • Questions:

Who is Bonzo? How old is it? Where does it live? What is its sister's name? What does it like?

##### • Answers:

A monkey. Six. Kid. Jumping. Make sure that they can answer all the questions.

- Tell them to read the third paragraph loudly. When they finish, ask them these questions and elicit answers from them. When they answer, ask them to show you where the answers lie.

##### • Questions:

What is the name of the fish? How old is it? Where does it live? What does it eat? What is its hobby?

##### • Answers:

Fin. Seven months. In water. Worms. Singing.

- Make sure that they can answer all the questions.

#### Read and answer.



Hello! My name is Lisa. I'm a robot. I'm seven years old. I am from the world of science. I help people in their work. I like listening to music. I like English rhymes.



Good morning! My name is Bonzo. I'm a monkey. I'm six years old. I live in the jungle. Kiki is my sister and my best friend. I like jumping. Banana is my favourite food.



Hello! My name is Fin. I'm a fish. I'm seven months old. I live in water. Otto is my best friend. I eat worms. I like swimming. My hobby is singing.

#### Write short answers.

- Who is Lisa?
- Where is Bonzo from?
- What's Bonzo's favourite food?
- Who is Fin's best friend?
- Who is the oldest of all?
- Who can be your friend?

a robot

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Tell the students to look at the questions given. Make sure that they understand what the questions mean.
- Ask them to read the text, find out the answers and write. The students will do this task individually.
- Move around the class and check if they are doing as instructed. Help them to find out the answer if required.
- When they finish, ask them to check each other's answers.
- Finally, do whole class feedback. (Answers: a. a robot. b. jungle. c. banana. d. Otto. e the robot. f. the robot/the monkey)

## 6. Write about your family and talk to your friends.

**20 minutes**

This is a writing task. Here the students have to first complete the sentences with the information about themselves. Then, they have to share it to their friends. Follow the following steps for this task:

- First, you write about yourself completing the sentences given in the book. For example:

Hi, my name is Ankit. I am from Dharan. I am forty-two years old. I have a big family. There are seven members in my family. How many members do you have in your family?

(Note: Keep question mark at the end of the last sentence.)

- Ask the students to complete the sentences in the same way using their own information.
- Once they complete, ask them to tell it to their friends.
- Move around the class and provide necessary feedback.

### Integrating other subjects

This task can be set in Nepali too.



**Write about your family and talk to your friends.**  
Hi, my name is \_\_\_\_\_ I am \_\_\_\_\_ from \_\_\_\_\_. I am \_\_\_\_\_ years old. I \_\_\_\_\_ a big family. There are \_\_\_\_\_ members in my family. How \_\_\_\_\_ members do you have in your family.

## 7. Write a similar paragraph about your friend.

**30 minutes**

This is a writing task. Here the students have to write a paragraph about their friend similar to the one that they have written in task 6. Follow these steps for this task:

- First, ask the students to read the paragraph they have written in the earlier task.
- Tell them to write a similar paragraph about their friend. Tell them to begin using the clues given in the book.
- Move around the class and provide necessary help to them.
- Once they complete, check their answers. Check spelling, punctuation and grammatical correctness, and provide feedback if needed.



**Write a similar paragraph about your friend.**

\_\_\_\_\_ is my friend. He/She is from \_\_\_\_\_

## Lesson 5

### My Body

This is the fifth lesson on the theme *Me and My Family*. The lesson is about the parts of human body. The students will practise different language skills around the topic.

This lesson includes six topics:

1. Draw the lines to show the body parts and say. (Vocabulary)
2. Listen to your teacher and show the body parts. (Listening)
3. Listen and act. (Listening and speaking)
4. Listen and write. (Listening)
5. Read and answer. (Reading)
6. Label the parts of body. (Writing)

#### Objectives:

- Identify the parts of body.
- Learn the words related to parts of body with correct spelling and pronunciation.
- Listen to the teacher and complete the sentences.
- Act out the conversation.
- Read a text and do comprehension tasks.
- Label the parts of body.

**Materials:** A chart showing the parts of body (for task 1)

#### Before you teach:

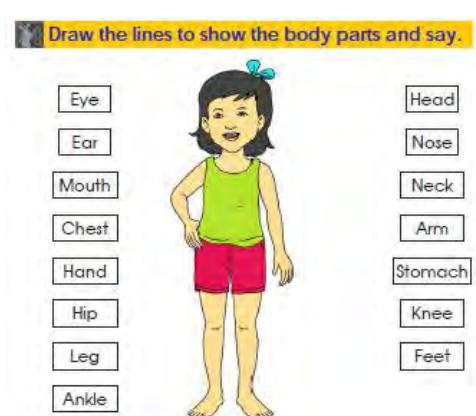
- Study the workbook thoroughly.
- Have the materials ready.

#### 1. Draw the lines to show the body parts and say.

**60 minutes**

This is a vocabulary task. This task makes students familiar with the parts of human body. Follow these steps or the task:

- Show the parts of your own body and ask the students to name them. They may say in Nepali. If they do so, you say the English word just after their answer. For example, when you show your head and ask what that is, they may say *tauko*, and you will say, "Yes, it's head."
- Repeat this procedure for all parts given in the book.
- Next time, ask the students to follow you as you'll say the name of the body parts and show them. (For example you will touch the nose say 'nose' and the students will also do the same.)
- Display a chart showing parts of body and their names. Read the names and ask the students to repeat after you. Conduct a drill practise for this so that the students learn the name, pronunciation and spelling at the same time.
- Now, ask the students to look at the task given in the book. Tell them that they have to match the names with the body parts drawing the lines. Students will do the task individually.
- Move around the class and help them when they do the task.
- Once they finish it, conduct a mass feedback session.



#### 2. Listen to your teacher and show the body parts.

**20 minutes**

This is a listening task. Follow these steps:

- Tell the students that you will name the body parts one by one and they will show them saying "**This is my .....** Or **These are my .....**"

**Listen to your teacher and show the body parts.**

Say like these:

This is my head.

These are my eyes.

- Say the words randomly and the students will show the body parts. For example, you will say 'mouth' and the students will show their mouths saying, "This is my mouth."
- You can make them play a game like '**Simon says .....**'. For this you will say, for example, "**Simon says show your legs.**" And the students will show their legs. The one who does a mistake will be out from the game. The one who remains the last will be the winner.

### 3. Listen and act.

**20 minutes**

This task focuses on both listening and speaking skills. It is a guessing game. Follow these procedures:

- Tell the students to look at the pictures. Ask: who are they? (They are teacher and students.) What are they doing? (They are talking.)
- Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
- Now, invite three students: two girls and one boy to the front of the class and ask them to act out the dialogue. You will play the role of the teacher. The rest of the students will listen.
- Divide the students in the groups of four and ask them to act out the conversation. One of them will play the role of a teacher and other three will play the role of students.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing that, ask them to work in the same group. This time they will talk about other parts of the body in the same way.
- Move around the class and help them if they feel any difficulty.



### 4. Listen and complete.

**25 minutes**

This is a listening task. Students have to complete the sentences listening to the teacher. In doing this, they can take the help of the pictures. Follow these steps:

- Ask the students to look at the pictures and say what the people are doing. (Elicit: washing face, brushing teeth, combing hair, taking bath.)
- Tell them that they will listen to you and write the words in the blank spaces given in their workbook. Also, tell them that the pictures will help them.
- Once they are ready with their pencils, read out the sentences one by one. Focus on the missing words. (The sentences are: I wash my face. I brush my teeth. I comb my hair. I take bath.)
- Tell them that you are going to read out the sentences again. This time they will write if they have missed or check whether they have written correct words or not.
- Move around the class and make sure that all the students have written the words. Tell them that they are going to check their answers. Read out the sentences but do not say the words that go for the blanks. Pause the students say the words by themselves. If they have written wrong words, tell them to look at the picture. Make sure that the students have written the correct spelling.



### Integrating other subjects

- The activities in this task can be acted out and it encourages the students' acting skill.

### 5. Read and answer.

**45 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the pictures and ask: What do you see in the pictures? (Elicit: ears, eyes, teeth, tongue, hands and legs.)
- Tell them that they are going to read the text.
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the text loudly. When they finish, ask them these questions and elicit answers from them. When they answer, ask them to show you where the answers lie.

**• Questions:**

How many eyes do you have? What do they do? How many ears do we have? How do they help us? What does a tongue do? How do legs help us? What part of our body do we use to write?

**• Answers:**

Two. See things. Two. To hear. Tastes the food. To stand and walk. Hands.

What is the name of the fish? How old is it? Where does it live? What does it eat? What is its hobby?

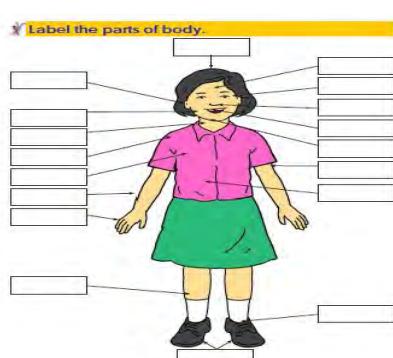
- Tell the students to look at the questions given. Make sure that they understand what they need to fill in the blank spaces.
- Ask them to read the text, find out the words and write. The students will do this task individually.
- Move around the class and check if they are doing as instructed. Help them to do the task if needed.
- When they finish, ask them to check each other's answers.
- Finally, provide whole class feedback.
- **Answers:** a. see, b. chew, c. eat, d. stand and walk, e. hands

## 6. Label the parts of body.

30 minutes

This task focuses on writing skill. Students have to write the names of the parts of body. Follow these procedures:

- First ask the students to name the parts of the body shown by the arrows orally. Make sure that they know all the parts they need to label.
- Tell the students to write the name of the parts of body in the boxes.
- Move around the class and provide necessary help to the students.
- When they finish, check the answers. Make sure that they have written the correct spelling. Provide feedback if it is necessary.



### Integrating other subjects

- This task can be done in Nepali too which will help the students learn the words of body parts in Nepali.

## Lesson 6

### I Take Care of My Body

This is the sixth and the last lesson on the theme *Me and My Family*. The lesson is about taking care of our body. The students will practise different language skills around the topic.

This lesson includes eight topics:

1. Look at the pictures and discuss.
2. Listen and write. (Listening)
3. Match. (Vocabulary)
4. Ask and answer. (Listening and speaking)
5. Learn these words. (Vocabulary)
6. Read and answer. (Reading)
7. How do you take care of your body? Write five sentences. (Writing)
8. Draw the pictures of food items that you eat. (Drawing)

#### **Objectives:**

- Discuss on the pictures showing the ways of taking care of the body.
- Listen to the teacher and complete the sentences.
- Ask and answer the questions about taking care of the body.
- Learn the meaning and pronunciation of the words that help in comprehending the reading text.
- Read a text and do comprehension tasks.
- Write five sentences about the ways of taking care of the body.
- Draw the pictures of food items that the students eat.

**Materials:** Picture and word cards (for task 3), situation cards (for task 4)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures and discuss.**

**20 minutes**

This is a listening and speaking task. This task makes students familiar with the ways of taking care of our body. Follow these steps or the task:

- Show the pictures and ask: What do you see in the picture? (Elicit: fruits, playing ball, washing hands, combing hair and sleeping.)
- Ask them why these pictures are given there? Tell them that they are necessary to take care of our body. Tell them: We should eat healthy food. We should play or do exercise. We must wash our hands with soap and water from time to time. We must comb our hair. We must sleep to give rest to our body.)
- Invite some of the students in front of the class and tell them to describe the pictures as you did before.
- Provide feedback to them if needed.
- Now divide the students into groups of four or five and have them discuss on these pictures.
- Move around the class and help them.

#### **Look at the pictures and discuss.**



#### **2. Listen and write.**

**25 minutes**

This is a listening task. Students have to complete the sentences listening to the teacher. Follow these steps:

- Tell the students that they will listen to you and write the words in the blank spaces given in their work book.

#### **Listen and write.**

- a. Eat healthy \_\_\_\_\_.
- b. Have plenty of \_\_\_\_\_.
- c. Play \_\_\_\_\_ and do exercises.
- d. Comb your \_\_\_\_\_.
- e. Wash your \_\_\_\_\_.

**How do you take care of your body? Tell your friends.**

- Once they are ready with their pencils, read out the sentences one by one. Focus on the missing words. (The sentences are: Eat healthy food. Have plenty of rest. Play games and do exercises. Comb your hair. Wash your hands.)
- Tell them that you are going to read out the sentences again. This time they will write if they have missed or check whether they have written correct words or not.
- Move around the class and make sure that all the students have written the words. Tell them that they are going to check their answers. Read out the sentences but do not say the words that go for the blanks. Pause the students say the words by themselves.
- Make sure that the students have written the correct spelling. Provide feedback if it is necessary.
- Finally, invite some of the students in front of the class and tell them to share how they take care of their body.
- Divide the students in pairs and ask them to share how they take care of their body with each other.

### Integrating other subjects

- This helps the students learn how they can keep their body clean and this is directly related to *Serofero*.

### 3. Match.

**15 minutes**

This task focuses on vocabulary. The students will match the pictures with the name of parts of body. Follow these procedures:

- Ask the students to identify the pictures. For this, show them the picture one by one and ask them what they are. (Elicit: teeth, hands, hair and nails.)
- Ask the students to read the words in the column on the right. Tell them that these are the ways of taking care of the parts of the body given in the column on the left.
- Now, ask the students to match the pictures in the column on the left with the words in the column on the right.
- Once they complete, check their answers and provide feedback to them if needed.

#### Match.

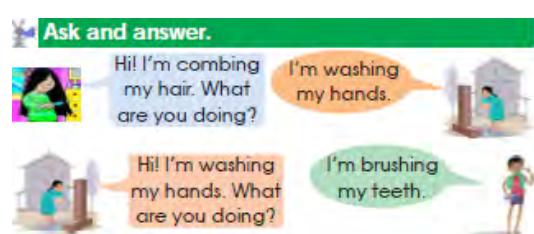


### 4. Ask and answer.

**20 minutes**

This task focuses on speaking skill. The students learn to ask and answer yes/no questions focusing on possessions. Follow these procedures:

- Tell the students to look at the pictures. Ask: What are they doing? (They are talking.) What are they talking about? (They are talking about the ways of taking care of our body.)
  - Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
  - Now, invite three students: two girls and a boy in front of the class and ask them to act out the dialogue. The rest of the students will listen.
  - Ask the students to work in pairs and act out the dialogue.
  - Tell them that they are going to ask and answer questions based on the situation cards they choose.
- Samples of situation cards:



Provide necessary feedback after the students' performance.

## 5. Learn these words.

15 minutes

This task focuses on vocabulary. The students will learn the words so that it helps in the comprehension of the reading text. Follow these procedures:

- Show the pictures one by one and ask them to identify the pictures. After this, show the word cards pronouncing the words and tell them to point at the pictures in their books.
- Now write the words on the board and conduct drill practice so that the students will learn the pronunciation and spelling.
- You may also ask them to use these words/phrases in their own sentences orally.

### Learn these words.



## Integrating other subjects

- By pointing at the pictures of vegetables, the students can be asked to say the names of green vegetables and fruits found at the local level. This is linked with *Serofero*.

## 6. Read and answer.

60 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them that they are going to read the text.
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the first paragraph loudly. When they finish, ask them these questions and elicit answers from them. When they answer, ask them to show you where the answers lie.

### Questions:

Why do we need to take care of our body? What things are important to keep us healthy?

### Answers:

To keep ourselves healthy.

Cleanliness, rest, exercise and balanced diet.

- Tell them to read the second paragraph loudly. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

### Questions:

How do we get rest? When should we go to bed and get up?

### Answers:

By sleeping. Early.

- Tell them to read the third paragraph loudly. When they finish, ask the question below and elicit answer from them.

### Question:

What should we do to keep our body clean?

### Answers:

Take bath. Brush teeth. Comb hair. Trim nails. Wash hands.

### Read and answer.

We need to take care of our body to keep ourselves healthy. Cleanliness, rest, exercise and balanced diet are very important for this.

Our body needs rest. We need plenty of sleep for rest. We need to go to bed early in the evening. We should get up early in the morning.

Similarly, we need to keep our body clean. We should take bath regularly. We should brush our teeth twice a day. We should comb our hair. We should trim our nails every week. We should wash our hands with soap and water before and after meal.

Games and exercises are also necessary for our body. They keep us fit and fine. They also make us active.

We need to eat different types of food. We should eat vegetables, fruits, milk, meat, eggs, rice, etc. We should drink enough water.

### Write short answers.

a. Write one thing to keep your body clean.

b. When should we go to bed?

c. What makes us active?

d. What should we eat?

e. What type of food do you eat at home?

- Tell them to read the fourth paragraph loudly. When they finish, ask the question below and elicit answer from them.

- **Question:**

Why are games and exercises necessary for us?

- **Answer:**

To keep us fit and fine.

- Tell them to read the last paragraph loudly. When they finish, ask the question below and elicit answer from them.

- **Question:**

What are the different foods that we eat?

- **Answer:**

Fruits, vegetables, milk, meat, eggs, rice, etc.

- Make sure that they can answer all the questions.
- Tell the students to look at the questions given. Make sure that they understand what the questions mean.
- Ask them to read the text, find out the answers and write. The students will do this task individually.
- Move around the class and check if they are doing as instructed. Help them to find out the answer if required.
- When they finish, ask them to check each other's answers.
- Finally, provide whole class feedback. (a. Accept any of the answers discussed while studying the third paragraph. b. Early. c. Games and exercises. d. Fruits, vegetables, milk, meat, eggs, rice, etc. e. Accept any food items that students eat regularly at home.)

## 7. How do you take care of your body? Write five sentences.

**30 minutes**

This is a writing task. Here the students have to write five sentences on how they take care of their body. Follow the following steps for this task:

- First, ask the students how they take care of their body. Elicit as many sentences as possible from them.
- Tell them to write five sentences about it in their book.
- Move around the class and provide necessary help to them.
- Once they complete, check their answers. Check spelling, punctuation and grammatical correctness, and provide feedback if needed.

<b>X How do you take care of your body? Write five sentences.</b>
a. _____
b. _____
c. _____
d. _____
e. _____

## 8. Draw the pictures of food items that you eat.

**15 minutes**

This is a drawing task. Here the students have to draw the pictures of the food items they eat. Follow the following steps for this task:

- First, ask the students what food items they eat.
- Tell them to draw the pictures of those items.
- Tell them to colour those pictures.
- Move around the class and provide necessary help to them.
- Once they complete, ask them to display their pictures. Ask the students to decide who has drawn the best.



### Integrating other subjects

- The drawing task is linked with Serofero.

## Assessment 1

This is the assessment section for the theme 'Me and My Family'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and tick.

This task is to be done individually on one-on-one basis. Make sure that everyone has the workbook.

Tell the students that there are four pairs of words. You will read one of the words from each pairs and they have to put a tick mark in the box against the word.

Say the words, one at a time and ask the student to tick. Notice if he/she has done correctly. Score 1/2/3 or 4 whichever is appropriate in the record sheet.

#### 1. Listen to your teacher and tick.

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| a. house <input type="checkbox"/> | b. head <input type="checkbox"/> |
| mouse <input type="checkbox"/>    | bed <input type="checkbox"/>     |
| c. cat <input type="checkbox"/>   | d. dog <input type="checkbox"/>  |
| bat <input type="checkbox"/>      | log <input type="checkbox"/>     |

#### 2. Listen to your teacher and say the rhyming words for these.

kind old farm son food

### 2. Listen to your teacher and say the rhyming words for these.

This task is to be done by the students individually but in whole group. Tell them that you are going to read a list of words and they will listen, and choose the rhyming words for each of the words in the box. Then they will say the rhyming words. Score 1/2/3 or 4 as per their answers in the record sheet.

List of words:

1. man, god, mind, kite
2. on, gold, rod, owl
3. warm, name, fast, fan
4. star, bun, sow, snake
5. frog, wood, bed, door

### 3. Listen to your teacher and answer.

This task is to be done by the students individually but in whole group. Tell them that you are going to read a text, they will listen and write the answers. Score 1/2/3 or 4, as per their answers, in the record sheet.

#### Listening text

Birendra is a grade two student. He is seven years old. He lives in a village. He lives with his parents. His father, Hari Narayan is 35 years old. He loves Birendra. He is a good father.

#### 3. Listen to your teacher and answer.

- a. How old is Birendra?
- 
- 

- b. Where does he live?
- 
- 

- c. What is his father's name?
- 
- 

#### Answers:

- a. Seven.
- b. In a village.
- c. Hari Narayan.

4. Talk about your family in pairs. Say at least five sentences.

5. Read and answer.

Hi friends! I am Preeti Rajbanshi from Jhapa. I am seven years old. My mother's name is Uma. She runs a shop. She is thirty five. She has got a long dark hair.

My father is Amar. He works in a farm. He is thirty seven.

### 4. Talk about your family in pairs. Say at least five sentences.

Invite the students in pairs. Ask them to talk to each other about their family in at least five sentences. Notice if they have done the task correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

He is tall and fat.

I have a brother. His name is Ravi. He is five. He is small. He has a pet. It is a cat. Its name is Shuri. It is very cute.

- a. Where is Preeti from?
- 
- 

- b. What does Uma's mother do?
- 
- 

- c. How many brother does Uma have?
- 
- 

### 5. Read and answer.

This is the reading test. This is to be administered in the whole group but the students need to write their answers individually. Make sure that the students have their workbook and pencils ready. Ask them to read and answer the

given questions. Move around the class to make sure that they are not copying from others. Score 1/2/3 or 4 and record in the record sheet.

**Note:** There should be 'Preeti' in the questions in the place of 'Uma.' Correct the questions before you administer.

**Answers:**

- a. Jhapa.
- b. Runs a shop.
- c. One.

**6. Answer the following questions.**

This is the writing test about students' family. They will do the task individually. Ask them to write the answers of each or the questions given there. Check their answers and score it after they write.

**6. Answer the following questions.**

- a. What is your name?

---

---

- b. How old are you?

---

---

- c. Who are there in your family?

---

---

- d. What is your father's name?

---

---

- e. What is your mother's name?

---

---

When all the students finish, collect the workbooks. Get assessment 1 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.

### **Theme: My Daily Life**

This theme is common in all the four subjects. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

**Number of lessons:** 6 (Lesson 7 to 12)

- **Soft skills:** Managing daily life, Time management, Making action plans, Team work, Communication, Self-awareness, Self-motivation

**Total working hours:** 15

<b>Language function</b>	Talking about daily habits and activities, Telling the time, Describing past actions and events
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and say</li><li>• Listen and act</li><li>• Listen and write</li><li>• Listen and repeat</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Talk about pictures</li><li>• Ask and answer</li><li>• Talk about daily activities</li><li>• Talk about activities in a zoo</li><li>• Talk about activities in a fair</li></ul>
<b>Vocabulary</b>	get up, o'clock, half past, dress up, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, morning, evening, today, tomorrow, yesterday, lunch, dinner, watch, bedtime, go to bed, enjoy, spend time, library day, vacation, holiday, test, etc.
<b>Reading</b>	<ul style="list-style-type: none"><li>• Working in the kitchen</li><li>• Activities at school</li><li>• Activities in a garden</li><li>• Activities on Saturdays</li><li>• Summer vacation</li><li>• Going to a temple</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• A paragraph on things done in the kitchen</li><li>• A paragraph on things done at school</li><li>• Description of a garden</li><li>• A paragraph on things done on Saturdays</li><li>• A paragraph on things done in last holiday</li><li>• Four sentences about a place of pray</li></ul>

## Lesson 7

### Before School

This is the first lesson on the theme *My Daily Life*. The lesson focuses on the morning activities, time of clock, days of the week and the activities done in the kitchen. The students will practise different language skills in this lesson.

There are seven topics in this lesson.

1. Look at the pictures, discuss and read. (Listening, speaking and reading)
2. Talk about the picture. (Speaking)
3. Ask and answer. (Listening and speaking)
4. Listen and say. (Listening and speaking)
5. Listen and act. (Listening and speaking)
6. Read and answer. (Reading)
7. What do you do in the kitchen? Write. (Writing)

#### **Objectives:**

- Tell the activities that the students do at home in the morning.
- Describe a picture.
- Tell the time.
- Tell the days of a week.
- Read a text and do comprehension activities.
- Write a paragraph on what they do in the kitchen.

**Materials:** Word cards (for task 2 and 4), a clock (for task 3)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**25 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Ask the students to look at the pictures and guess who is Bunny. (Elicit: a rabbit.)
- Show the pictures one by one and ask: What do you see in the pictures? (Elicit: sleeping, taking food, reading a book, eating meal, wearing clothes and going to school.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Invite some students in front of the class and ask him/her to share what things he/she does in the morning before going to school.
- Divide the students in pairs and ask them to share what they do in the morning with each other. Move around the class and help them if needed.



**What do you do in the morning? Tell your friends.**

#### **2. Talk about the picture.**

**15 minutes**

This task focuses on speaking and listening skill. Follow these steps.

- Show the pictures one by one and ask: What is it? Let the students answer. Move around the class and check that everyone can identify the objects and say in English. (The objects are: clock, painting, calendar, television, lamp, telephone, sofa, cupboard, curtain, book, rack and mat.)
- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
- Erase the words from the board and tell them that they will listen to you and write the words on a sheet of paper without looking at the workbook.
- Tell them some sentences about the picture like: This is a picture of a room. There is a clock on the wall. There is a beautiful painting.....
- Then ask the students to talk about other things in the picture. Tell them to take help from the list of the words from the book. Provide feedback if needed.

#### Integrating other subjects

- The words can be taught in Nepali too.

#### Talk about the picture.



### 3. Ask and answer.

**15 minutes**

This task focuses on speaking skill. The students learn to ask and answer about the time of the clock. Follow these procedures:

- Show a real clock to the students and ask: **What time is it now?** (Elicit: **It is .....o' clock.**)
- Rotate the hands of clock to different numbers on the clock and repeat the same questions eliciting the time from the students. Encourage them to speak.
- Tell the students to look at the pictures. Ask: who are they? (They are friends) What are they doing? (They are talking) What question did the girl ask? (What time is it now?) What was the boy's answer (It is nine o'clock.)
- Now, invite two students: one girl and one boy to the front of the class and ask them to act out the dialogue. The rest of the students will listen.
- Divide the students in pairs. Tell them that they are going to ask and answer questions based on the pictures of the clock given in the book. Tell them one will ask, "What time is it now?" and the other will reply saying, "It is .....o' clock." Divide the students in pairs and ask them to ask and answer about other objects.
- Move around the class and check if the students are doing correctly. Help them if necessary.

#### Integrating other subjects

- This task can also fulfil the learning outcome of Mathematics: घडी हेरी घण्टा र मिनेटमा समय भन्न र लेख्न।

#### Ask and answer.



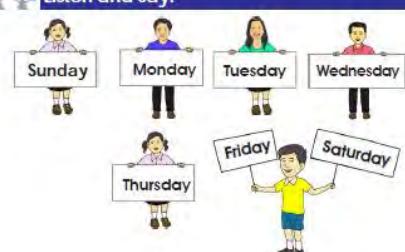
### 4. Listen and say.

**15 minutes**

This task focuses on listening and speaking skills. The students will learn the days of the week. Follow these procedures:

- Ask the students if they know the name of the days of the week. If they know, ask them to share.
- Say the name of the days with the correct pronunciation and ask the students to follow you.
- Write the name of the days on the board and conduct a drill practise so that the students can learn both the spelling and pronunciation.

#### Listen and say.



- Divide the students into two groups. Put them in a line. Put the word cards (prepared beforehand) on the floor. Shout out a word at a time. One student from each group runs to pick up the word card. Whoever picks up the correct word card first earns a point for his/her team.

#### Integrating other subjects

- This task can be done in Nepali too. The students learn the translation of the English words and Nepali words for the days of the week.

### 5. Listen and act.

**15 minutes**

This is a listening and speaking task. The students will first act out the conversation given in the book and then they will have similar conversation about themselves. Follow the following steps:

- Tell the students to look at the pictures and ask these questions: What do you see in the picture? How many people are there? What are they doing? (Elicit: There are two students and a calendar. They are talking.)
- Tell them that you are going to read the conversation and they will follow you.
- Call one of the students in the front of the class. You play the role of Chunu and the student will act as Munu. Other students will listen to your conversation.
- Now ask two students to come to the front of the class. One will act as Chunu and the other as Munu. Tell the other students to observe them and listen to their conversation.
- Divide the students into pairs. Ask them to practise the conversation acting as Chunu and Munu. Once they finish, tell them to reverse their roles. Move around the class and ensure active participation of the students.

#### Listen and act.

Chunu : Hi Munu! What day is today?

Munu : Today is Tuesday. What day was yesterday?

Chunu : Yesterday was Monday.

What day is tomorrow?

Munu : Tomorrow is Wednesday.



#### Integrating other subjects

- Using a real calendar page, the students can be asked to talk about and write the year, month and date to fulfil the learning outcome of Mathematics: क्यालेण्डर हेरेर कुनै दिनको मिति (साल, महिना, गते, बार) भन्न र लेख्न।

### 6. Read and answer.

**40 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: Father, mother and daughter are working in the kitchen. Father is cooking food. Mother is washing dishes. Daughter is peeling potatoes, etc.). Whose family is this? (Elicit: Bindu's.)
- Tell them that they are going to read the text about what Bindu does in the kitchen.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the text loudly. When they

#### Read and answer.

Bindu is in the kitchen. She loves working in the kitchen. Every morning, she helps her parents in the kitchen. She helps her mother clean the plates. She helps her father in peeling potatoes. Sometimes, she sets the dining table. She knows how to keep her kitchen neat and tidy.



#### Write short answers.

a. What does Bindu love doing?

---



---

b. How does Bindu help her father?

---



---

c. Can you do all the jobs that Bindu does?

---



---

finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

#### Questions:

- Where is Bindu? (In the kitchen.)
- How does she help her mother? (By cleaning the plates.)
- How does she help her father? (By peeling potatoes.)
- What does she know? (To keep her kitchen neat and clean.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the questions. They will do this task individually.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

#### Answers:

- a. Working in the kitchen.
- b. By peeling potatoes.
- c. Yes, I can do.

#### Integrating with other subjects

While doing the pre-reading task, the students can be asked to find out the source of heat from the picture which partially fulfils the learning outcome of *Serofero*: दैनिक जीवनमा प्रयोग हुने तापका स्रोतहरू पहिचान गर्न।

### 7. What do you do in the kitchen? Write.

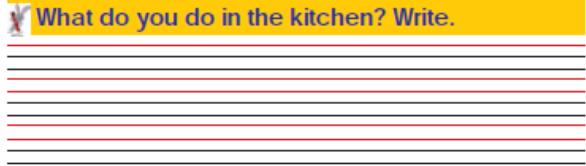
25 minutes

This is a writing task. The students have to write some sentences about what they do in the kitchen. Follow the steps below.

- First, tell the students what you do in the kitchen.  
Ask them to share what they do in the kitchen.  
Write them on the board.
- Write some sentences about what you do in the kitchen. For example:  

I love to work in the kitchen. I cook food every morning and evening. I also peel, wash and cut the vegetables. I wash dishes. I clean the kitchen every day.
- Now, tell the students to write similar text about their own. Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.

#### What do you do in the kitchen? Write.

A set of horizontal lines for handwriting practice, consisting of a red top line, a blue midline, and a black bottom line.

#### Integrating other subjects

- This task can also be set in Nepali too.

## Lesson 8

### At School

This is the second lesson on the theme *My Daily Life*. The lesson is mainly about the activities at school. The students will practise different language skills in this lesson.

There are seven topics in this lesson.

1. Look at the pictures, discuss and read. (Listening, speaking and reading)
2. Talk about the picture. (Speaking)
3. Complete your timetable and talk about your friends. (Speaking)
4. Look at the menu and ask and answer. (Listening and speaking)
5. Listen and act. (Listening and speaking)
6. Read and answer. (Reading)
7. What do you do at school? Write. (Writing)

#### Objectives:

- Tell what the students do at school.
- Describe a picture.
- Tell their daily routine.
- Talk about the food items they take for lunch.
- Read a text and do comprehension activities.
- Write a paragraph on what they do at school.

**Materials:** Word cards for task 2.

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.

### 1. Look at the pictures, discuss and read.

25 minutes

This task focuses on listening, speaking and reading skills. Follow these steps.

- Show the pictures one by one and ask: What do you see in the pictures? (Elicit: Teacher and students in the classroom. A rabbit is singing. Students are reading and writing. Students are playing ball. Students are going back home.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Invite some students in front of the class and ask him/her to share what things they do at school.



What do you do at your school? Tell your friends.

#### Integrating other subjects

This task can be done in Nepali too.

### 2. Talk about the picture.

15 minutes

This task focuses on speaking and listening skill. Follow these steps.

- Show the pictures one by one and ask: What is it? Let the students answer. Move around the class and check that everyone can identify the pictures and name in English. (The pictures are: classroom, playground, school building and temple.)
- Ask them what they do in those places. (Elicit: study, play and worship.)
- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
- Tell them some sentences about the picture like: This is a classroom. We read and write here. There are desks, bags, books, pens, etc in the classroom. ....
- Then ask the students to talk about other places in the picture. Tell them to say what places these are and what they do there. Provide feedback if needed.

#### Talk about the pictures.



### 3. Complete your time table and talk to your friends.

**25 minutes**

This task focuses on speaking skill. The students learn to ask and answer about the time of the clock.

- Ask the students what they do at the time given in the table.
- Tell them to write the activity next to the time in the table as in the example.
- Tell them to write their real information.
- After they complete the table, invite some students randomly and ask them to share their timetable.
- Divide the students in groups of four or five, and ask them to share each other's time table.
- Divide the students in pairs. Tell them that they are going to ask and answer questions. Move around the class and check if the students are doing correctly. Help them if necessary.

#### Complete your time table and talk to your friends.

6 o'clock	get up
6:30	
7 o'clock	
10 o'clock	
1 o'clock	
4 o'clock	
8 o'clock	
9 o'clock	

#### Integrating other subjects

- The students can be asked to do question answer to partially fulfil the learning outcome of Mathematics: घडी हेरी घण्टा र मिनेटमा समय भन्न र लेख्न।

### 4. Look at the menu and ask and answer.

**20 minutes**

This task focuses on speaking skill. The students will ask and answer the questions based on the given menu. Follow these procedures:

- Ask the students to study the menu first. Tell them that the first column has the days of a week, the column in the middle has the food items eaten on that particular day and the third column has the pictures of the food items. Also tell them that the food items given in the menu are for lunch.
- Ask the students to look at the dialogue. Read the dialogue correctly and ask the students to follow you. Invite some pairs of the students in front of the class and tell them to act out the conversation given in the book.
- After this, tell them to make a similar question for the next row and give the answer. One will ask a question and the other will answer it. For example:  
A: What do they eat on Monday?  
B: They eat popcorn.

#### Look at the menu and ask and answer.

A: What do they eat on Sunday?

B: They eat milk, rice and curry.

Days	Lunch Items
Sunday	milk, rice and curry
Monday	popcorn
Tuesday	pfruits, dal and roti
Wednesday	fried rice and juice
Thursday	milk, beaten rice and banana
Friday	rice pudding

What food do you eat at home? Tell your friends.

- Tell them to continue in the same way up to the last row. Other students will listen to their conversation.
- Divide the students in pairs. Tell them that they are going to ask and answer questions based on the menu in the same way as their friends did. Tell them one will ask, "What do they eat on .....?" and the other will reply saying, "They eat ......."
- Move around the class and check if the students are doing correctly. Help them if it is necessary.
- Finally tell them to share what food they eat at home. Encourage them to speak.

### Integrating other subjects

- This task can be given in Nepali too so that the students prepare a list of day-wise food they take.
- The list can be discussed being based on whether the food they eat are healthy or not.

## 6. Read and answer.

**40 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: This is a school. A boy is playing swing. Some students are talking to their teacher.)
- Tell them that they are going to read the text about what Prem does at school.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

### Read and answer.

This is Prem's school. It has a building with many rooms. It has a big ground at the front. The ground has different playthings. Prem plays slides, swings and other games in break hour. It also has a beautiful garden with colourful butterflies. He loves playing with butterflies. He loves going to school.



### Write short answers.

a. What is there in front of school building?

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b. Where is the swing?

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c. Is Prem happy with his school?

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### Questions:

- Whose school is shown in the picture? (Prem's)
- How many buildings are there? (One)
- What does Prem play? (Slides, swings and other games.)
- When does he play? (During break.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the questions. They will do this task individually.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

### Answers:

- A big ground.
- In the ground.
- Yes, he is happy.

## 7. What do you do at school? Write.

**25 minutes**

This is a writing task. The students have to write some sentences about what they do at school. Follow the steps below.

- First, tell the students what you do at school. Ask them to share what they do at school. Write them on the board.
- Write some sentences about what you do at school.  
For example:

I come to school everyday. I teach many things to my students. I also read books and newspapers. I check class work and homework. I also play with my students.

- Now, tell the students to write similar text about their own. Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.

#### **Integrating other subjects**

- This task can be given in Nepali too so that they write what they do at school.

 **What do you do at school? Write.**

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## Lesson 9

### After School

This is the third lesson on the theme *My Daily Life*. The lesson is about evening activities, days of the week, and a text about gardening. The students will practise different language skills around the topic. This lesson includes six topics:

1. Look at the pictures and read what Bunny does after school. (Listening, speaking and reading)
2. Talk about the picture. (Speaking)
3. What do you have in your school garden? Listen to your teacher and write. (Listening)
4. Read the sentences aloud. (Reading)
5. Read and answer. (Reading)
6. How is your garden? Write. (Writing)

#### **Objectives:**

- Tell what the students do at home in the evening.
- Describe a picture.
- Listen to the teacher and write what s/he says about school garden.
- Read the sentences related to days of the week aloud.
- Read a text and do comprehension activities.
- Write a paragraph about their garden.

**Materials:** Word cards (for task 2)

#### **Before you teach:**

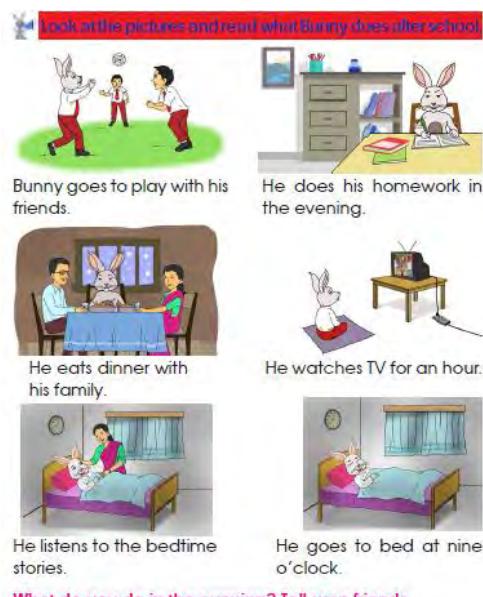
- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures and read what Bunny does after school.**

**25 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Show the pictures one by one and ask: What do you see in the pictures? (Elicit: playing, doing homework, eating dinner, watching TV, listening to stories and going to bed.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Invite some students in front of the class and ask him/her to share what things they do in the evening. Other students will listen to them.
- Ask the students to share what they do in the evening with their partners.



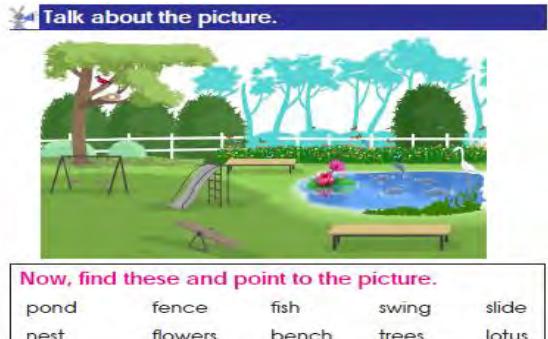
#### **2. Talk about the picture.**

**15 minutes**

This task focuses on speaking and listening skill. Follow these steps.

- Show the pictures one by one and ask: What is it? Let the students answer. Move around the class and check that everyone can identify the objects and say in English. (The objects are: pond, fence, fish, swing, slide, nest, flowers, bench, trees and lotus.)

- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
  - Erase the words from the board and tell them that they will listen to you and point to those pictures.
  - Tell them the words from this list given in the book while moving around and observe how the students are doing the task.



**3. What do you have in your school garden? Listen to your teacher and write. 25 minutes**

This is a listening task. Students will write the sentences about the school garden listening to you. Follow these steps:

- Take the students out to the school garden. Tell them to carry pencils and books with them.
  - Ask them to look around the school garden. Tell them to share what they see in the garden.
  - Tell them that they will listen to you and write the sentences in the blank spaces given in their workbook.
  - Once they are ready with their pencils, tell the sentences one by one. For example:

This is the garden of our school. We have beautiful flowers here. Here are some trees. Here is a small pond. Many birds are sitting here. Some butterflies are flying here and there. This is a beautiful garden.

- Tell them that you are going to read out the sentences again. This time they will write if they have missed or check whether they have written correct sentences or not.
  - Move around the class and make sure that all the students have written the sentences.
  - Check their answers and provide necessary feedback. (Check structure, spelling and punctuation.)

### **3. Read the sentences aloud.**

**20 minutes**

This is a reading task. Students will read the sentences related to the days of the week. Follow these steps:

- Ask a few questions related to the days of the week as given below:  
**Questions:**
    - a. How many days are there in a week?
    - b. Which is the first day?
    - c. Which is the last day?
    - d. Which day comes after Wednesday? Encourage the students to answer these questions.
  - Now tell the students that you are going to read the sentences in the bubbles one by one and they will follow you.
  - Read the sentences aloud with correct pronunciation and ask the students to follow after you.
  - Invite 2/3 students to read the text aloud. Other students will follow them.
  - Now ask all the students to read the text aloud. Move around the



### **Integrating other subjects**

- The task can be done in Nepali too. They learn the names of days in Nepali.

## 5. Read and answer.

40 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell the students to look at the picture and ask: What do you see in the picture? (Elicit: This is a garden. There is a girl. She has a dog with her. There are some beautiful flowers. There is a butterfly.)
- Tell them that they are going to read the text about what Munu does in her garden.
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). They will follow after you.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them.

When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

### Questions:

- Who has a garden? (Munu)
- What does she know about garden? (How to take care of trees.)
- When does she spend much time in the garden? (Saturdays)
- Who does she play with? (Her pet dog.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the questions. They will do this task individually.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

### Answers:

- a. To her garden.
- b. She picks of weeds and waters the plants.
- c. Yes. Because it is a beautiful place.

## 6. How is your garden? Write.

25 minutes

This is a writing task. The students have to write some sentences about their garden. Follow the steps below.

- First, tell the students to say what they have and what they do in the garden orally. Also share them how your garden is.
- Write some sentences about your garden on the board For example:

I have a small garden near my house. It is very beautiful. There are many flowers. There are birds and butterflies. There is a small pond. There are fishes in the pond. I like my garden.

- Now, tell the students to write similar text about their own. Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.

### How is your garden? Write.

## Homework

Draw a picture of a flower in your garden.

### Read and answer.

Munu has a beautiful garden. Every morning, Munu goes there. She picks up weeds and waters the plants. She knows how to take care of plants in the garden. Munu loves gardening. On Saturdays, she spends much time in the garden. She plays with her pet dog in the garden. She also reads books sitting in the garden. She likes her garden very much.



### Write short answers.

a. Where does Munu go every morning?

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b. How does she take care of plants?

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c. Do you also love garden? Why?

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## Lesson 10

### On Saturdays

This is the fourth lesson on the theme *My Daily Life*. The lesson is all about Saturday activities. The students will practise different language skills around the topic.

There are five topics in this lesson.

1. Look at the pictures, discuss and read. (Listening, speaking and reading)
2. Talk about the picture. (Speaking)
3. Make sentences using the words below. (Vocabulary)
4. Read and answer. (Reading)
5. What do you do on Saturdays? Write a short paragraph. (Writing)

#### **Objectives:**

- Tell what the students do on Saturdays.
- Describe a picture.
- Make meaningful sentences using the words given in the book.
- Read a text and do comprehension activities.
- Write a paragraph describing the activities they do on Saturdays.

**Materials:** Word cards (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**25 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Show the pictures one by one and ask: What do you see in the pictures? (Elicit: A rabbit is in a room. A rabbit and a man are in the garden. A rabbit and a woman are working in the field. A rabbit is taking bath. A rabbit, a man and a woman are sitting on a sofa.)
- Tell the students that the rabbit is Bunny and the man and woman are his parents. It is Saturday and Bunny is helping his parents.
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Invite some students in front of the class and ask him/her to share what things they do on Saturdays. Other students will listen to them.
- Ask the students to share what they do on Saturdays with their partners.



#### **2. Talk about the picture.**

**25 minutes**

This task focuses on speaking and listening skill. Follow these steps:

- Show the pictures one by one and ask: Who are there? What are they doing?
- Move around the class and check that everyone can identify who they are and what they are doing.)
- Elicit the answer for each picture from students and write them on the board. For example:
  - ✓ There are guests at home. A woman is serving food to them. A girl is welcoming the guests. A boy and a girl are playing with a doll.



- ✓ A man is selling fruits.
- ✓ A girl is reading a book.
- ✓ A girl is watering flowers.
- ✓ A man, a woman and a girl are cleaning their room.
- ✓ A girl is cycling.
- ✓ Children are playing skipping.

- Read the sentences one by one aloud and ask the students to follow you pointing to the particular picture.
- Erase the sentences and ask some of them to describe the pictures again.
- Tell sentences while moving around and ask them to point at the particular picture related to the sentence.

### 3. Make sentences using the words below.

**25 minutes**

This is a vocabulary task. Here the students will make the sentences using the words given in this exercise. Follow the following steps for this task:

- Ask the students read the words aloud. Ask them if they are familiar with the words. If they are not, make them familiar with them giving examples or using illustrations in task 1.
- Work with the whole class to make a sentence using the word 'guest'. Elicit different answers from them and write those sentences on the board.
- Provide feedback to their answers.
- Ask the students to make the sentences using the remaining words in the same way.
- Once they complete, check their sentences and provide necessary feedback.

#### Make sentences using the words below.

guest

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---



---

garden

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---



---

clean

---



---



---

cycling

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---



---

story

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### 4. Read and answer.

**40 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: There are two girls and a boy. They are playing by the side of a river.)
- Ask them to go through the text and find out the names of the girls and the boy. (Elicit: The girls are Ritu and Amrita and Munal is the boy.)
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). They will follow after you.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

#### Read and answer.



It is a sunny Saturday. Ritu, Munal and Amrita feel hot. In the afternoon, they go to a nearby river. The river water is neat and clean. They swim in the river for an hour. They eat snacks when they are hungry. They play on the river bank. They love making different images on the sand.

##### Write short answers.

a. How is the river water?

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b. What do they do when they are hungry?

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c. Where do they draw different pictures?

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d. What do you like to do in the river?

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### Questions:

- How is the day? (Sunny.)
- How do the children feel? (Hot.)
- Where do they go? (To a nearby river.)
- How long do they swim? (For an hour.)

- Where do they play? (On the river bank.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the questions. They will do this task individually.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

**Answers:**

- a. Neat and clean.
- b. Eat snacks.
- c. On the sand.
- d. I like to swim.

**5. What do you do on Saturdays? Write a short paragraph.**

**25 minutes**

This is a writing task. The students have to write some sentences about what they do on Saturdays. Follow the steps below.

- First, tell the students to say what they do on Saturdays orally. Also share them what you do on Saturdays.
- Write some sentences about what you do on Saturdays on the board. For example:

What do you do on Saturdays? Write a short paragraph.

I get up early. I go on a walk for an hour. I work in the field. I take a bath. I wash my clothes. I play volleyball with my friends in the evening.

- Now, tell the students to write similar text about their own. Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.

**Integrating other subjects**

- This task can be done in Nepali too.

## Lesson 11

### At the Zoo

This is the fifth lesson on the theme *My Daily Life*. The lesson is all about holiday activities. The students will practise different language skills around the topic.

There are six topics in this lesson.

1. Look at the pictures and read what Bunny did at the zoo. (Speaking and reading)
2. Listen to your teacher and write. (Listening)
3. Listen and act. (Listening and speaking)
4. Listen and repeat. (Listening and speaking)
5. Read and answer. (Reading)
6. What did you do in your last holiday? Write a short paragraph. (Writing)

#### Objectives:

- Tell what the students do at a zoo.
- Listen to the teacher and write the name of animals and birds.
- Act out a conversation.
- Listen to the teacher and discriminate minimal pairs.
- Read a text and do comprehension activities.
- Write a paragraph describing the activities they did in their last holiday.

**Materials:** Picture cards (for task 2)

#### Before you teach:

- Study the workbook thoroughly
- Have the materials ready.

### 1. Look at the pictures and read what Bunny did at the zoo.

25 minutes

This task focuses on listening, speaking and reading skills. Follow these steps.

- Show the pictures one by one and ask: What do you see in the pictures? Tell them to answer in the past. If they respond in the present tense, repeat their responses using the past tense. (Elicit: A rabbit was at a zoo. He rode an elephant. He rowed a boat. He sat on the ground with other rabbits. He danced with monkeys.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure that everyone is reading. Help them if they find any difficulty.
- Ask the students if they have ever been to a zoo. Tell them to share what they did if any of them had been.

 Look at the pictures and read what Bunny did at the zoo.



Bunny went to the zoo yesterday.



He rode an elephant.



He enjoyed boating in the pond.



He played with other monkeys.



He also spent time with his friends.

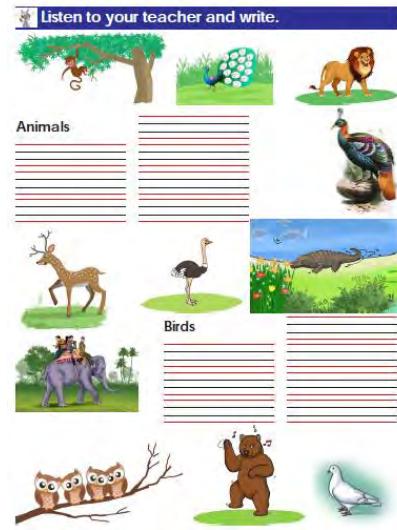
**Have you ever been to a zoo? What did you do there? Tell your friends.**

### 2. Listen to your teacher and write.

25 minutes

This is a listening task. Students have to write the name of birds and animals listening to the teacher. In doing this, they can take the help of the pictures. Follow these steps:

- Ask the students to look at the pictures and ask: What is it? (Elicit: monkey, peacock, lion, lophophores, antelope, ostrich, crocodile, elephant, owls, bear and pigeon.)
- Write the words on the board and conduct a drill practice so that they will learn the pronunciation and spelling.
- Invite some of them randomly and ask them to read the words on the board. Help them if needed.
- Now, ask them which of them are animals and which are birds. (Animals: monkey, lion, antelope, crocodile, elephant and bear. Birds: peacock, lophophores, ostrich, owls and pigeon.)
- Tell them that they will listen to you and write the words on the workbook under the right heading. Tell them to write under animals if it is an animal and under birds if it is a bird.
- Once they are ready with their pencils, read out the names randomly.
- Tell them that you are going to read out the names again. This time they will write if they have missed or check whether they have written under correct heading or not.
- Move around the class and make sure that all the students have done it correctly.
- Divide the students into two groups: birds and animals. Throw the pictures birds and animals on the floor mixing them. (The number of pictures of birds and animals should be equal.) The group named bird has to collect the pictures of birds and keep in the box labelled as birds. Similarly, the other group will collect the pictures of animals and keep in the box labelled as animals. The group which finishes the task earlier will be the winner.



### 3. Listen and act.

**20 minutes**

This task focuses on both listening and speaking skills. Follow these procedures:

- Tell the students to look at the pictures. Ask: what do you see in the pictures? (Elicit: library, a child playing swing, a boy and a girl talking)
- Read out the dialogue with correct stress and intonation. The students will listen to you.
- Now, invite two students: a boy and a girl to the front of the class and ask them to act out the dialogue. The rest of the students will listen to them.
- Divide the students into pairs and ask them to act out the conversation.
- Tell them to reverse their roles once they finish.
- Now tell them to act the dialogue using their own information.
- Move around the class and check if the students are doing correctly. Help them if necessary.



Ali : Hello! Preeti.  
Preeti : Hello! Ali.  
Ali : Which school day do you like the most?  
Preeti : I like Tuesday the most. Tuesday is our library day.  
Ali : Which day do you like the most?  
Ali : I like Friday the most. We have outdoor activities on Fridays.

### 4. Listen and repeat.

**15 minutes**

This is a listening and speaking task. Follow the steps for this activity:

- Pronounce the word one by one and ask the students follow you.
- Tell your students some words from the table and ask the students to spell them.
- Now read some words (a word from each minimal pair) from the list and ask the students to cross the words that they hear.
- Move around the class and see if the students have done the activity correctly. If they have made any errors provide feedback.

get	set	night	right
take	lake	sit	bit
fair	pair	pet	net
pray	bray	read	lead

## 5. Read and answer.

40 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell the students to look at the picture and ask: What do you see in the picture? (Elicit: Two boys are riding bicycles.)
- Ask them to go through the text and find out who the boys are. (Elicit: Rupak and his cousin.)
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). They will follow after you.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

### Read and answer.

It was summer vacation.

Rupak went to his

maternal uncle's house.

His uncle picked him

up from the bus stop.

He gave Rupak some

sweets. His grandmother

gave him rice pudding

to eat. His grandfather

told him stories. He loved to play with cattle there. He also

rode a bicycle with his cousin.



True (✓) or False (✗)? Put a tick (✓) or a cross (✗).

a. Rupak went to his maternal uncle's house in vacation.

b. His grandfather gave him sweets.

c. His grandmother gave him food.

### Questions:

- Where did Rupak go in the summer vacation? (Maternal uncle's house.)
- Who picked up him from the bus stop? (His maternal uncle.)
- Who gave him rice pudding? (His grandfather.)
- Who told him stories? (His grandmother.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the sentences. Tell them that they will put a tick mark in the box if the sentence is right and a cross if the sentence is wrong.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers. Ask them why a particular sentence is right or wrong.

### Answers:

- a. Right    b. Wrong    c. Right

## 6. What did you do in your last holiday? Write a short paragraph.

25 minutes

This is a writing task. The students have to write a paragraph about what they did in their last holiday. Follow the steps below.

- First, tell the students to say what they did in their last holiday orally. Also share them what you did in your holiday.
- Write some sentences about what you did on the board.  
For example:

What did you do in your last holiday? Write a short paragraph.

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I went to my village in my last holiday. I met my parents. I also visited my relatives. I went for fishing with my friends. I also swam in the river.

- Now, tell the students to write similar text about their own. Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.

### Integrating other subjects

- The task can be given in Nepali too.

## Lesson 12

### At a Fair

This is the last lesson on the theme *My Daily Life*. The lesson is all about a fair. The students will practise different language skills around the topic.

This lesson includes six topics:

1. Listen to your teacher and write 1 to 5 in the box. (Listening)
2. What did they do at the fair? Talk to your friends. (Speaking)
3. Listen to your teacher and write. (Listening)
4. Listen and act. (Listening and speaking)
5. Read and answer. (Reading)
6. Where do you go to pray? Draw a picture and write four sentences. (Writing)

#### Objectives:

- Tell what the students did at a fair.
- Describe the pictures.
- Listen to the teacher and write.
- Act out a conversation.
- Read a text and do comprehension activities.
- Write four sentences about the place where they go to pray.

**Materials:** Word cards (for task 2)

#### Before you teach:

- Study the workbook thoroughly
- Have the materials ready.

### 1. Listen to your teacher and write 1 to 5 in the box.

25 minutes

This task focuses on listening, speaking and reading skills. Follow these steps.

- Show the pictures one by one and ask: What do you see in the pictures? Tell them to say in the past. If they respond in the present tense, repeat their responses using the past tense. (Elicit: There was a fair. People bought and sold things. A man sold balloons. A rabbit bought toys. A rabbit ate an ice cream. People played Wooden Ferris Wheel.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you pointing with their finger.
- Next time, the students will read after you.
- Now, tell the students that you will say the sentences in the book one by one but randomly. They have to write 1 for the sentence you say first and in the same way 2, 3, 4 and 5 in the boxes.
- Read the sentences randomly and ask them to write the numbers in the box.
- Ask them to read individually. Move around the class and make sure everyone has done the task correctly.
- Ask the students if they have ever been to a fair. Tell them to share what they did if any of them had been.

 Listen to your teacher and write 1 to 5 in the box.



Bunny went to the fair yesterday.



He bought colorful balloons.



He bought playthings.



He also ate an ice-cream.



He enjoyed playing Wooden Ferris Wheel.

Have you ever gone to a fair? What did you do there? Tell your friends.

## 2. What did they do at the fair? Talk to your friends.

25 minutes

This task focuses on speaking and listening skill. Follow these steps:

- Show the pictures one by one and ask: What were they doing?
- Move around the class and check that everyone can identify.
- Elicit the answer for each picture from students and write them on the board. For example:
  - ✓ There was a fair. A joker was dancing. People were watching him.
  - ✓ People were playing Wooden Ferris Wheel.
  - ✓ A girl was reading a book.
  - ✓ Some children were buying food.
  - ✓ Some children were riding a train.
  - ✓ A man was selling ice cream.
  - ✓ The other man was selling balloons.

What did they do at the fair? Talk to your friends.



- Read the sentences one by one aloud and ask the students to follow you pointing to the particular picture.
- Erase the sentences and ask some of them to describe the pictures again.
- Tell sentences while moving around and ask them to point at the particular picture related to the sentence.

## 3. Listen to your teacher and write.

20 minutes

This is a listening task. Students have to write the words/sentences listening to the teacher. In doing this, they can take the help of the pictures. Follow these steps:

- Ask the students what they can see in a fair. (Elicit: food, balloon, merry-go-round, Ferris wheel, roller coaster, water slide, magic show, etc.)
- Once they are ready with their pencils, say words one by one.
- Tell them that you are going to say the words again. This time they will write if they have missed or check whether they have made any mistake.
- Move around the class and make sure that all the students have done it correctly.

Listen to your teacher and write.

At a fair, you see...

a.	b.
c.	d.
e.	f.
g.	h.

## 4. Listen and act.

20 minutes

This task focuses on both listening and speaking skills. Follow these procedures:

- Tell the students to look at the pictures. Ask: what do you see in the picture? (Elicit: a teacher and students in a classroom.)
- Read out the dialogue with correct stress and intonation. The students will listen to you.
- Now, invite three students: two boys and a girl to the front of the class and ask them to act out the dialogue. You will play the role of teacher and the students will play the role of Pratik, Richa and Munal. Rest of the students will listen to them.
- Divide the students into the groups of four and ask them to act out the conversation.
- Move around the class and check if the students are doing correctly. Help them if necessary.

Listen and act.



Teacher : Pratik, when does our unit test start?

Pratik : It starts from Sunday.

Teacher : Great! When does the test end up, Richa?

Richa : It ends up on Friday.

Teacher : Good! When do we have the test of Nepali Subject, Munal?

Munal : It's on Tuesday.

Teacher : Good! Now, let's practise for the test.

## 5. Read and answer.

40 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: There is a temple. A girl is carrying flowers to pray the god.)
- Ask them to go through the text and find out the name of the girl. (Elicit: Sanu.)
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). They will follow after you.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

### Questions:

- What day was it? (Sunday.)
- What did she do just after she woke up? (Took a bath and put on clean clothes.)
- What did she do in the garden? (Plucked up flowers.)
- What did she offer to the goddess Durga? (Beautiful flowers.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and complete the sentences with the information from the text.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers. Provide feedback if it is necessary.

### Answers:

- a. Sunday      b. flowers    c. goddess Durga      d. tika

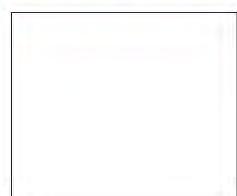
## 6. Where do you go to pray? Draw a picture and write four sentences.

30 minutes

This is basically a writing task however they need to draw a picture of a place where they go to pray first. Follow the steps for this activity:

- Ask the students where they go to pray. (Elicit: temple, church, monastery, mosque, etc.)
- Tell them to draw the picture of the place where they pray in the box there. Ask them to colour the picture.
- Then, ask them what they do there.
- Ask them to write four sentences about that place.
- Once they write, check their answers. Provide necessary feedback. One sample answer is given here.

### Where do you go to pray? Draw a picture and write four sentences.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I go to temple to pray. I take flower and fruits with me. I worship the god. I offer the flowers and the fruits to the god. I put *tika* on my forehead after the pray.

### Integrating other subjects

- This task can also be given in Nepali.

## Assessment 2

This is the assessment section for the theme 'My Daily Life'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and cross the words.

This task is to be done individually on one-on-one basis. Make sure that everyone has the workbook. Say the words, one at a time and ask the students to cross the words they hear. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 1. Listen to your teacher and cross the words.

get up	take	read	eat	dress
sing	dance	help	watch	play
listen	spend	write	enjoy	buy
zoo	swim	garden	brush	bath

### 2. Listen to your teacher and say the rhyming words for these.

This task is to be done individually on one-on-one basis. Make sure that everyone has the workbook. Say the pairs of words, one at a time and ask the students to put a tick in the box against them if the words have the same sound in the initial position. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 2. Listen to your teacher. Tick (✓) the pairs which have the same initial sound.

- a. father mother  b. Sunday Saturday   
c. big break  d. neat meat

### 3. Listen to your teacher and complete the sentences.

This task is to be done by the students individually but in whole group. Tell them that you are going to read a text, they will listen to you and complete the sentences. Score 1/2/3 or 4, as per their answers, in the record sheet.

#### 3. Listen to your teacher and complete the sentence.

- a. Bindu \_\_\_\_\_ working in the kitchen.  
b. She helps her \_\_\_\_\_ in cleaning plates.  
c. She sets \_\_\_\_\_ table.

#### Listening text

Bindu is in the kitchen. She loves working in the kitchen. Every morning, she helps her parents in the kitchen. She helps her mother clean the plates. She helps her father in peeling potatoes. Sometimes, she sets the dining table. She knows how to keep her kitchen neat and tidy.

#### Answers:

- a. loves  
b. mother  
c. dining

### 4. Work in pairs. Take turns to talk about daily habits/routines.

Divide the students into pairs. Ask them to talk to each other about their daily habits. Notice if they have done the task correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 4. Work in pairs. Take turns to talk about daily habits/routines.

#### 5. What did you do yesterday? Say in three sentences.

#### 6. Read these words.

shoes boat colourful lunch  
popcorn garden beautiful flowers

### 5. What did you do yesterday? Say in three sentences.

This is the speaking test. Ask the students individually. Notice if they can say three sentences about the activities they did the last day. Score 1/2/3 or 4 and record in the record sheet.

### 6. Read these words.

This is the reading test. Ask the students read the words aloud. Observe if they pronounce the words correctly and score accordingly and record in the record sheet.

### 7. Your teacher reads some words and sentences. Listen to him and write.

This is the listening test. Say some 6 words of your choice from this theme and ask the students to write in their workbooks. After they write the words, say any three sentences from the theme and ask them to write. Check their answers and score 1/2/3 or 4 and record in the record sheet.

### **8. Put 'and' or 'but' in the following sentences.**

This is the writing test. Ask the students to fill in the blank spaces with 'and' or 'but'. Once they finish the task, check their answers. Score 1/2/3 or 4 and record in the record sheet.

7. Your teacher reads some words and sentences. Listen to him and write.

### **9. Write eight things that you do everyday.**

This is the writing test. Ask the students to write eight sentences about the activities that they do everyday. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

#### **8. Put 'and' or 'but' in the following sentences.**

- a. She went to the zoo \_\_\_\_\_ rode an elephant.
- b. He gets up at six o'clock \_\_\_\_\_ brushes his teeth.
- c. He gets up early \_\_\_\_\_ his sister gets up late.

#### **9. Write eight things that you do everyday.**

*When all the students finish, collect the workbooks. Get assessment 2 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet.*

*Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.*

### **Theme: My School**

This theme is common in all the four subjects. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

**Number of lessons:** 6 (Lesson 13 to 18)

**Soft skills:** Application, Decision making, Respect for others, Communication, Collaboration, Reading maps

**Total working hours:** 15

<b>Language function</b>	Talking about now, Giving and responding to commands and instructions, Describing location
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and say</li> <li>• Listen and act</li> <li>• Listen and write</li> <li>• Listen and sing</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Talk about pictures</li> <li>• Ask and answer</li> <li>• Match and say</li> <li>• Talk about activities in a fair</li> </ul>
<b>Vocabulary</b>	lunch box, snacks, ground, sandwich, skunk, teacher, doctor, dentist, farmer, actor, singer, student, patient, film, watch, change, together, problem, check, computer lab, library, classroom, opposite, south, east, north, west, storey, drawing room, whiteboard, hallway, spend, leave, celebrate, unit test, bell, rang, schedule, assembly, break, etc.
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A conversation about lunch</li> <li>• A text about a dentist's visit at school</li> <li>• A text on 'Homework'</li> <li>• A text about Durbar High School</li> <li>• A text about unit test</li> <li>• Schedule of a school</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Ask and write</li> <li>• Draw pictures</li> <li>• Description of a picture</li> <li>• A paragraph on doing homework</li> <li>• A paragraph on school</li> <li>• Completing a schedule</li> </ul>

## Lesson 13

### Lunch Box Surprise

This is the first lesson on the theme *My School*. The lesson talks about the snacks that students take at school. The students will practise different language skills in this lesson.

This lesson includes seven topics.

1. Look at the pictures and read. (Listening, speaking and reading)
2. Listen and act. (Listening and speaking)
3. Learn these words. (Vocabulary)
4. Read and answer. (Reading)
5. Ask and write (what your friends have in their Tiffin box). (Writing)
6. Draw your favourite snacks item. Display it in your class.

#### **Objectives:**

- Say what the students are doing looking at the pictures.
- Read aloud.
- Act out a conversation/play a guessing game.
- Learn the words and use them in the sentences.
- Read a text and do comprehension activities.
- Ask friends and write what they have in their Tiffin boxes.
- Draw a picture of favourite snacks item.

**Materials:** Lunch boxes (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures and read.**

25 minutes

This task focuses on listening, speaking and reading skills. Follow these steps.

- Divide the students in six different groups and assign 1/1 picture to them.
- Tell them to discuss and find out what is happening in each picture.
- After the discussion, they will present. (Elicit: Students are sitting studying in the class. A teacher is teaching. Students are eating snacks. Students are walking on the ground. Students are sitting on the ground. Students are playing. Students are sitting on the benches in the ground.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Finally ask them to share in their groups what they do during the snacks break.



What do you do in your snacks break? Talk to your friends.

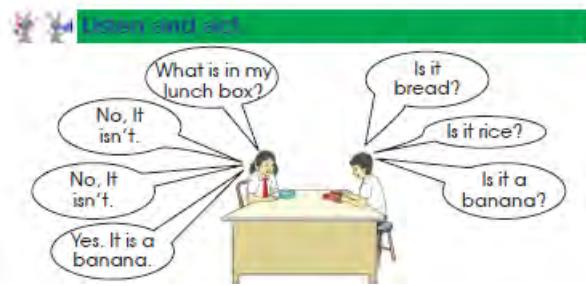
#### **2. Listen and act.**

20 minutes

This task focuses on both listening and speaking skills. It is a guessing game. Follow these procedures:

- Read out the sentences in speech bubbles at a slower speed with correct stress and intonation.
- Now, invite two students: a boy and a girl to the front of the class and ask them to act out the dialogue. The rest of the students will observe them.

- Divide the students in the pairs and ask them to act out the conversation.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing that ask them to work in the same pairs. This time they will talk about their own lunch box/Tiffin box.
- Move around the class and help them if they feel any difficulty.



### 3. Learn these words.

**15 minutes**

This task focuses on vocabulary. The students will learn the words so that it helps in the comprehension of the reading text. Follow these procedures:

- Show the pictures one by one and ask them to identify the pictures. After this show the word cards pronouncing the words and tell them to point at the pictures in their books.
- Now write the words on the board and conduct drill practice so that the students will learn the pronunciation and spelling.
- After this, ask them to use these words in sentences. They will do the task individually.
- Once they finish the task, check their answers and provide necessary feedback.

**Learn these words.**

sandwich		skunk	
carrot		lunch box	

Now, make sentences with the words.

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### 4. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: Two students are talking to each other.)
- Ask them to guess what they are talking about. (Elicit: about their Tiffin/snacks/lunch.)
- Tell them that they are going to read conversation.
- Tell them that you read the text and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Invite two students: a boy and a girl. Ask the boy to play the role of Will and the girl, Kate. Make them act out the conversation and others will observe them.
- Divide the students into pairs. Ask one of them to act as Will and the other as Kate. Tell them to read the conversation.
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the questions. They will do this task individually.
- Move around the class and help the students if it is needed.

**Read and answer.**

**Lunch Box Surprise**

Will : What is in your lunch box today?	
Kate : I have a sandwich and carrot sticks. What is in your lunch box?	
Will : Tomato soup and a banana. And something else, too.	
Kate : What is it?	
Will : I will give you a clue. What is black and white and smells like flowers?	
Kate : I don't know.	
Will : A skunk wearing perfume.	
Kate : You have a skunk in your lunch box?	
Will : No. (He shows Kate a piece of paper.) My mom has put a joke in my lunch box.	

(Adapted from Sara Matson's Lunch Box Surprise)

**Write short answers.**

a. What is in Kate's lunch box?

---

b. Who has tomato soup?

---

c. What is the surprise?

---

- When they finish, ask them to share their answers and provide feedback to them.

**Answers:**

- a. Sandwich and carrot sticks.
- b. Will
- c. A joke.

**5. Ask and write (what your friends have in their tiffin box.)**

**30 minutes**

This is a writing task. The students will ask their friends what they have in their tiffin box and then write a sentence for each as in the example.

- Tell the students that they will move around the class and talk to five friends about what they have. They will write their names and the Tiffin they have.
- Make sure that they understand the task. Monitor their task.
- When they finish, tell them to come back to their seats. Tell them to write the sentences as in the example.
- When they finish, ask some of them to read about what they have written. Go to each student and check their writing.

 **Ask and write (what your friends have in their tiffin box)**

a. Dolma has a boiled egg.

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

**6. Draw your favourite snacks item. Display it in your class.**

**0 minutes**

This is a drawing task. It can be assigned as a homework or project activity they can complete at home.

## Lesson 14

### Dentist at School

This is the second lesson on the theme *My School*. The lesson is mainly about a dentist's visit at school. The students will practise different language skills in this lesson.

This lesson includes five topics.

1. Look at the pictures and read. (Listening, speaking and reading)
2. Who are they? Listen to your teacher and write. (Listening)
3. Listen and act. (Listening and speaking)
4. Read and answer. (Reading)
5. What are the students doing? Write a few sentences. (Writing)

#### **Objectives:**

- Talk about pictures.
- Read aloud.
- Listen to a teacher and write.
- Write the works of different occupations.
- Act out a conversation/play a guessing game.
- Read a text and do comprehension activities.
- Write a description of a picture.

**Materials:** Pictures (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**25 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Ask the students to look at the pictures and say what they see.  
(Elicit: There is a nurse. She is giving an injection to a woman. She is taking care of people.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Finally ask them to share what their father and mother do. You can choose some students randomly who will share to the whole class and the other will tell their friends (in pairs) in the same way.



#### **2. Who are they? Listen to your teacher and write.**

**20 minutes**

This is a listening task. Students have to complete the sentences listening to the teacher. In doing this, they can take the help of the pictures. Follow these steps:

- Ask the students to look at the pictures and identify the (Elicit: nurse, doctor, farmer, actor, singer and teacher.)
- Tell them that they will listen to you and write the words in the blank spaces below the pictures.
- Once they are ready with their pencils, say the words one by one and ask them to write.

- Tell them that you are going to say the words again. This time they will write if they have missed or check whether they have written correct words or not.
- Move around the class and make sure that all the students have written the words. Ask them to exchange the workbook with their friends and check their answers.
- Ask the students to read the words in the box aloud.
- Ask them to read the sentences a to e in the exercise which talk about the works of the occupations in the boxes.
- Tell them to fill in the gaps choosing the correct word from the box.
- Once they finish the task, conduct a whole class feedback session to check their answers.

### Who are they? Listen to your teacher and write.



Now, choose the correct words and fill in the gaps.

doctor    farmer    teacher    actor    singer

- A \_\_\_\_\_ grows crops.
- A \_\_\_\_\_ sings a song.
- An \_\_\_\_\_ acts in films.
- A \_\_\_\_\_ treats patients.
- A \_\_\_\_\_ teaches students.

### Integrating other subjects

- From this activity, the students learn the names of different professions and say what people from different professions do. This is directly linked with learning outcomes of *Serofero*.

## 3. Listen and act.

**20 minutes**

This task focuses on both listening and speaking skills. It is a guessing game. Follow these procedures:

- Read out the sentences in the conversation.
- Now, invite two students: a boy and a girl to the front of the class and ask them to act out the dialogue. The rest of the students will observe them.
- Divide the students in the pairs and ask them to act out the conversation.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing that ask them to work in the same pairs. This time they will ask, "**What is .....doing?**" showing other friends in the class. And the other will answer.
- Move around the class and help them if they feel any difficulty.

Listen and act

<p>Barsha : What are you doing?</p> <p>Rohit : I'm reading.</p> <p>Barsha : What is Raju doing?</p> <p>Rohit : He is walking.</p>	
---	--

**Now, talk in pairs with your friends.**

### Integrating other subjects

- This activity is suitable to teach अपूर्ण वर्तमान काल in Nepali.

## 4. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the pictures? (Elicit: A dentist is sitting on the ground of a school in the first picture. He checking the students' teeth in the second picture.)
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.

- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

### Questions:

- Where are the teachers and students? (On the ground of school.)
- Why are they there? (A dentist has come to check the students' teeth.)
- What is the dentist giving to the students? (Toothbrushes.)
- Why are the students standing in a line? (Waiting their turn for check-up.)
- Ask the students to look at the exercise and read the sentences.
- Ask them to read the text silently and complete the sentences with the information from the text. They will do this task individually.
- Move around the class and observe how they are doing the task.
- When they finish, ask them to share their answers and provide feedback.

### Answers:

- a. chairs      b. talking to      c. toothbrushes      d. a friend      e. turn

## 5. What are the students doing? Write a few sentences.

**25 minutes**

This is a writing task. The students have to write some sentences about what they do at school. Follow the steps below.

- First, ask the students what they see in the picture. (Elicit: It is a school. There are many students on the playground. Some students are walking. Some are sitting on the benches. Some are playing skipping. Some are playing a ball. Some students are standing in a line.)
- Now, tell the students to write the sentences about what the students are doing in the picture.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.

### What are the students doing? Write a few sentences.



a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_

### Integrating with other subjects

- The picture given in the reading text can be taken to discuss different issues related to *Serofero*: विद्यालयको कक्षाकोठा सरसफाई, विद्यालयमा प्रयोग गरिने सामानको जतन, बगैँचा निर्माण आदि।
- The students can be asked to write about the picture in Nepali too.

### Read and answer.

This is a school ground. There are teachers and students. The teachers are sitting on chairs. Some students are walking. Some are standing. Some are sitting. They are talking to each other.



There is a table. The dentist is sitting on the chair near the table.



He is checking the students' teeth. He is also giving them toothbrushes. He is behaving like a friend. Some students are standing in a line. They are waiting for their turn. They are enjoying it.

### Fill in the gaps.

- The teachers are sitting on the \_\_\_\_\_.
- The students are \_\_\_\_\_ each other.
- The dentist is giving them \_\_\_\_\_.
- The dentist is behaving the students as \_\_\_\_\_.
- The students are waiting for their \_\_\_\_\_.

## Lesson 15

### Homework

This is the third lesson on the theme *My School*. The lesson is about the activities that the students do after school, especially the homework. The students will practise different language skills around the topic. This lesson includes five topics.

1. Look at the pictures, discuss and read. (Listening, speaking and reading)
2. Listen and act. (Listening and speaking)
3. Read the sentences. (Reading and vocabulary)
4. Read and answer. (Reading)
5. Do you do homework? Who helps you with your homework? Write. (Writing)

#### **Objectives:**

- Tell the activities that the students do at home after school.
- Describe pictures.
- Read the sentences aloud and learn the use of words in those sentences.
- Read a text and do comprehension activities.
- Write a paragraph about doing homework.

**Materials:** Situation cards (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**25 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Ask the students to look at the pictures and say what they see. (Elicit: A boy is going home from school. He is changing dress. He is doing homework. Two boys are playing a ball. A boy is watching TV.)
- Now, ask them to read the sentences below the pictures silently and find out the words they cannot read.
- Write those words on the board and conduct a drill practice so that they can learn to pronounce the words.
- Invite some of the students in front of the class to read the sentences in the book. The student will read the sentences one by one and the other students will follow him. Help them if they feel any difficulty.
- Now ask the whole class to read the sentences aloud. Move around the class.
- Divide the students into groups of four or five and ask them to discuss what each of them does at home after school.
- The team leader will share what the members of his group do.
- Listen to them and provide feedback if needed.



#### **Integrating other subjects**

- Some of the pictures can be taken for discussion that are relevant to the learning outcome of Serofero: व्यक्तिगत सुरक्षाका उपायहरू अपनाउन।

#### **2. Listen and act.**

**20 minutes**

This task focuses on both listening and speaking skills. This task focuses on asking and answering 'Yes/No' questions. Follow these procedures:

- Read out the dialogue with correct stress and intonation. The students will listen to you.
- Now, invite a student in front of the class who will act as Ali and you will play the role of the teacher.



- Act out the conversation as a public pair.
- Divide the students into pairs and ask them to act out the conversation in the same way.
- Tell them to reverse their roles once they finish.
- Now, invite a pair in front of the class. Provide them with a situation card, for example the card reads "Milk a cow."
- One will ask, "**Do you milk a cow?**" and the other will answer, "**Yes, I do. / No, I don't.**"
- Provide other similar situation cards and all the pairs in the class will have the conversation in the same way.
- Move around the class and check if the students are doing correctly.

### Integrating other subjects

- This can be done in Nepali too.

## 3. Read the sentences.

**15 minutes**

This is a reading task. Students will read the sentences and learn the meaning of the words highlighted in these sentences. Follow these steps:

- Tell the students that you are going to read the sentences one by one and they will follow you.
- Read the sentences aloud with correct pronunciation and ask the students to repeat after you.
- Invite 2/3 students to read the text aloud. Other students will follow them.
- Now ask all the students to read the text aloud. Move around the class and facilitate them.
- Discuss the meaning of the words highlighted in the sentences.
- Ask the students to match the words in column A with their meanings in column B. They will do the task individually.
- When they finish the task, ask them to exchange their workbooks with each other for pair correction.
- Observe how they are doing it and provide necessary feedback.

### Read the sentences.

- Raju likes to **watch** cartoons.
- The students **change** clothes after school.
- Atul and Srijal go to school **together**.
- Nisha has a **problem**.
- The teacher **checks** the homework.
- Jeeban and Maya **go out** to play.

### Now, match the word meaning.

Column A	Column B
a. watch	i. question
b. together	ii. look at
c. problem	iii. complete
d. finish	iv. with another person

## 4. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: A boy and a girl/Two students are writing/studying.)
- Ask them to find out the name of the boy and the girl. (Elicit: Riyana and Aryan.)
- Tell them that they are going to read the text about homework.
- Tell them that you will read the text for the first time and they will listen to you looking at each and every word that you read.
- Read the text slowly but correctly (with correct pronunciation, stress and intonation). They will follow after you.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the

### Read and answer.

#### Homework

Riyana and Aryan are friends. They go to school together. They come back home together. Riyana likes reading. Aryan likes maths. They have a lot of homework. 'Wow!' says Aryan. 'I have five maths problems to do.' 'Oh no!' says Riyana. I have eight maths problems to do.' Riyana works on each problem. Aryan checks her answers. He helps her to do maths problems. 'Good job!' says Aryan. Riyana helps Aryan with his reading homework. She helps him read new words. 'Good job!' says Riyana. 'I have finished my homework.' says Riyana. 'Now, we can go outside and play.' says Aryan. 'Ok!' says Riyana.

True (✓) or False (✗)? Put a tick (✓) or a cross (✗).

- Riyana and Aryan go home together.
- They have equal number of maths problem.

answers lie. Make sure that all of them find the answers.

#### Questions:

- What does Riyana like? (Reading.)
- What does Aryan like? (Maths.)
- Who has got more homework in Maths? (Riyana.)
- How does Riyana help Aryan? (She helps him read new words.)
- What do they do after they finish their homework? (Go out to play.)
- Now, ask the students to look at the exercise and read the sentences.
- Ask them to read the text silently and find out whether the sentences are true or false.
- Tell them to put a tick for true sentences and a cross for false sentences in the boxes.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers. Ask why a particular sentence is true or false.

#### Answers:

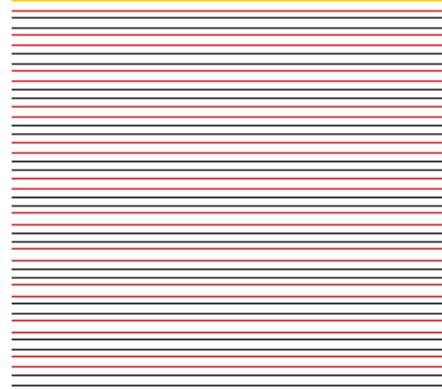
- a. True      b. False      c. False      d. True      e. True

#### 5. Do you do homework? Who helps you with your homework? Write. 30 minutes

This is a writing task. Follow the steps below.

- First, ask a few questions to the students related to the task. For example:
  - ✓ Do you do your homework?
  - ✓ When do you do your homework?
  - ✓ How much homework do you have?
  - ✓ Do you do your homework yourself?
  - ✓ Does anyone help you to do your homework?
  - ✓ Who helps you?
  - ✓ How does s/he help? Etc.
- Discuss these questions and elicit answers from them.
- Now, tell the students to write some sentences on the basis of the discussions.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer:

 Do you do homework? Who helps you with your homework? Write.



I do my homework everyday. I do my homework in the evening. I always have a lot of homework to do. I do some of them myself. Sometimes, I cannot do myself. My mother helps me at that time.

## Lesson 16

### Durbar High School

This is the fourth lesson on the theme *My School*. The lesson is about a school, its parts and location. The students will practise different language skills around the topic. This lesson includes five topics.

1. Look at the pictures, discuss and read. (Listening, speaking and reading)
2. What are they? Listen to your teacher and write. (Listening)
3. Listen and say. (Listening and speaking)
4. Read and answer. (Reading)
5. Draw a picture of your school and write about it. (Writing)

#### **Objectives:**

- Talk about pictures.
- Listen to the teacher and write names.
- Read the sentences aloud and learn the use of words in those sentences.
- Read a text and do comprehension activities.
- Draw a picture of a school and write a paragraph about it.

**Materials:** Real objects (for task 3), a video of Durbar High School (from you tube) for task 4

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**25 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps:

- Show the pictures one by one and ask them to say what they are. (Elicit: classroom, school building, computer lab and library.)
- Now, ask them to read the sentences below the pictures silently and find out the words they cannot read.
- Write those words on the board and conduct a drill practice so that they can learn to pronounce the words.
- Read the sentences one by one and ask the students repeat after you pointing the text in their books.
- Invite some of the students in front of the class to read the sentences in the book.
- The student will read the sentences one by one and the other students will follow him. Help them if they feel any difficulty.
- Now ask the whole class to read the sentences aloud. Move around the class and ensure they are doing the task correctly.
- Divide the students into groups of four or five and ask them to discuss about their school.
- The team leader will share what the members of his group discussed.
- Listen to them and provide feedback if needed.

#### **Look at the pictures, discuss and read**



Rohan is a grade two student.



His school is very big.



The school has a computer lab.



The school library has a lot of books.

#### **Talk to your friends about your school.**

#### **Integrating other subjects**

- The last two pictures can be used to discuss the learning outcome given in *Serofero: विद्यालयमा प्रयोग गरिने सामानको जतन गर्न।*

## 2. What are they? Listen to your teacher and write.

15 minutes

This is a listening task. Students have to write the names of objects/places listening to the teacher. In doing this, they can take the help of the pictures. Follow these steps:

- Ask the students to look at the pictures and say what they are. (Elicit: book, pencil box, classroom, computer lab, library, and drawing room.)
- Tell them that they will listen to you and write what they are below the pictures.
- Once they are ready with their pencils, say the words/phrases one by one.
- After they complete the task, ask them to exchange their workbook with each other and check the answers.
- Move around and ensure the students are doing correctly.
- Now ask the students to use those words/phrases in the sentences of their own. They will do this task orally.
- Listen to their sentences and provide feedback.



Make a sentence of each word/phrase orally.

### Integrating other subjects

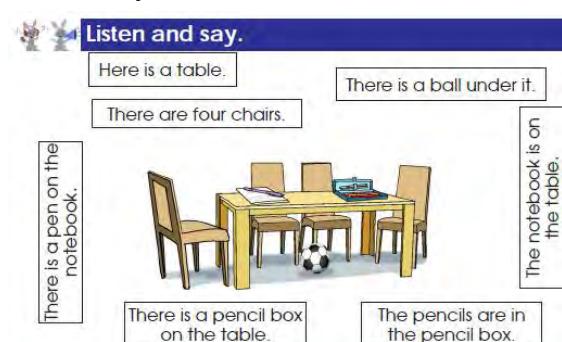
- The first two picture can be taken to discuss about the area of the two objects. This can be relevant to the learning outcome of Mathematics: समान प्रकृतिका कुनै दुईओटा सतहको अवलोकन गरी क्षेत्रफल तुलना गर्न।

## 3. Listen and say

20 minutes

This is a listening and speaking task. Follow the steps for this activity:

- Ask the students to look at the picture and say what they see. (Elicit: table, chairs, ball, pencils, pen, notebook, pencil box, etc.)
- Show the objects one by one in the picture and ask: **What is it? Where is it?**
- Tell the students that you will read the sentences and they will repeat after you pointing to the object in the picture.
- Read the sentences one by one with correct pronunciation.
- Now ask the students to read the sentences.
- Move around the class and see if the students have done the activity correctly.
- Now show some objects in the classroom and ask: Where is .....? And the students will say the location. For example you'll ask: **Where is the board?** And the students will reply, "**The board is on the wall./ It is on the wall.**)
- Now divide the students into pairs. Ask them to have similar conversations. Move around the class and help them if they need any.



Now, talk to your friends about the objects in your classroom.

## 4. Read and answer.

60 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Show the video/photo/picture of Durbar High School and ask the students guess the place. (Elicit: a school, Durbar High School. Etc.)

- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers.
- Read the text slowly but correctly (with correct pronunciation, stress and intonation). They will follow after you.
- Tell them to read the first paragraph loudly. When they finish, ask the questions below and elicit answers from them.
- When they answer, ask them to show you where the answers lie.
- Make sure that all of them find the answers.

**Questions:**

- Which is the first school in Nepal? (Durbar High School.)
- Where does this school lie? (In Kathmandu.)
- What lies to the north of this school? (Jamal Nachghar.)
- Tell them to read the remaining text loudly. When they finish, ask the questions below and elicit answers from them.

**Questions:**

- How many storeys does the school building have? (Four)
- What does the school have? (A computer lab, a library, a drawing room and a big hall)
- Ask the students to look at the exercise and read sentences.
- Ask them to read the text silently and complete the sentences with the information from the text.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

**Answers:**

- a. Storeys b. Forty five rooms c. South d. Ghantaghara and Tri-chandra College

**5. Draw a picture of your school and write about it.**

**30 minutes**

This is basically a writing task however they need to draw a picture of their school first. Follow the steps for this activity:

- Ask the students to draw the picture of their school. Ask them to colour the picture.
- Then, ask them to write about their school.
- Once they write, check their answers. Provide necessary feedback. One sample answer is given here.

The name of my school is Panchakanya Secondary School. It lies in Kathmandu. A forest lies to the north of my school. There is a tap in the west. A highway lies to the south and there are houses in the east. My school has four buildings. There are seventeen rooms. There is a computer lab and a science lab. There is a library. We also have a playground. My school looks very beautiful.



Durbar High School is the first school in Nepal. The school lies in Kathmandu. It is near Bhotahity Chok, just opposite to Rani Pokhari. Bir Hospital is to the south. Ghantaghara and Tri-Chandra College are to the east. Jamal Nachghar is to the north.

The school has a big building. The building has four storeys. It has forty five rooms. The school has a computer lab and a library. There are also a drawing room and a big hall in the school. The school now looks very beautiful.

**Fill in the blanks.**

- Durbar High School has four \_\_\_\_\_.
- It has \_\_\_\_\_ rooms.
- Bir Hospital is to the \_\_\_\_\_ of the school.
- \_\_\_\_\_ are to the east.

**Draw a picture of your school and write about it.**

The name of my school is _____
_____
_____
_____
_____
_____
_____
_____

**Integrating other subjects**

- The drawing activity can be relevant to creative arts and writing the description of the school in Nepali is relevant to Nepali subject.

## Lesson 17

### Unit Test

This is the fifth lesson on the theme *My School*. The lesson is about unit test. The students will practise different language skills around the topic. This lesson includes five topics.

1. Look at the pictures and say what they are. (Speaking and reading)
2. Listen and act. (Listening and speaking)
3. Match and say. (Vocabulary)
4. Read and answer. (Reading)
5. Read the schedule and complete. (Writing)

#### **Objectives:**

- Identify the objects and the rhyming words.
- Act out a conversation.
- Match the words with their meanings and use the words in sentences.
- Read a text and do comprehension activities.
- Read a schedule and complete the sentences.

**Materials:** Word cards (pairs of rhyming words)

#### **Before you teach:**

- Study the workbook thoroughly
- Have the materials ready.

#### **1. Look at the pictures and say what they are.**

**20 minutes**

This task focuses on speaking and listening skill. Follow these steps:

- Show the pictures one by one and ask: What is it? Let the students answer. Move around the class and check that everyone can identify the objects and say in English. (The objects are: a map, a ball and a glove, a cap, a cat, a hat, scissors and ribbon, and peanuts.)
- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
- Give them some examples of rhyming words showing the cards.
- Now ask them to listen to you and read the words given in the second activity (matching rhyming words).
- Ask them to match the rhyming words.
- After they finish the task ask them to share their answers in the class and provide feedback.
- Answer  
hat -rat, bed - red, car - far, den - hen, hot - pot, hall - ball

Look at the pictures and say what they are.



Now, listen to your teacher and match the rhyming words.

Group A	Group B
hat	far
bed	pot
car	ball
den	hen
hot	red
hall	rat

#### **2. Listen and act.**

**20 minutes**

This task focuses on both listening and speaking skills. Follow these procedures:

- Tell the students to look at the pictures. Ask: what do you see in the pictures? (Elicit teacher and students and classroom.)
- Read out the dialogue with correct stress and intonation. The students will listen to you.
- Now, invite two students to the front of the class and ask them to play the role of students and you will act out as the teacher. The rest of the students will listen to them.
- Next time you will ask the questions in the dialogue and the whole class will say answers in the dialogue.
- Now you ask the questions about the objects in the classroom and the whole class will answer using suitable prepositions.
- You can divide the students into pairs and ask them to have similar conversations.
- Move around the class and check if the students are doing correctly.

#### Integrating other subjects

- Talking about the cleanliness of the classroom as given in the second picture above can strengthen the learning outcome given in *Serofero: विद्यालयको कक्षाकोठा सरसफाई गर्ने*।

#### Listen and act.

Teacher : Where is the whiteboard?

Students : It is in the front.

Teacher : Where is the duster?

Students : It is on the table.

Teacher : Where is the book?

Students : It is in the bag.

Teacher : Where is the chair?

Students : It is on the floor.

Teacher : Where is the clock?

Students : It is on the wall.



### 3. Match and say.

15 minutes

This is a vocabulary task. Follow the steps for this activity:

- Pronounce the words one by one and ask the students to follow you.
- Ask them to match the words with their meanings. They will do the task individually.
- Move around the class and help them if needed.
- Conduct whole class feedback.
- Now, ask the students read the sentences in the next activity.
- Tell them to choose the words from the box and complete the sentences.
- Move around the class and facilitate them.
- Once they finish the task, ask them to exchange each other's books and check answers.
- Observe their work and provide feedback.

#### Match and say.

spend	not able to remember
leave	passage
celebrate	pass time
hallway	go away
forget	have a party

Now, choose the correct words and fill in the gaps.

spends leaves celebrates hallway forgets

a. Binita \_\_\_\_\_ five hours in school.

b. She walks to \_\_\_\_\_ during the break.

c. She \_\_\_\_\_ her birthday with her friends.

### 4. Read and answer.

60 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the first picture and ask: What do you see in the picture? (It is a classroom. The teacher is teaching and the students are studying.)
- Ask them what they see in the second picture. (There are students in the class. Two are sitting and two are standing. They look happy. )
- Tell them that you will read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation).
- They will follow after you.

#### Read and answer.

##### Unit Test

Jamuna spent time watching the clock. She didn't even hear what the teacher was saying. She was in the classroom, but her mind was somewhere else.



It was Friday. She was going to celebrate her cousin's birthday that night.



Finally, the bell rang. She jumped up and ran to the hallway. "Jamuna," she heard her teacher call. "Don't forget about....." but she didn't care. She went out.

On Sunday, she was back to school. "Oh, no, we have a unit test," she just knew. The teacher gave the test. She could answer only a few questions.

- Tell them to read the first two paragraphs loudly.
- When they finish, ask the questions below and elicit answers from them.
- When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

**Questions:**

- How did Jamuna spend the time? (Watching the clock.)
- Where was she? (In the classroom.)
- What day was it? (Friday.)
- What was she going to celebrate? (Her cousin's birthday.)
- Tell them to read the remaining text loudly.
- When they finish, ask the questions below and elicit answers from them.
- When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

**Questions:**

- Where did Jamuna run to? (Hallway.)
- Who called her? (Her teacher.)
- What was there on Sunday? (Unit test.)
- Did Jamuna do well in the test? (No.)
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers to the questions.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.
- **Answers:**
  - a. No.
  - b. On Friday.
  - c. Jumped up and ran to the hallway.
  - d. She could answer only a few questions. /Not good.

**5. Read the schedule and complete.**

**25 minutes**

This is a writing task. The students have to complete the sentences studying the schedule given in the book. Follow the steps below:

- First, ask the students to read the schedule and ask: what is the schedule about? (Elicit: Unit test.)
- Ask the name of the school. (Elicit: Saraswati Basic School.)
- Tell them that you'll say the day and they have to say the subject.
- Say the days randomly and elicit the subject.
- Now say the subjects randomly and they will say the day.
- Ask the students to read the sentences given in the exercise.
- Tell them to fill in the gaps with the days or subjects from the schedule.
- Move around the class and support them when they do the task.
- Check their answers and provide feedback.
- **Answer:** My English, Monday, My Maths, Our Surrounding

**Write short answers.**

- a. Was Jamuna interested in the lesson?

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- b. When was her cousin's birthday?

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- c. What did she do after the bell rang?

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- d. How was Jamuna's unit test?

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**Read the schedule and complete.**

Saraswati Basic School

Unit Test Schedule

Day	Subject
Sunday	My English
Monday	My Nepali
Tuesday	My Maths
Wednesday	Our Surrounding

There was a unit test last week. \_\_\_\_\_ was on Sunday.

My Nepali was on \_\_\_\_\_. It was \_\_\_\_\_ on the third day. \_\_\_\_\_ was the last subject on Wednesday.

## Lesson 18

### We are at School

This is the last lesson on the theme *My School*. The lesson is about school time table. This lesson includes five topics.

1. Listen and sing. (Listening and speaking.)
2. Look at the pictures and read. (Speaking/reading and vocabulary)
3. Listen and act. (Listening and speaking)
4. Read and answer. (Reading)
5. Answer the following questions to write a short paragraph. (Writing)

#### **Objectives:**

- Listen to the teacher and sing a song.
- Read the sentences aloud.
- Give and follow the commands.
- Match the words with their meanings and use the words in sentences.
- Read a text and do comprehension activities.
- Write a paragraph on the basis of the given questions.

**Materials:** Situation cards (for task 3)

#### **Before you teach:**

- Study the workbook thoroughly
- Have the materials ready.
- Learn to sing the song.

([https://www.youtube.com/results?search\\_query=school+days+nursery+rhyme+](https://www.youtube.com/results?search_query=school+days+nursery+rhyme+))

#### **1. Listen and sing.**

**30 minutes**

This task focuses on listening and speaking skills. The students will listen to the teacher and sing the rhyme. Follow these procedures:

- Sing the rhyme with actions. Do this 2/3 times. The students will just listen to you and observe your actions.
- Sing the rhyme with actions and students will repeat after you.
- Sing the rhyme together with students. Do this 2/3 times.
- Now ask the students to sing themselves. Help them whenever you feel it is necessary.
- Divide the students in pairs and ask them to share each other what they do at school.
- Move around the class to see if the students are taking part actively in the conversation. Help them if needed.

#### **Listen and sing.**

June comes and back to school,

Go all the boys and girls,

With paper, pencils, pretty books,

Singing like many birds.

It's fun to read,

It's fun to write,

It's fun to count,

It's fun to draw and spell.

We learn to sing,

We learn to act,

We learn to dance,

And play and pray as well.



**What do you do at school? Tell your friends.**

#### **2. Look at the pictures and read.**

**25 minutes**

This task focuses on speaking and listening skill. Follow these steps:

- Show the pictures one by one and ask: What do you see? (Elicit: A girl is walking. A boy is sitting. People are praying to God. Students are standing in lines. Students are on the school ground. Students are eating snacks.)
- Read the sentences one by one aloud and ask the students to follow you pointing to the particular picture.

#### **Look at the pictures and read.**



Roma is a pretty girl.



Amar counts pencils.

- Ask the students to read the sentences themselves. Move around and help them if needed.
- Now, ask them to match the words in column A with their meanings in column B. They will do the task individually.
- Once they finish the task, conduct a whole class feedback session.
- Answers:**
  - assembly - first activity at school
  - break - a pause in work or activity
  - pray - speak to God
  - snacks - a small meal



People pray to God.



Assembly starts at 10:00 am.



It is a break time.



The students eat tiffin.

**Now, match the words with their meanings.**

**Column A**

assembly  
break  
pray  
snacks

**Column B**

speak to God  
a small meal  
first activity at school  
a pause in work or activity

### 3. Listen and act.

**20 minutes**

This task focuses on both listening and speaking skills. Follow these procedures:

- Tell the students to look at the pictures. Ask: what do you see in the picture? (Elicit: A girl has closed her eyes. A girl is reading a book. A boy is raising his hands. A boy is holding a pencil.)
- Read the commands one by one and ask the students to do as the boy and the girl in the pictures have done.
- Divide the students in pairs. Ask them to take turns to give and follow these commands.
- Observe if they are doing correctly.
- Now, invite a pair of students to the front of the class. Provide situation cards. They will pick one. One will give the commands and the other will follow the commands.
- Ask the students to have similar conversations in their pairs.
- Move around the class and check if the students are doing correctly. Help them if necessary.

**Listen and act.**



Shut your eyes.



Open your book.



Put your hands up.



Hold your pencil.



#### Integrating other subjects

- The instructions can be given to do some sort of physical exercise.

### 4. Read and answer.

**45 minutes**

This task focuses on reading comprehension skills. Follow these procedures:

- Tell the students to go through the text and find out what it is about. (Elicit: classroom timetable.)
- Ask them the name of the school. (Elicit: Shree Saraswati Basic School.)
- Make them familiarise with the table by asking the questions like:
  - ✓ What time does the class start? (10:15)
  - ✓ What is the first class on Sunday? (Nepali.)
  - ✓ What is the last subject on Monday? (Local Subject.)
  - ✓ What day do they have co-curricular activity? (Friday.)
  - ✓ What is the first period on Friday? (English.), Etc.
- Ask the students to look at the exercise and read the questions.
- Ask them to read the text silently and write the answers from the text.
- Ensure that the students know what they need to write.
- Move around the class and help the students if they need any.

**Read and answer.**

Shree Saraswati Basic School

Class: Two

Timetable

Period Day	Assembly 10:00-10:15	First 10:15-11:15	Second 11:15-12:15	Third 12:30-1:30	Fourth 2:00-3:00	Fifth 3:00-4:00
Sun		Nepali	English	Maths	Our Surrounding	Local Subject
Mon		Nepali	English	Our Surrounding	Our Surrounding	Local Subject
Tue		Nepali	Maths	Local Subject	Our Surrounding	Our Surrounding
Wed		Nepali	English	Maths	Our Surrounding	Our Surrounding
Thu		Nepali	Our Surrounding	Local Subject	Maths	Our Surrounding
Fri		English	Maths	Local Subject	Co-Curricular Activity	Co-Curricular Activity

Short Break – 15 minutes

Snacks Break – 30 minutes

**Write short answers.**

- a. When does the assembly start?

---

- b. What subject is in the second period on Monday?

---

- When they finish, ask them to share their answers.  
Provide feedback if it is necessary.

**Answers:**

- a. 10:00    b. English    c. 30 minutes    d. 4:00

c. How long is the snacks break?

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d. What subject is taught in the last period on Wednesday?

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e. What time does the school end?

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**Integrating other subjects**

- The time table can be used in Nepali to ask and answer question as in the speaking task.

**5. Answer the questions to write a short paragraph.**

**30 minutes**

This is a writing task. The students need to discuss about the questions given there first. Then, they have to write a paragraph on the basis of their answers to those questions. Follow the steps for this activity:

- Ask the students these questions one by one and elicit their answers orally.
- Write their answers on the board and discuss on them.
- Tell them to write a paragraph using those answers.
- Once they write, check their answers and provide necessary feedback.
- Sample answer:**

 **Answer the questions to write a short paragraph.**

- a. When does your school start?  
b. Which subjects do you study everyday?  
c. Which subject do you like the most?  
d. What do you do during the break?  
e. What time does your school end?

My school starts at \_\_\_\_\_

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My school starts at 10 o'clock in the morning. We study English, Maths, Nepali and Our Surrounding everyday. I also study a local subject. I like English the most. I also have a tiffin break. I eat my tiffin and play with my friends. My school ends at 4 o' clock and I go back home.

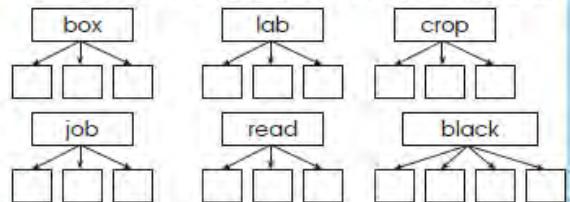
### Assessment 3

This is the assessment section for the theme 'My School'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

#### 1. Listen to the teacher and break the words into sounds.

This task is to be done individually on one-on-one basis. Make sure that everyone has the workbook. Say the words, one at a time and ask the students to break the sounds. For example: box - /b/ /o/ /x/. Score 1/2/3 or 4 as appropriate in the record sheet.

##### 1. Listen to the teacher and break the words into sounds.



#### 2. Listen to your teacher and match.

This task is to be done by the students individually but in whole group. Tell them that you are going to read a text, they will listen to you and match the information. Score 1/2/3 or 4, as per their answers, in the record sheet.

##### 2. Listen to your teacher and match.

**Listening text**  
Durbar High School is the first school in Nepal. The school lies in Kathmandu. It is near Bhotahity Chok, just opposite to Rani Pokhari. Bir Hospital is to the south. Ghantaghari and Tri-Chandra College are to the east. Jamal Nachghar is to the north.

- |                        |              |
|------------------------|--------------|
| a. Rani Pokhari        | i. north     |
| b. Bir Hospital        | ii. opposite |
| c. Tri-Chandra College | iii. south   |
| d. Jamal Naach Ghar    | iv. east     |

#### Answers:

- a. Rani Pokhari - opposite
- b. Bir Hospital - south
- c. Tri-chandra College - east
- d. Jamal Nachghar - north

#### 3. What is happening in the classroom. Say at least three sentences.

This is a speaking test. It is to be done on one-to - one basis. Ask each student to say three sentences happening in the class. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 4. Listen to your teacher and repeat.

June comes and back to school  
Go all the boys and girls,  
With paper, pencils, pretty books  
Singing like many birds.  
It's fun to read,  
It's fun to write,  
It's fun to count,  
It's fun to draw and spell.  
We learn to sing,  
We learn to act,  
We learn to dance,  
And play and pray as well.

#### 4. Listen to your teacher and repeat.

This is a listening and speaking task. It is to be done in the whole group. Sing the song and ask them to repeat after you. Observe and score 1/2/3 or 4 and record in the record sheet.

#### 5. Read and complete.

This is the reading test. This is to be administered in the whole group but the students need to write their answers individually. Make sure that the students have their workbook and pencils ready. Ask them to read the text and complete the given sentences. Move around the class to make sure that they are not copying from others. Score 1/2/3 or 4 and record in the record sheet.

##### 5. Read and complete.

Sony's class had a class festival today. It was a lot of fun. She won two prizes. She won a blue balloon and a toy car. She had a great time with her friends. First, she played a few games. Then she ate popcorn. Sony went home. She told her parents about her fun day.

- a. She won a blue balloon and a \_\_\_\_\_.
- b. She enjoyed the time with her \_\_\_\_\_.
- c. She ate \_\_\_\_\_.
- d. She told her \_\_\_\_\_ about her class festival.

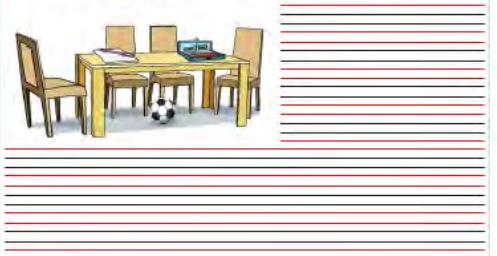
#### Answers:

- a. toy car
- b. friends
- c. popcorn
- d. parents

**6. Describe the picture in five sentences.**

This is the writing test. Ask the students to write five sentences. Tell them to write about the objects and their location. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

**6. Describe the picture in five sentences.**



When all the students finish, collect the workbooks. Get assessment 2 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.

### **Theme: Our Environment**

This theme is common in all three subjects: Nepali, English and *Serofero*. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

<b>Number of lessons:</b> 6 (Lesson 19 to 24)	
<b>Soft skills:</b> Communication, collaboration, creativity, respect for diversity, respect for the environment	
<b>Total working hours:</b> 20	
<b>Language function</b>	<ul style="list-style-type: none"> <li>• Talking about weather</li> <li>• Describing people and places</li> <li>• Describing picture</li> <li>• Understanding and using numbers (twenty-one- fifty)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and complete</li> <li>• Listen and point</li> <li>• Listen and sing</li> <li>• Listen and write</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Look at the picture and read about the rooms of a house/weather</li> <li>• Look at the picture and say what people are doing.</li> <li>• Ask and answer</li> <li>• Say the names of flowers</li> <li>• Saying more than one of the objects (plurals)</li> <li>• Talk about the picture</li> <li>• Discuss and write (weather)</li> <li>• Read the numbers</li> </ul>
<b>Vocabulary</b>	Living room, kitchen, bedroom, dining room, bathroom, rose, lotus, marigold, sunflower, rhododendron, river, mountain, temple, forest, shop, park, sunny, cloudy, rainy, foggy, snowy, windy, wash, brush, sweep, bathe, clean etc.
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A description of a house</li> <li>• A description of a garden</li> <li>• A personal letter</li> <li>• A descriptive text about weather</li> <li>• A description of a clean school</li> <li>• A conversation</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A description of what people are doing</li> <li>• A paragraph about a garden</li> <li>• Writing a personal letter letter</li> <li>• Rewriting sentences/paragraph</li> <li>• Looking at the bubbles and completing a paragraph</li> <li>• Writing numbers</li> </ul>

## Lesson 19

### My House

This is the first lesson on the theme *Our Environment*. The whole lesson is focused on activities and environment around a house. The students will practise vocabulary and different facets of languages related to the description of a house. They will also practise the activities they do around their home. This lesson includes:

1. Look at the pictures and read. (Speaking)
2. Listen to the teacher and complete the sentences. (Listening)
3. Look at the pictures and say what they are doing. (Speaking)
4. Ask and answer. (Speaking)
5. Read and answer (Reading)
6. What are they doing? Look at the picture and write. (Writing)
7. Make a poster. (Project work)

#### Objectives:

- Identify and say different rooms of a house.
- Listen to the teacher and name the rooms of a house.
- Ask and answer about what people are doing right now.
- Read a short text about a description of a house and do comprehension tasks.
- Write some sentences on what people are doing.

**Materials:** Pictures of performing different common actions: talking, reading, walking, playing

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.

#### 1. Look at the pictures and read.

40 minutes

This task particularly focuses on speaking skill. You may follow these steps.

- Show the pictures and ask the students about them. What do these pictures show/indicate? Let the students answer. Check that everyone identifies the part of a house these pictures indicate. Say them in English: *living room, bedroom, kitchen, dining room, and bathroom*. Ask the students about different rooms of a house i.e. What do we do in the living room/kitchen? Why do we keep our rooms clean?
- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
- Read out the sentences first, and then ask the students to read it. Do reading in groups, pairs and individually.
- Play the "Rooms of a house Quiz". Put your students into groups (of 2-6 students per group, depending on how many students are in your class). Get each group to elect a team captain. Tell the captains to say the answer as fast as possible (with the discussion on the team) when the teacher reads the questions and rings the bell. Award marks to the group who says the answer first. The group with more marks when all 10 questions are asked; becomes the winner.
- Read out the following questions:

1. Where in the house do you brush your teeth? (Bathroom)
2. Where in the house do you cook food? (Kitchen)
3. Where in the house do you sleep at night? (Bedroom)
4. Where in the house do you eat dinner? (Dining room)
5. Where in the house do you sit with your family and watch TV? (Living room)
6. Where do you keep your books, toys and games? (Bedroom)
7. Where do you wash the dishes? (Kitchen)

#### Look at the pictures and read.

This is my house. It's beautiful.



Inside the house, there are:



living room



bedroom



kitchen



bathroom

They all are clean and tidy.

Now, talk to your friends about different rooms of your house.

8. Where do you and your family relax together? (Living room)  
 9. Where can you get wet inside your house? (Bathroom)  
 10. Where is the largest table? (Dining room)
- Ask the students to be in pairs and talk about different rooms of their house. Move around the class and check whether the students are talking about different parts of their house.
  - Now, tell the students to make "Posters of Different Rooms of a house". Provide them a sheet of A4 size photocopy paper. Assign each student a task of making a different room of a house (or a garden) and get him/her to write the room name at the top of their construction paper. So, for example, a student will make a "bedroom" poster, another "living room poster", etc. If your class has many students, the poster repeats.
  - Tell everyone to make a poster they are assigned. Give them 10 minutes for this. Tell them to use colours and make them as attractive as possible.
  - Paste them on the classroom wall and ask all the students to observe. Observe them and congratulate them for doing the task.

#### Integrating other subjects

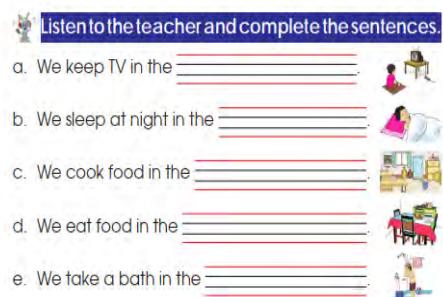
- The pictures above can be used to learn the Nepali words for different rooms of a house.

### 2. Listen to the teacher and complete the sentences.

**20 minutes**

This task focuses on listening skill. It is used to assess the listening and identifying skills of the students of different rooms of a house. Follow the procedures below:

- Ask the students to identify different rooms of a house in the picture.
- Tell the students that you are reading the parts of sentences (no. a-e) and they have to write the name of the rooms in the correct blank space. Repeat this twice for each sentence.
- Let the students sit in pairs and exchange their workbooks. Tell them that you are going to read the complete sentences (read with the words to be written in the blank space). The pair will check if the other pairs have written correctly after listening to the teacher. The correct answers to a –e are: a. *living room* b. *bed room* c. *kitchen* d. *dining room* e. *bath room*



### 3. Look at the pictures and say what they are doing.

**35 minutes**

This task focuses on speaking skill. The students learn to say different things they are doing at present. Follow these procedures:

- Begin teaching with information about what is happening in the classroom at the moment i.e. I am writing on the board. Sita is opening her book. Use as many sentences as possible so that students can recognize the usage and sentence pattern. You can extend it to other things you know are happening now.
- Make pictures or choose a magazine with pictures of people performing different common actions: talking, reading, walking, playing etc. Show them and ask students questions based on the pictures.
  - What are they doing now?
  - What is she holding in her hand?
  - Which sport are they playing?

Students answer in present progressive tense.



pairs and individually. The sentences they have to say are: *Reena is cleaning the room. Subash is washing his hands. The man is cooking rice. Nitu and Binaya are dancing.*

### Integrating other subjects

- The first three pictures can be used to partially fulfil the learning outcome of *Serofero*: घर तथा विद्यालय सफा राखे कार्यमा सहभागी हुन ।

## 4. Ask and answer.

**35 minutes**

This task focuses on speaking skill. It is an extended task of the previous one. It aims to consolidate the learning of using present progressive action. The students learn to ask and answer the present progressive action based on the pictures. Follow these procedures:

- Talk about the first pictures and clues in the bracket: Who is the girl? (Sita) What is Sita doing? Sita is writing. They can identify the pattern of the clues.
- Invite two students: one girl and a boy in the front of the class and request them to ask and answer about the second picture. The rest of the students will listen. Assist the pairs in need.
- Divide the students in pairs and ask them to ask and answer about the remaining person and action. Help them if necessary.
- The sentences they have to ask and answer are:
  - A. What is Sita doing?  
B. Sita is writing.
  - A. What is Rupsa and Anil doing?  
B. Rupsa and Anil (They) are drawing
  - A. What is Ramesh doing?  
B. Ramesh is cycling.
  - A. What is my brother doing?  
B. My brother is sitting on a chair.
- Invite some pairs in front of the class and request them to ask and answer about these persons and the actions.

### Integrating other subjects

- The question answer can be done in Nepali so the students learn to ask and answer in अपूर्ण वर्तमान काल ।

## 5. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading (for decoding) and reading comprehension. Follow these procedures:

- Tell them to look at the pictures and ask these questions: What do you see in the first picture? (Elicit 'a house') Is the house in a village or in a town? (Elicit 'in a village'). Does the house have a single room or more than one room? (Elicit 'more than one room') Which room is in the second picture? What things do you see there? (Elicit these: bed room, bed, table, chair, books, book rack, windows, cupboard, clock, picture, calendar, curtain etc.) Also ask and answer about the location of these objects in the room. Where is the clock? (It's on the wall.) Encourage them to speak.
- Write the words (bed room, bed, table, chair, books, book rack, windows, cupboard, clock, picture, calendar, curtain etc.) on the board and ask the students to find out which of these are not found in their classroom. (They might say: bed room, calendar

### Read and answer.

**What do you see in the picture?**

I live in a house in a village. It is big and old. The house is made of wood. There is a living room, a kitchen, a dining room and a bathroom downstairs. There are four bedrooms upstairs. My room is small. In my room, there is a bed in a corner



My English Book

nearby the window. There are two pillows and a blanket. There is a clock on the wall. There is a book rack. There are many books in the rack. There is a chair and a table. I study there. There are three windows. There is a cupboard. I put my clothes there. It is a quiet place. I like to live in my room.

**Tick (✓) the correct answers.**

- Where is the house?  
i. in the village    ii. in the town    iii. in the city
- How many bedrooms are there in the house?  
i. two    ii. three    iii. four
- The books are .....  
i. on the table    ii. in the rack    iii. on the chair
- There are three .....  
i. chairs    ii. windows    iii. cupboards
- Which object is not in the room?  
i. table    ii. desk    iii. bed

- etc.) Introduce the words that they don't know with pictures or realia. Give their correct pronunciation and use.
- Tell them that they are going to read the text about a house and a room inside it. Firstly, read the text for the first time slowly with correct pronunciation, stress and intonation. The students will follow you by pointing the lines with their fingers. Pause at some words for them to read. This way, you can check whether they are actually following you or not.
  - Now, ask the students to read the text together. Leave the students to read themselves after some interval. Help them in need.
  - Read the text again. Ask the children simple questions about the text they have been reading with the teacher.
  - Ask the students to look at the task 'Tick (✓) the correct answer' below the text. Make sure that they understand what they mean and how to do the task.
  - Ask the students to read the text silently and tick the correct answer based on the text.
  - Monitor the class and help the students if they need any. When they finish, tell the correct answer. The correct answers are: a. *in the village* b. *four* c. *in the rack* d. *windows* e. *desk*

## 6. What are they doing? Look at the picture and write.

**35 minutes**

This is a writing task on which the students practise writing based on the picture.

- Have a short discussion about the picture. Discuss different actions the people in the picture are doing i.e. painting, reading a newspaper, watching TV etc.
- Ask the students to find out who the people numbered in the picture are. After they identify the people, ask them to describe what these people are doing. (Picture number 1 is Ruby. Ruby is reading a book. Ruby's mother (No. 2) is watching TV. Ruby's father (No. 3) is reading a newspaper. Ruby's sister, Anusha (No. 4) is playing on her mobile. Ruby's brother, Anish (No. 5) is working on his computer. Ruby's uncle (No. 6) is painting.)
- Now, ask the students to do the writing task. Before they start doing, make sure that they understand the task.
- When they finish, tell them to exchange the workbook. Ask one of the students to read what he/she has written. Repeat the correct sentences. Ask the students to check their pairs' writing.

 **What are they doing? Look at the picture and write.**



This is Ruby's family. They are now in the sitting room.

- |                         |       |
|-------------------------|-------|
| 1 Ruby                  | _____ |
| 2 Ruby's mother         | _____ |
| 3 Ruby's father         | _____ |
| 4 Ruby's sister, Anusha | _____ |
| 5 Ruby's brother, Anish | _____ |
| 6 Ruby's uncle          | _____ |

### Integrating other subjects

- The students can be asked where things are in the picture. They can be asked whether things are neatly arranged. This can help the student achieve the learning outcome of *Serofero: घर तथा विद्यालय सफा राखे कार्यमा सहभागी हुन ।*

## 7. Make a poster!

**15 Minutes**

This is a short project work activity to explore different kinds of houses.

- Ask students to explore the pictures of different kinds of houses from various sources like books, newspapers, magazines, picture books etc.
- Ask them to paste on a chart paper and display in front of the students in the class.

 **Make a poster!**

Collect the pictures of different houses. Prepare a poster by sticking them on a chart paper. Hang it in the classroom.

## Lesson 20

### My Garden

This is the second lesson on the theme *Our Environment*. The lesson presents description and vocabulary around the topic 'My Garden'. The students will practise different language skills through the following topics:

1. Listen to your teacher and point to the correct picture. (Listening and speaking)
2. Say. (Speaking)
3. Read and answer. (Reading)
4. What things are there in your garden? Write a few sentences. (Writing)
5. Do it yourself! (Project task)

#### **Objectives:**

- Identify and say the names of flowers.
- Say the objects with more than one number.
- Read a short text about the garden and do comprehension tasks.
- Write a few sentences about a garden of their own.
- Do a project work related to a collection of flower samples.

**Materials:** Pictures/flowers (rose, marigold, sunflower, lotus and rhododendron), realias (pencil, book, notebook, marker), a picture of a garden etc.

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.
- Learn the tune of the song.

#### **1. Listen to your teacher and point to the correct picture**

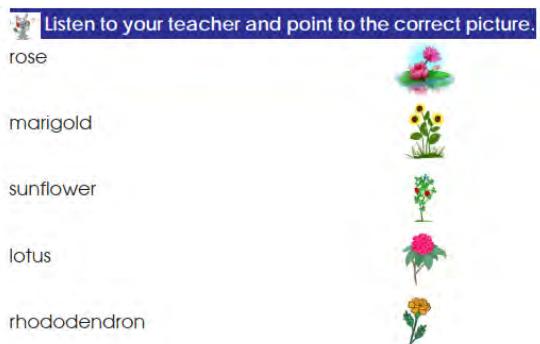
**40 minutes**

This is a listening and speaking focused task. The first part of the task is pointing to the correct picture of the flower when the teacher says the word and the second part contains identifying and saying the names of flowers in the pictures. Follow the following steps:

- Show the students the real flowers or pictures of rose, marigold, sunflower, lotus and rhododendron and ask: What flower is this? Can you name this in Nepali? What is it called in English? Elicit their name. Teach how they are pronounced. Ask the students to say these words in groups, in pairs and individually.
- Tell them to look at the second picture and ask the students to talk about the names of flowers they see in the picture in pairs. Then, ask some pairs to tell the names of the flowers in the picture. (There are roses, marigolds, sunflower, lotus and rhododendron.)
- Ask the class what other flowers they know or they have in their house. They might say it in Nepali. Ask their English equivalent. Help them if they don't know their English names. List them on the board. Ask what their favourite flower is and why. State that your favourite flower is rhododendron. It is our national flower. It is found in many colours etc.
- Tell them that you are going to say these flowers' names randomly and they need to point to the correct picture.
- Say the words (marigold, sunflower, rose, lotus, and rhododendron) one by one randomly and they will point to the correct picture. Move around the class and see if they have been pointing to the correct ones.



What is your favourite flower? Talk to your friends.



### Integrating other subjects

- The pictures can be taken to discuss about the names of flowers in Nepali.

### 2. Say.

40 minutes

This is a speaking task to say the words that indicate one in number (singular) and words indicating more than one in number (plural). Follow the following steps:

- Show students one pencil. Ask them what it is. Say 'pencil' and write it on the board. Now show students two pencils. Ask them what they are. Say "pencils" and write it on the board. Ask students what the differences between the two words are. Point out that one has an "s" and the other doesn't. The "s" tells that there is more than one pencil. Do this process about the book(s), marker(s), and notebook(s) too.
- Write some singular and plural nouns on the board (pen, books, radio, temple, bicycles etc. and ask the students to put them on the correct column (oral work). When they finish categorizing, ask them to say their other forms: indicating one or more than one.

Indicating one	Indicating more than one
pen	pens

- Ask the students to look at the pictures on the workbook and talk about them in terms of their forms and numbers (Rose: one rose, roses: more than one). When you are sure that they can say the plural forms, ask them to look at an extended task and do it.
- Divide the students into pairs and ask them to take turns to ask and answer how they say if there is more than one of: tree, basket, bird, flower, book, house etc.
- Monitor the class to make sure they are saying the words correctly. They have to say: trees, baskets, birds, flowers, books, houses. Ask some of the students to tell what they say if there is more than one of them.
- Now ask them to look at the extended task (Fill in the blanks) and do them. Check their answers and provide feedback if necessary. The correct answers are: a. coins b. apple c. flowers d. toys e. books.

Say.



rose



fan



radio



roses



fans



radios

What do you say if there are more than one of:

- a. tree      b. basket      c. bird  
d. flower    e. book      f. house

Now, fill in the blanks with the correct forms.

- a. Ramesh has five \_\_\_\_\_ in his pocket. (coin/coins)  
b. Rojina has one \_\_\_\_\_. (apple/apples)  
c. I have ten \_\_\_\_\_ in my basket. (flowers/flower)  
d. Dipti has many \_\_\_\_\_ in her box. (toy/toys)  
e. We have four \_\_\_\_\_. (book/books)

### Integrating other subjects

- The examples of singular and plural nouns above can be used to teach the concept of एकवचन र बहुवचन in Nepali.

### 3. Read and answer.

50 minutes

This is a reading task. Follow the following steps for this task:

- Ask the students to look at the picture and discuss it. Ask these questions: Who are the people? Where are they? What are they talking about? Can you name the flowers in the picture? Do you have these flowers in your home garden? Ask as many questions as possible. In this way, they will be ready to read the text.
- Tell them to read the topic 'Ruby's garden' and indicate that they are going to read a text about her garden.
- Read the text and tell them to follow you with their fingers when you read the text. At the end of each

Read and answer.

- a. Where are they?  
b. What are they talking about?

#### Ruby's garden

Ruby's teacher, Mr. Thapa, is in her garden. "Come and see my flowers," says Ruby. There are many flowers, fruits and vegetables. Small birds and bees fly around.



"What a beautiful garden!" Mr. Thapa says.

Ruby smiles and says, "Here are some small fruit trees to plant. I will plant them in my garden," says Ruby.

Ruby gives some flowers to her teacher.

"Thank you, Ruby," says Mr. Thapa.

Ruby's father helps her plant the trees. They dig the land. They make holes and plant the seeds. Ruby waters the seeds.

sentence you read, ask questions. (e.g. Ruby's teacher, Mr.Thapa is in her garden. Who is Mr.Thapa? Where is he? Whose garden is this? Who is Ruby?) This helps them to comprehend the text.

- Read the text again followed by the students so that they can improve their pronunciation and reading fluency. Help the students where necessary.
- Tell them to read the text again and find the answers to those questions. The students do this individually. Before this, make sure that they understand all the questions.
- Help them to find the answers if necessary. Make sure that they have written the correct answers. Check their answers when they finish writing. The correct answers are: *a. Mr. Thapa is Ruby's teacher. b. He gets surprised seeing beautiful garden/ He feels happy. c. Ruby gives some flowers to Mr. Thapa. d. They make holes to plant the seeds. e. I take care of plants by watering them and unweeding the grass.*

Write short answers.

- a. Who is Mr. Thapa?

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- b. How does Mr. Thapa feel when he is in the garden?

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- c. What does Ruby give Mr. Thapa?

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- d. Why do they make holes?

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- e. How do you take care of plants in your garden?

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### Integrating other subjects

- The pictures can be taken to help the students' learning around the outcome of Serofero:  
वरपरको वातावरण सफा राख्ने उपाय बताउन र सरसफाइ कार्यमा सहभागी हुन।

## 4. What things are there in your garden? Write a few sentences.

40 minutes

This is a writing task. The students write a few sentences about their garden. Follow the steps for this activity:

- Show a picture of a garden to the students. You can use the available picture or can draw it. Ask the students to see the picture and say what different things there are.
- Tell the students to suppose that this is your garden and you are going to describe it. Describe it in simple language. (*I have a garden. There are many flowers. There are roses, marigolds, and orchids. They are flowering now. I like to work in the garden. My parents help me work there. My garden is beautiful. I like my garden very much.*)
- Now ask the students to talk about the picture of the garden in pairs. Ask to take turns to describe. Move around the class and help them.
- Ask the students to see the task. Tell them that they have to write a similar description about their garden. Let the students do it individually. Check their writing when they finish. You can set this as homework too if time doesn't permit in the class.



What things are there in your garden? Write a few sentences.

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## Do it yourself!

10 Minutes

This is a task intended for project work. Ask the students to do it individually. Give a certain time (one week) for this. Guide the students to do it on a chart paper. Tell them to prepare it as attractive as possible.

Do it yourself!

Collect as many flowers as possible. Stick them on chart paper with their names below the pictures. Hang or paste the chart paper in the classroom.

## Lesson 21

### My Village

This is the third lesson on the theme *Our Environment*. The lesson presents the context of villages and places nearby. The students will practise different language skills and vocabulary around the context of a village. This lesson covers the topics as:

1. Listen and sing (Listening and speaking)
2. What are they? Listen to your teacher and write. (Listening)
3. Talk about the picture. (Speaking)
4. Read and answer. (Reading)
5. Complete the letter to your friend. (Writing)

#### Objectives:

- Sing the song 'I am the river flowing'.
- Say the words around the context of a village.
- Read a short letter and do a comprehension task.
- Practise letter-writing skills by writing a letter to a friend.

**Materials:** Audio or video of the song 'I am the river flowing', sample letter written on the given outline

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.
- Learn the tune of the song.

### 1. Listen and sing.

**50 minutes**

This is a listening and speaking task. The first part of the task contains singing the rhyme and the second part contains saying the rhyming words. Follow the following steps:

- Tell the students to look at the pictures and ask these questions: What do you see in the pictures? What do they show? Then, ask them to read the title of the song. Read aloud the title of the song: ***I am the river flowing***
- Have students predict what they think the song is going to be about. Students may share their predictions with a partner or within the large group.
- Sing the song to your students. Use a pointer to point to each word as you sing. Focus on following the song pattern. Alternatively, you can use the audio or video of the song on the link <https://www.youtube.com/watch?v=Wkn1B7cJYQo> for the model.
- Sing the song again to your students. Have them underline any new vocabulary or words they find in the song. Pick out other words in the song that your students may not be familiar with. Teach these words.
- Sing the same song to your students again. Allow students to sing along with you, at this point, they should know the song. Do make them sing in groups, in pairs and individually.
- Introduce the concept of rhyming words to your students. Explain that rhyming words are words that have the same ending sounds. For example, "cat" and "hat" are rhyming words. Other examples are: mouse/house, rat/hat, box/fox etc.
- Ask students to find the rhyming words they notice in the poem. They might find these words.
- Read aloud these rhyming words and ask students to repeat the word after you. Emphasize the rhyming words as you go along. Ask them to say these words.

 Listen and sing.

***I am the river flowing***

I am the river flowing  
I am the desert dry  
I am the four winds blowing  
I am the sunset sky.  
  


I am the forest breathing  
I am the ocean wide  
I am the storm cloud gathering  
I am the mountain high.  
  


I am the earth  
I am the earth  
I am the earth  
I am the earth.  
  
  
Glyn Lehmann

#### Say these words.

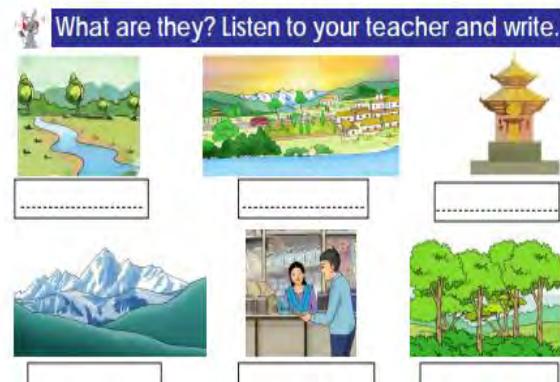
flowing	dry	breathing	wide
blowing	sky	gathering	high

## 2. What are they? Listen to your teacher and write.

35 minutes

This is a listening task in which the students listen to their teacher, identify the picture related to the word and write in the correct space below the picture. Follow the following steps:

- Ask the students to see the pictures and ask them what they are. They may not be able to identify what all the pictures show or focus. Let the students say all the things they see in the pictures.
- Write the words on the board: *river, village, temple, mountain, shop, forest*. Read them aloud and ask them to repeat. Familiarize these words with the help of pictures.
- Tell them that you are going to say 9 words randomly: *river, bridge, bus, villages, temple, school, mountain, shop, forest*. Six of them are related to the pictures and 3 are not. The students need to listen to you and write the correct word related to the picture under it.
- Say the words one by one but in random order. Ask the students to write only the word related to the picture. Move around the class and check their writing.



### Integrating other subjects

- The pictures given in this activity can be used for discussion to partially fulfil the learning outcome of *Serofero*: वरपरको वातावरण सफा राख्ने उपाय बताउन र सरसफाइ कार्यमा सहभागी हुन।

## 3. Talk about the picture.

35 minutes

This is a speaking task. Follow the following steps for this task:

- Ask the students to see the picture. Ask them what different things they can see there. Encourage them to say as many things as they can see and identify there.
- Now tell students that you are going to describe this picture. Describe the picture to them. Try to give as much detail as possible. Use the sentences beginning with: I can see..... or There is/are.....

### Talk about the picture.

Observe the picture below and describe what you see. You can start with: 'I can see....' or 'There is/are....'



river forest mountain houses temple park

This is my village. There is a river in my village. ....

*This is my village. There is a river in my village. There is a forest nearby. I can see mountains from my house. There are many houses. They are made of wood. There is a temple in the middle of my village. There is also a park. I can see many trees there.*

- Now put students in pairs, tell them that one person is going to describe and the other is going to listen. Have them observe the picture and word clues. Have students swap roles and repeat as many times as they feel comfortable to talk about the picture. Help them where necessary.

## 4. Read and answer.

60 minutes

This is a reading task. Follow the following steps for this task:

- Tell the students that they are going to preview the text. Help them preview and ask frequent questions while previewing. Show Heading (Place and Date: Kathmandu, 25 August, 2019), greeting/salutation (Dear Sanu), body (show only the first sentence here), the closing (Bye) and signature (Roshan) one by one and ask these questions: What is it? Is this a story? Is this a poem? How can you say that? Finally, elicit that this is a letter.

- Introduce the students to the above components of a letter and what they indicate. Elicit that 'Kathmandu' is a place from where this letter is written, '25 August, 2019' is a date on which it was written, 'Dear Sanu' is a greeting or salutation to whom this letter is written, 'Bye' is a complementary closure and 'Roshan' is the person who wrote the letter.
- Tell them that they are going to read the letter which Roshan wrote to Sanu about his village.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but with correct pronunciation, stress and intonation. Pause at some words for them to read. This way, you can check whether they are actually following you or not. Ask the students if any of the vocabulary is difficult for them. Deal with difficult vocabulary.
- Read the text the second time together with the students. At the end of each sentence you read, ask questions related to that information. This helps them to comprehend the text.
- Tell them to read the instruction and questions given. Discuss and clarify what they have to do.
- Ask the students to read the text again individually and ask to find the information they have to fill in the blanks. When they finish, tell the answers so that they check their answers themselves. The answers are: a. 25 August, 2019 b. Sanu c. Kathmandu d. village e. village.

## 5. Complete this letter to your friend.

**60 minutes**

This is a writing task on which students practise writing a letter based on the clues given in the outline. Follow the steps for this activity:

- Preview the outline together with students and discuss what they are to do on this task.
- Tell the students that they are going to write a letter to one of their new friends who know little about them and their village.
- Prepare a letter introducing yourself and about your village on the given outline beforehand and paste it on the board. Read it aloud to the students and discuss its different parts.
- Discuss about the things they have to include while describing their own village. They will take the letter in the 'Read and answer' section as a model.
- Now ask the students to complete the letter. Make sure they understand how to do it. Ask them to do it individually. Move around the class and help if necessary.
- Check their answers.

Complete this letter to your friend.	
Dear _____,	..... / .....
I am very happy to write my first letter to you.	
My name is _____	Introduce yourself
The name of my village is _____	
Describe your village	
Please write me soon about your school.	
Yours _____	

### Integrating other subjects

- The students can be asked to write this letter in Nepali too.

### Homework

- Draw a beautiful picture of your village.

## Lesson 22

### Weather

This is the fourth lesson on the theme *Our Environment*. In this lesson the students practise describing weather. The lesson covers the following:

1. Look at the pictures, discuss and read. (Speaking)
2. Discuss and write. (Speaking)
3. Read and answer. (Reading)
4. Rewrite the following sentences. Use the words below. (Writing)

#### **Objectives:**

- Describe weather.
- Read a short text and do a comprehension task.
- Rewrite the sentences using the weather words.

**Materials:** Flash cards, a short weather report of Radio Nepal or Nepal Television

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**40 minutes**

This is a speaking task. It helps the students learn how to describe the weather. Follow the following steps:

- Before class, prepare weather flashcard pictures for the vocabulary for example: sunny, cloudy, rainy, snowy, windy, foggy, cloudy, hot, cold. Stick them around the walls of your classroom.
- Once the class has started, walk around the classroom touching the weather cards. As you touch each card, say the weather it indicates (e.g. It's sunny! It's cloudy! etc.). As you do these, encourage your students to say the words with you.
- Next, get all your students to stand up. Teacher shouts out a weather word (e.g. "It's rainy!") and students have to run over to the correct picture, touch it and say the weather it indicates. If you have a lot of students it is worthwhile having multiple pictures of each card placed around the walls of the room.
- Tell the students to look at the pictures in the book and ask these questions: What weather does the first/second/third/fourth/fifth/sixth picture show? Discuss what happens in these weathers. What are good things and what are bad things of this weather? Which weather do you like the most? Why? Also, encourage the students to speak in English as much as possible.
- Show the pictures again and read the word and sentence written under it. Do it first by yourself, then in pairs and individually.
- Tell your students to come over to the window (or even outside). Ask the question "How's the weather?", "Look outside". Elicit from the class about the weather. (E.g. "It's cloudy and rainy and cold"). Then ask each student in turn "How's the weather?" and encourage them to reply.



- a. Which weather do you like? Why?  
b. Look outside the classroom and talk about the weather.

#### **2. Discuss and write.**

**40 minutes**

This is a speaking task on which the students discuss the weather in the picture and write. Follow the following steps:

- Ask the students if they have listened or watched the weather report on radio or TV. Collect a short weather report of Radio Nepal or Nepal Television and present in class. Discuss what information it has presented.

- Now, ask the students to look at the table and ask questions like: What does the table show? Which date weather report is this? What are the places? What weather does the picture show? Discuss about all these questions and encourage the students to talk.
- Model the first activity by having everyone listen to you i.e. *It's rainy in Kathmandu*.
- Get them to be in pairs and ask to talk about the rest of the pictures one by one in turn. Move around the class, check and help them if necessary. They have to say (and write later) at least the following sentences like this: *It is rainy in Kathmandu. It is snowy in Lukla. It is windy in Chitwan. It is foggy in Biratnagar. It is sunny in Pokhara. It is cloudy in Jomsom.*
- Ask the students to write about the weather of those places based on the given pictures.

### Discuss and write.

Weather Report (Phagun 15)		
Kathmandu		It is rainy in Kathmandu.
Lukla		
Chitwan		
Biratnagar		
Pokhara		
Jomsom		

### Integrating other subjects

- The weather words can be taught in Nepali too.

### 3. Read and answer.

50 minutes

This is a reading task. Follow the following steps for this task:

- Tell the students to look at the pictures and ask the questions: What do you see in the picture? What are they doing? What is the weather like? How can you say that? Encourage them to talk about the picture.
- Read the text at a slow pace with correct stress and intonation. Ask the students to listen to and follow you with their fingers when you read the text.
- Ask the students if any of the vocabulary is difficult for them. Deal with difficult vocabulary.
- Read the text a second time together with students. At the end of each sentence you read, ask questions. (e.g. Who are friends? Where are they? How is the weather outside? Do you go outside when it is raining? etc.) This helps them to comprehend the text.
- Tell them to read the instruction and questions given. Discuss and clarify them.
- Ask the students to read the text again individually and ask to find whether the given statements are true or false. Ask them to mark as instructed.
- Help them to find the answers. Make sure that they have marked correctly. The correct marks are as: a. (✓) b. (✗) c. (✗) d. (✓)

### Read and answer.

Roshika and Reetu are friends. They are in Reetu's house today. It is very cold outside. They are watching television and talking. "I don't like winter," says Roshika. "It is very cold." Reetu says, "I like summer because it is sunny and hot. I can play outside with my friend."

The weather changes in the year around. Sometimes it is hot and sometimes it is cold. Both do not like rainy

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days. They can not go outside on rainy days. They like warm days. The weather is very nice and pleasant. They like to play games on a clear day. It is beautiful.

True (✓) or False (✗)? Put a tick (✓) or a cross (✗).

- Roshika and Reetu are in the house because of cold weather.
- Reetu likes winter.
- Both of them love rainy days.
- Warm days are good to play games outside.

### 4. Rewrite the following sentences. Use the words below.

30 minutes

This is a writing task on which students rewrite the sentences with the words given. Follow the steps for this activity:

- Tell the students to look at the task and ask them to read the words.
- Tell the students that they are going to rewrite the sentences using the given words related to weather. Discuss the examples given. Retell the sentences orally using these words.

### Rewrite the following sentences. Use the words below.

cloudy rainy windy snowy chilly

The sun is shining.

It's sunny.

It is raining.

There is cloud in the sky.

The snow is falling.

The wind is blowing.

- Tell them to look at the task. Make sure they understand how to do it. Ask them to do it individually.
- Check their answers. They have to rewrite the sentences as: *It's sunny. It's rainy. It's cloudy. It's snowy. It's windy.*

## 5. Homework

Tell the Students to record the weather for a week. Ask them to copy a table like this into their notebooks (you might want to put today's or tomorrow's day as the first day):

<b>Day</b>	<b>What's the weather like?</b>
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

The students should complete the table for each day with a picture and a short sentence, e.g. 'It's sunny.' They compare the homework weather tables.

## Lesson 23

### Keeping Clean

This is the fifth lesson on the theme *Our Environment*. The lesson talks about different aspects of cleaning our surroundings. The students will practise different language skills talking about how they keep things clean. This lesson covers the following topics:

1. Listen and sing. (Listening and speaking)
2. Listen to your teacher and write correct words. (Listening)
3. Ask and answer. (Speaking)
4. Read and answer. (Reading)
5. Look at the bubbles and complete your paragraphs. (Writing)

#### **Objectives:**

- Listen to the teacher and sing the song.
- Listen to the teacher and write the words related to cleaning.
- Ask and answer the question 'Do you + v<sup>1</sup> .....?
- Read a short description and do comprehension tasks.
- Write a short paragraph based on the bubble clues.

**Materials:** Audio or video of the song, flash cards, bubble cards

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.
- Learn the tune of the song.

#### **1. Listen and sing.**

**50 minutes**

This is a listening and speaking task. The first part of the task is singing the given rhyme and the second part contains talking about bathing. Follow the following steps:

- Tell the students to look at the pictures and ask these questions: What do you see in the picture? What is it doing? (Elicit: I see a dog in the picture. It is shaking after bath. )
- Tell them that they are going to listen to the song. Ask them to listen and look at the lines.
- Sing the song. You can use the audio or video of the song from the link [https://www.youtube.com/watch?v=XqII Cd\\_4qyg](https://www.youtube.com/watch?v=XqII Cd_4qyg). When you sing, act out of wiping hands, fingers, toes, legs and nose with your hands. This is modelling the song with tune.
- Read the poem again, this time having the students echo-read each line after you. Ask them to act out too.
- Finally, ask them to sing and act the song.
- Remind students that this poem has rhyming words in it: try, dry, toes, nose, take, shake etc.
- Ask them to close their workbook. Discuss about the questions: Do you like to bathe? Why? Where do you bathe? Can you bathe yourself?
- Ask the students to be in pairs and request to ask and answer these questions. Make sure that they are having the discussion around the questions.

 **Listen and sing.**

**After a bath**

After my bath  
I try, try, try  
to wipe myself  
till I'm dry, dry, dry.



Hands to wipe  
and fingers and toes  
and two wet legs  
and a shiny nose.

Just think how much  
less time I'd take  
if I were a dog  
and could shake, shake, shake.

Aileen Fisher

#### **Now, talk to your friends.**

- a. Do you like to bathe? Why?
- b. Where do you bathe?
- c. Can you bathe yourself?

#### **2. Listen to your teacher and write correct words.**

**25 minutes**

This is a listening task to listen to the teacher and write correct words. Follow the following steps:

- Start with flashcards of the words (wash, brush, sweep, bathe, clean, dry towel). Ask all your students to stand up and pull out the first flashcard (e.g. "brush"). Get the students to act out the action as soon as you reveal the card. Shout out the word as you all are acting out the action and encourage everyone to shout the word as well. Do this for all six words and introduce their meanings.
- Paste these flashcards on the board. Ask the students to read out the spellings. Encourage them to pronounce these words correctly.
- Now, ask the students to look at the pictures and ask questions like: What is the girl doing? Do you clean your room? Why? Encourage the students to talk about these actions.
- Tell them that you are going to say the words randomly and they need to see the picture related to the word that is said and write the said-word under the right picture. (Teacher says the word 'dry towel' for example and the students see the 4<sup>th</sup> picture and write 'dry towel' under it.)
- Say the words one by one but in random order. The students identify the related pictures of the said-words; and write the words under the right picture. When finished, check whether they have identified pictures and have written the right words under them.



### Integrating other subjects

- The pictures can be used to partially fulfil the learning outcomes of Serofero: वरपरको वातावरण सफा राख्ने उपाय बताउन र सरसफाइ कार्यमा सहभागी हुन, घर र विद्यालय सफा राख्ने कार्यमा सहभागी हुन।

### 3. Ask and answer.

**30 minutes**

This is a speaking task. Follow the steps:

- Ask the class some questions like: *Do you clean your classroom daily? Do you put the waste paper in the bin? Do you wash your hands before you eat tiffin? Do you write on the classroom wall?*; and so on – some are bound to say "Yes, we do", and some 'No, we don't.
  - Tell them to look at the picture and ask: Who is asking questions? Who is giving the answer?
  - Act out the questions and answers when they look at their book and listen.
  - Invite two students in front of the class to act out the conversation. Help them if necessary.
  - Divide the students in pairs and ask them to take turns to ask and answer the conversation.
  - When they finish acting out the conversation in pairs, ask them to look at the remaining task. Tell them that they are going to practise asking and answering the remaining task in the same pairs as in the example.
- A: *Do you wash your face?* B: *Yes, I do.*
- Monitor them and provide help if necessary. When finished, ask some pairs to stand up and ask and answer based on the clues. The students can ask answer in a variety of ways. However, the basic sentences for asking and answering are:
    - A: *Do you wash your face?*
    - B: *Yes, I do.*



**Now, talk to your friends. Use these words.**

wash/face  
cut/nails  
brush/teeth  
clean/room  
throw/paper  
polish/shoes

- b. A: Do you cut your nails?  
B: Yes, I do.
- c. A: Do you brush your teeth?  
B: Yes, I do.
- d. A: Do you throw papers in the room?  
B: No, I don't.  
A: Do you throw papers in the dustbin?  
B: Yes, I do.
- e. A: Do you polish your shoes? B: Yes, I do./No, I don't.

#### 4. Read and answer.

**40 minutes**

This is a reading task. Follow the following steps for this task:

- Tell the students to look at the pictures and ask the questions: What do you see in the picture? Who are they? What are they doing? Is the school clean? Help them in need.
- Tell them to read the title of the lesson and ask: What might the text be about? Is your school clean? Do you clean your school? How? Who helps you to clean your school?
- Tell them that they are going to read the text about a school. Read the text at a slow pace with correct stress and intonation. Ask the students to listen to and follow you with their fingers when you read the text.
- Read the text a second time together with students. At the end of each sentence you read, ask questions. (e.g. What's the name of the school?) This helps them to comprehend the text. This time you can leave the students in between and help in need (when there are difficult words).
- Ask the students to read the text and underline the words they don't know. Help them to use those words in sentences.
- Tell them to read the instruction to the questions given. Discuss about them and make sure that they understand all the questions.
- Let them read the text again individually and ask to find the answers to those questions.
- Move around the class and help them to find the answers if necessary. Make sure that they have written the correct answers.
- On the first task, they have to tick (✓) to the actions: *collect the garbage, give advice to other pupils, put the waste in the dustbin*.
- The answers to the short questions are: a. *The school is clean and tidy because all the students are responsible for cleaning the school.* b. *They clean the school before the class starts.* c. *No, they were not helpful at the beginning.* d. *(Answers vary) All students keep the dirt and paper in the dustbin. We also assign cleaning tasks to different classes for different weeks.*

#### Integrating other subjects

- The discussion on the content of the reading text can be used to partially fulfil the learning outcome of *Serofero*: घर तथा विद्यालय सफा रखने कार्यमा सहभागी हुन।

#### 5. Look at the bubbles and complete your paragraph.

**35 minutes**

This is a guided writing task that students have to do based on the actions given at the bubbles. Follow the steps for this activity:

- Show the bubble flashcards to the students and read it. Then, say a full sentence about it i.e. I bathe every day. I brush my teeth twice a day. I cut/trim my nails regularly. Talk about every bubble and make sentences based on these bubbles.
- Draw two columns on the board and write 'To keep my body clean' on one column and 'To keep my house clean' on the next column. It looks like this

To keep my body clean	To keep my house clean
-----------------------	------------------------

Look at the bubbles and complete your paragraph.



- Distribute these bubble cards to different students. Ask them to discuss in pairs and paste them on the correct column on the board. Discuss them. Now help them make sentences based on the bubbles first as a model and then by themselves: (By teacher) *To keep my body clean, I bathe regularly. I brush my teeth twice a day. I wash my face. I cut my nails regularly.* (By students) *To keep my house clean, I put the garbage in the dustbin. I sweep my house regularly. I clean all the rooms. I keep my bed neat and clean. I unweed grass from the surroundings.*

I keep my body and house clean. To keep my body clean, I
I keep my house clean. I

- Tell them to look at the task. Make sure they understand how to do it. Ask them to do it individually.
- After the board work and discussion, you can set this as homework too. But, don't forget to check their answers.

#### Integrating other subjects

- The activities given in the bubbles are the ways to keep oneself and the surrounding clean. The students can be asked to make a list similar to those in the bubbles which give them ways to keep oneself and the surroundings clean. This will help in fulfilling the learning outcomes (hygiene-related) of Serofero.

## Lesson 24

### Using Numbers

This is the last lesson on the theme *Our Environment*. The lesson is focused on using numbers from 20 to 50. The students will practise different language skills using these numbers in English. The following five topics are covered in this lesson:

1. Ask and answer. (Listening and speaking)
2. Read the numbers. (Speaking)
3. Listen to your teacher and write the number names. (Writing)
4. Read and answer. (Reading)
5. Rewrite the paragraph. Change the numbers into word form. (Writing)
6. Write the numbers. (Writing)

#### **Objectives:**

- Ask and answer the question (How many..) about numbers.
- Identify and read the numbers from 20 to 50.
- Read a conversation and answer the questions based on it.
- Write the numbers from 20 to 50.

**Materials:** 10 sheets of A4 paper with number (21-30) written on each sheet, similar number sheet from 31 to 50, pictures and recorded conversation (Read and answer)

#### **Before you teach:**

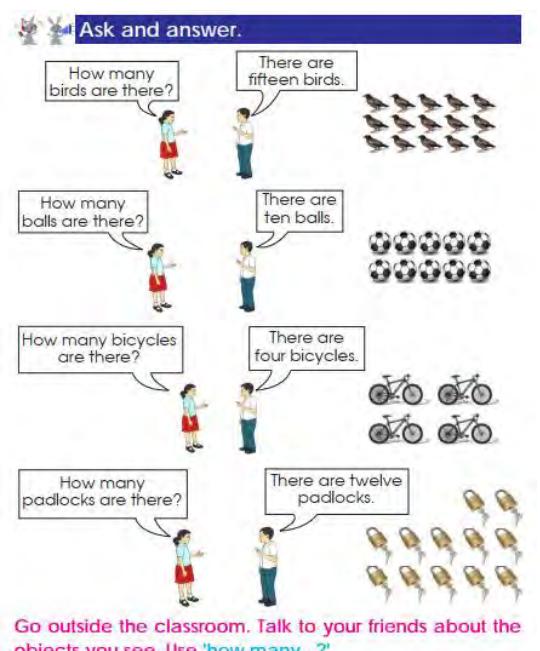
- Study the workbook thoroughly.
- Have the materials ready. Record the conversation given in the 'Read and answer' section in your mobile phone.

#### **1. Ask and answer.**

**20 minutes**

This is a task for reviewing the numbers from 1 to 20 that the students have learned in Grade 1. The task focuses on listening and speaking. Follow the steps:

- First write the numbers 1-20 on the board and have everyone shout out the numbers as you write them.
- Ask the students to look at the pictures in the workbook. Ask them their names. Help them if they don't know the word i.e. padlocks, bicycles, birds. Now, ask the students to count their number. Ask the class the questions about the pictures: *How many birds are there?* The students may reply: *There are fifteen birds.* Ask the questions about all the pictures. Let the students practise this in groups and pairs.
- Ask students the questions about their classroom objects using 'How many...?': *How many windows are there in this class? How many benches are there? How many tables are there?* Let the students observe the classroom and speak orally.
- Put the students in pairs. Allow them to go outside and observe the different objects they see. Ask the pairs to ask and answer about these objects using 'How many...?' (i.e. How many trees are there? There are 12 trees. Etc.) Check whether they are talking the right way and about.



#### **Integrating other subjects**

This activity can be used to teach the concept of Psjrg and ax'arg in Nepali.

#### **2. Read the numbers.**

**50 minutes**

This is a speaking task. Follow the steps:

- Play the "Pass the Parcel" game to introduce numbers from 21-30."

Before class, get 10 sheets of A4 size paper and write numbers (21-30) on each sheet. Shuffle the papers up so that they are ordered randomly. Now make your parcel – roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball. Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper.

- In class, get everybody to sit in a circle.
- Play some music and have everybody pass the parcel around the circle until you stop the music. The person holding the parcel when you stop the music can unwrap the first layer. Ask for that sheet of paper and stick it on the board with the number showing. At this point there is no need to teach the number.
- Start the music again and then stop it after the parcel has been passed around a while. The student holding the parcel can unwrap the next sheet and look at the number. S/He should then stick it on the board either to the left or right of the number already there, depending on if it comes before or after that number (e.g. if the first number was 25 and the second one is 29, then it should be placed after 25).
- Keep playing "Pass the Parcel" until all the numbers are stuck on the board in the correct order from 21-30.
- Now, that you have all the numbers (21 to 30) on the board, you can teach them. You can chorus them with your class. Start with 21 and chorus it 3 times with the class with its pronunciation and spellings. Continue with all the numbers. Now, put your class into pairs. Have each pair practice saying the numbers together (e.g. A: 21, B: 22, A: 23, B: 24, etc.).
- Play "Stand in the right order". For this, give each student a number sheet from 31 to 50. If you have more than 20 students, make more numbers so you have two groups. For less than 20 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 34 and 35, not 34 and 38). Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 31-50. Now, get the class to shout out their numbers from 31-50, down the line. Make it a game – each round try and do it faster than the last! During this game teach the pronunciation and spellings of the numbers.
- Do the "Write the numbers 21-50 on the board" activity. From this, you are going to get everyone to help write the numbers on the board. For this, draw 30 large squares on the board in 6 rows. Call out a student and ask him/her to write a large number 1 in the first box. Keep calling out students to fill in the rest of the squares so you have all of the numbers 1-20 on the board. At the end, it should look like this:

21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50

Now, get the class to read out their numbers from 21-50 with their spellings.

#### Integrating other subjects

- This is directly related to the learning of numbers from 21-50 in Mathematics. They can be taught to write the number names in Nepali.

### 3. Listen to your teacher and write the number names.

20 minutes

This is a listening task. Follow the steps:

- Tell them to look at their workbook. Ask them to read the number names. Help them if they don't know these.
- Tell them that you are going to say the number names randomly and they need to identify the number and write their names in the correct space.
- Say the number names words one by one but in random order. Students write in the right space on the workbook. Make sure that they are correctly listening to the teacher and writing. The number names are: *forty six, thirty four, forty nine, forty, forty four, thirty three and thirty eight.*
- With their workbooks closed, write some other numbers from 21 to 50 on the board. Ask the students their number names. This way you can teach pronunciation.

 Listen to your teacher and write the number names.

46	.....
34	.....
49	.....
40	.....
44	.....
33	.....
38	.....

### 4. Read and answer.

40 minutes

This is a reading task. Follow the steps:

- Tell them to look at the picture and ask these questions: Who are the boy and the girl? Where are they going? What are they carrying with them? Whose bag is big? What are their names? Encourage the students to say the answers even if they are wrong.
- Tell them that they are going to listen to a recorded conversation given in the "Read and answer" section. Tell them to point to the line with their fingers while they listen. (If you have not recorded the conversation earlier on your phone, read out the dialogue.)
- Tell them to read the conversation in pairs. One of them will act as Raju and another as Nima.
- When they finish, ask the questions one by one to check their comprehension: Where are they going? Whose bag is big? How many books are there in Nima's bag? How many brothers does Nima have? Who has only one sister?
- Now, tell the students to look at the questions given. Make sure that they understand what the questions mean.
- Ask them to read the conversation, find out the answers and write. The students do this task individually. Help them to find out the answer if required.
- When they finish, ask them to check each other's answers. Finally, give feedback to the class. The correct answers are: a. *Nima's bag is so big because she is carrying her brother's books.* b. *Raju has no brothers.* c. *Nima has two sisters.* d. *No, they are not brother and sister.*

#### Read and answer.

Where are they going?

- Raju : Hello, Nima. How are you?  
Nima : Hi, Raju. I'm fine. Thank you.  
Raju : Your bag is so big. How many books do you have?  
Nima : I have ten books. I also carry my brother's books.  
Raju : How many brothers do you have?  
Nima : I have one brother. He studies in nursery.  
Raju : How many sisters do you have?  
Nima : I have two sisters. How many sisters do you have?  
Raju : I have only one sister.



#### Write short answers.

- a. Why is Nima's bag so big?

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- b. How many brothers does Raju have?

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- c. Who has two sisters?

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- d. Are Raju and Nima brother and sister?

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#### 4. Rewrite the paragraph. Change the numbers into word form.

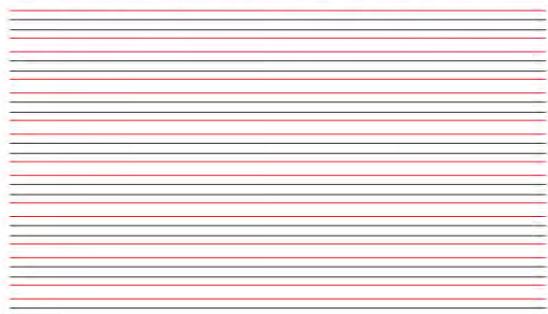
25 minutes

This is a writing task. In this task, the students need to rewrite the paragraph converting the number into number names. Follow the steps:

- Tell them that they are going to listen to the paragraph. Read the sentences aloud with correct pronunciation at an appropriate speed and ask them to point out the lines while the teacher reads.
- Ask the students to read the text in pairs and ask them to underline the numbers in the paragraph.
- Write these numbers on the board. Invite some students and ask them to write their number names on the board.
- Now, tell them that they have to rewrite the paragraph changing the numbers into number names.
- Check their writing when they finish.

 **Rewrite the paragraph. Change the numbers into word form.**

Rupa went to a shop with her mother to buy a gift for her father. Her father is 27 years old. She bought a watch for him. After that, she went to a grocery shop. She bought 40 chocolates. It costs 30 rupees for a piece. They bought 45 balloons, 50 strawberries and 47 party hats.



#### 5. Write the numbers.

25 minutes

This is a writing task. Follow the steps:

- Write five numbers names on the left side of the board from among 21 to 50. Write the number on the right side randomly. It looks like this:

Forty four	37
Twenty two	44
Thirty	50
Thirty seven	22
Fifty	30

- Ask one of the students to read the number names written on the left side of the board. Ask others to check him/her if he/she correctly reads them out. Then ask another student to read the numbers on the right side. Help them if necessary.
- Invite one of the students in front of the class and ask him/her to match the number names with the respective numbers.
- Now tell the students that they are going to do the workbook task. Ask them to do the task individually.
- Move around the class and check if they are doing as instructed. When they finish, check their answers. Finally, give feedback to the whole class. The numbers are: a. 37 b. 43 c. 21 d. 48 e. 29.

 **Write the numbers.**

- a. Thirty seven ..... d. Forty eight .....
- b. Forty three ..... e. Twenty nine .....
- c. Twenty one .....

#### Homework

Write 20 to 50 in both number and number names.

## Assessment 4

This is the assessment section for the theme '*Our Environment*'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and point to the correct words.

This task is to be done individually. Make sure that everyone has the workbook. Say the words, one at a time randomly and ask the student to point to the correct word. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

1. Listen to your teacher and point to the correct words.

village	marigold	mountain
snowy	summer	forty
clean	dustbin	pleasant

### 2. Listen to your teacher and answer the questions.

This task is to be done by the students individually. Tell them that you are going to read a text; they will listen and answer the questions. Score 1/2/3 or 4 as appropriate in the record sheet.

#### Listening text

Roshika and Reetu are friends. They are in Reetu's house today. It is very cold outside. They are watching television and talking. "I don't like winter," says Roshika. "It's very cold!", Reetu says, "I like summer because it is sunny and hot. I can stay outside with my friends".

2. Listen to your teacher and answer the questions.

a. Where are Roshika and Reetu?

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b. What are they watching?

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c. What season does Reetu like?

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### 3. Go out of the class. Ask and answer questions about different things and their location. Work in pairs.

This task is to be done in pairs. Pair all the students. Tell each pair to go out of the class one by one and ask them to take turns to ask and answer questions about different things and their location. Notice if both ask and answer questions about different things and their location correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

Go out of the class. Ask and answer questions about different things and their location. Work in pairs.

### 4. Listen to your teacher and sing the song.

This should be done on a one-on-one basis. First sing the song for the whole group. Invite the students one by one and ask them to sing. Notice if they have done the task correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

4. Listen to your teacher and sing the song.  
After my bath  
I try, try, try  
to wipe myself  
till I'm dry, dry, dry.  
Hands to wipe  
and fingers and toes  
and two wet legs

and a shiny nose.  
Just think how much  
less time I'd take  
if I were a dog  
and could shake, shake, shake.

### 5. Read the text and answer the questions.

This is the reading test. This is to be administered in the whole group but the students need to write their answers individually. Make sure that the students have their workbook and pencils ready. Ask them to read and answer the given questions. Move around the class to make sure that they are not copying from others.

5. Read the text and answer the questions.  
Ruby's teacher, Mr. Thapa, is in her garden. "Come and see my flowers," says Ruby. There are many flowers, fruits and vegetables. Small birds and bees fly around. "What a beautiful garden!" Mr. Thapa says.

a. What are there in the garden?

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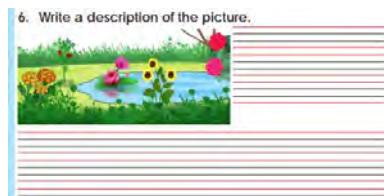
b. Who says 'What a beautiful garden!'?

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### 6. Write a description of the picture.

This is the writing test. The students are required to write a short description of the picture. Ask the students to write.



When all the students finish, collect the workbooks. Get assessment 4 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment.

Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.

### **Theme: My Belongings**

<b>Number of lessons:</b> 3 (Lesson 25 to 27)	
<b>Soft skills:</b> Communication, information management, collaboration, consumer skills.	
<b>Total working hours:</b> 5	
<b>Language function</b>	Asking for and giving information about immediate possession.
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and name the objects</li><li>• Listen and sing</li><li>• Listen and match</li><li>• Listen and point</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Ask and answer about possession</li><li>• Ask and answer about colour</li><li>• Ask and answer about clothes people are wearing</li></ul>
<b>Vocabulary</b>	Camera, handkerchief, video game, computer, key ring, laptop, party, sandals, scarf, gloves, party, jeans
<b>Reading</b>	<ul style="list-style-type: none"><li>• Description</li><li>• Description of a birthday party</li><li>• Conversation</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• A paragraph on what you have</li><li>• A description of a picture</li><li>• A description of who is wearing what in the picture</li></ul>

## Lesson 25

### Things I have

This is the first lesson on the theme *My Belongings*. The whole lesson is focused on the possessions. The students will practise different language skills around the objects they have.

There are four topics to cover in this lesson:

1. What are these? Talk to your friends. (Listening and speaking)
2. Ask and answer (Speaking)
3. Read and answer (Reading)
4. Ask two of your friends. List down five things they have. (Writing)

#### **Objectives:**

- Identify different objects and say what they are.
- Listen to the teacher and name the objects.
- Ask and answer about possessions using yes/no questions.
- Read a short text about possessions and do comprehension tasks.
- Write some sentences on what they have.

**Materials:** word cards (for task 1).

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

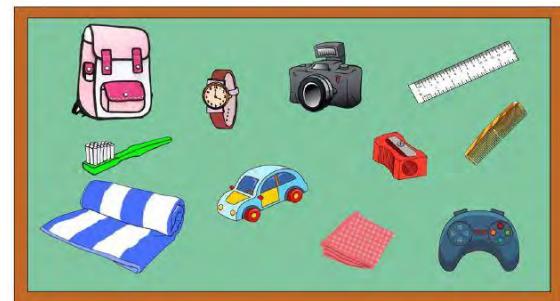
#### **1. What are these? Talk to your friends.**

20 minutes

This task focuses on speaking and listening skills. Follow these steps.

- Show the pictures one by one and ask: What is it? Let the students answer. Move around the class and check that everyone can identify the objects and say in English. (The objects are: school bag/bag, watch, camera, ruler, toothbrush, sharpener, comb, towel, toy car, handkerchief, video game)
- Write all the words on the board. Drill all the words one by one so that they learn the pronunciation and spelling of the words.
- Erase the words from the blackboard and tell them that they will listen to you and write the words in the blank spaces given in their workbook. Also, tell them that the pictures will help them.
- Once they are ready with their pencils, read out the sentences one by one slowly. Focus on the missing words. (The sentences are: I have a camera. I have two sharpeners. Rita has a watch. We have books in the bag. I have a handkerchief.)
- Tell them that you are going to read out the sentences again. This time they will write if they have missed or check whether they have written correct words or not.
- Move around the class and make sure that all the students have written the words. Tell them that they are going to check their answers. Read out the sentences but do not say the words that go for the blanks. Pause the students and say the words by yourself. If they have written wrong words, tell them to look at the picture. Make sure that the students have written correct spelling.
- Divide the students into two groups. Put them in a line. Put the word cards (prepared beforehand) on the floor. Shout out a word at a time. One student from each group runs to pick up the word card. Whoever picks up the correct word card first earns a point for his/her team.

 **What are these? Talk to your friends.**



**Now, listen to your teacher and write the words.**

- a. I have a \_\_\_\_\_ .
- b. I have two \_\_\_\_\_ .
- c. Rita has a \_\_\_\_\_ .
- d. We have \_\_\_\_\_ in the \_\_\_\_\_  .
- e. I have a \_\_\_\_\_ .

## 2. Ask and answer.

20 minutes

This task focuses on speaking skill. The students learn to ask and answer yes/no questions focusing on possessions. Follow these procedures:

- Tell the students to look at the pictures. Ask: who are they? (They are friends) What are they doing? (They are talking) What question did the girl ask first? (Do you have a pen?) What was the boy's answer (Yes, I have . I have two pens.) Does the boy have any pens? (Yes, he has two pens.)
- Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
- Now, invite two students: one girl and one boy to the front of the class and ask them to act out the dialogue. The rest of the students will listen.
- Write these structures on the board: A: Do you have a/an .....? B: Yes, I do. I have ..... / No, I don't. I don't have any .....
- Tell them that they are going to ask and answer questions based on the given objects. They need to give true answers. (If they have an umbrella, they say: Yes, I do. I have an umbrella, if they don't have an umbrella, they say: No, I don't. I don't have any umbrella.) Do the first one as an example (umbrella) with a student.
- Divide the students in pairs and ask them to ask and answer about other objects.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing that. Invite some pairs to the front of the class and act out (ask and answer questions) based on the objects. If you find any pronunciation errors, correct them and drill the words.
- Tell them to ask you question 'Do you have a ....?' and you will answer. Give true answers as far as possible.
- Move around the class, ask question 'Do you have a/an.....?' to as many students as time permits. This time, use different objects other than those given in the workbook. Tell the students to say loudly so that others listen to them.

## 3. Read and answer.

45 minutes

This task focuses on reading skill: both loud reading (for decoding) and reading comprehension. Follow these procedures:

- Tell them to look at the pictures and ask these questions: Is it the picture of a room? (Elicit 'yes'). What things do you see in the first picture (Elicit these: calendar, bicycle, table, school bag, mat, books, glasses, video game, sharpeners) What things do you see in the second picture? (Elicit these: laptop, radio, camera, book, ring, story book.) Where is the camera? (It's on the table.) Have you ever ridden a bicycle? Have you ever used a laptop? What objects among these do you have? What other objects do you have? Encourage them to speak.
- Ask: whose things are these? Tell them to look at the first sentence. Elicit: Ajaya and Bishnu.
- Tell them that they are going to read the text about what Ajaya and Bishnu have.

### Ask and answer.



### Now, have a similar conversation.



45 minutes

### Read and answer.

Ajaya and Bishnu are friends. They live in the same village. They study in the same school. Now, they are talking about the things they have. Ajaya says, "I have many things. I have a video game. I have five pencils, four sharpeners and six exercise books. I carry them in my bag. I have a new watch. I wear sun glasses when I go outside. I have a bicycle."

"What other things do you have with you, Bishnu?" Ajaya asks. Bishnu says, "I have a camera. I take photos. I have a storybook. I have a laptop. I can type on it. I also play games on my laptop. I have a ring. I have a radio. I listen to songs."

Both Ajaya and Bishnu are happy with the things they have.

#### Write 'True' or 'False'.

- Ajaya and Bishnu live in a town.
- They go to the same school.
- Ajaya has a video game.

- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation).  
Pause at some words for them to read. This way, you can check whether they are actually following you or not.
  - Tell them that you are going to read the text again and this time they have to find out what things Ajaya and Bishnu have.
  - Read the text a bit quickly this time. When you finish check the answers. (Ajaya has: video game, five pencils, four sharpeners, six exercise books, a bag, a new watch, sun glasses and a bicycle. Bishnu has: a camera, a story book, a laptop, a ring and a radio.)
  - Tell them to read the first paragraph loudly. When they finish, ask them these questions and elicit answers from them. When they answer, ask them to show you where the answers lie. (Questions: Who are Ajaya and Bishnu? Do they live in a town? Where do they live? Do they live in the same place? Do they go to the same school? What are they talking about? What things does Ajaya have? When does he wear sunglasses?) (Answers: They are friends. No, they live in a village. They live in a village. Yes, they live in the same village. Yes, they go to the same school. They are talking about what they have. Ajaya has a video game, five pencils, six exercise books, a bag, a new watch, sunglasses and a bicycle. When he goes outside.) Make sure that everyone finds the answers.
  - Tell them to read the second paragraph loudly. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie. (Questions: What does Bishnu have? What does he do with the camera? What does he do with the laptop? What does he listen on the radio? Are Ajaya and Bishnu happy?) (Answers: Bishnu has a camera, a storybook, a laptop, a ring and a radio. He takes photos with the camera. He types on the laptop. He listens to the songs on the radio. Yes, they are happy with the things they have.) Make sure that they can answer all the questions.
  - Ask the students to look at 'True/False' statements given below the text. Make sure that they understand what they mean.
  - Ask the students to read the text silently and find out and write whether the statements are True/False.
  - Move around the class and help the students if they need any.
  - When they finish, do whole class feedback for each statement. Ask why a particular statement is a true or a false statement. This helps the students learn the skill to find out the answers in a reading text.
  - Answers: (a. Ajaya and Bishnu live in a town. False, because they live in a **village**. b. They go the same school. True, because they **study** in the same school. c. Ajaya has a video game. True. d. Bishnu can type on computer. True, because he can type on a laptop. E. Ajaya plays games on his laptop. False, because he doesn't have any laptop. He doesn't talk about laptop in the text.)

**4. Ask two of your friends. List down the things they have.**

**40 minutes**

This is a writing task that starts with asking two friends and making a list of things they have. Finally, they will write about what they have.

- Tell the students that they will move around the class and talk to two friends about what they have. They will write their names and the list of things they have.
  - Make sure that they understand the task. Ask them to move around the class with the book and pencil. Monitor their task. Help them with spelling.
  - When they finish, tell them to come back to their seats. Tell them that you are going to write about what you have.
  - Start writing about yourself on the board. Use short and simple sentences.

I am Ram Karki. I have many things with me. I have a mobile phone. I call my friends and family. Sometimes, I send messages. I have a radio at home. I listen to the news and the songs on the radio. I have many books. I read them when I am free. I also have a television. I watch films and news on it. I have a laptop. I type on it.

- Tell the students to write about themselves. They need to write about five objects they have. Help the students if necessary. When they finish, ask them to exchange their writing with their friends next to them. They will read each other's writing and make corrections.
- When they finish, ask some of them to read about what they have written. Go to each student and check their writing and help if necessary.

### Homework

- Ask one of your family members about what they have and write about what they have and what they do with them.

## Lesson 26

### Colours and Objects

This is the second lesson on the theme *My Belongings*. The lesson talks about colours. The students will practise different language skills talking about colours and different objects.

In this lesson, there are four topics to cover:

1. Listen and sing. (Listening and speaking)
2. Ask and answer. (Speaking)
3. Read and answer. (Reading)
4. Colour the picture and write a description. (Writing)

#### Objectives:

- Identify the colours.
- Listen to the teacher and name the given colours.
- Ask and answer about colour. (E.g. What colour is ..... ? The ..... is .....)
- Read a short text about birthday and do comprehension tasks.
- Colour and write a short description of a picture.

**Materials:** Letter cards (to make all the colour words), different colours.

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.
- Learn the tune of the song.

#### 1. Listen and sing.

20 minutes

This is a listening and speaking task. The first part of the task is singing the given rhyme and the second part contains a listening task. Follow these steps:

- Tell the students to look at the pictures and ask these questions: What do you see in the picture?  
How many people are there? What are they doing? What is the pole? (Elicit: There is a tall pole. There are three people. They are holding the ribbon. The pole is called Maypole)
- Tell them that they are going to listen to the song. Ask them to listen and look at the lines.
- Sing the song. When you sing, act out: hang, holding the ribbon and hopping. This way they will understand the meaning of the words.
- Tell them that, this time they will sing together with you. Take them out of the class or you can do this inside if there's enough space. Help them sing the song with you. Ask them to act out too.
- Finally, ask them to sing and act out the song.
- Tell them that they are going to do a listening task. Ask them to look at the pictures. Talk about the objects like: pen, bag, whiteboard. Ask: what colour is the pen? Elicit: green.
- Tell them that you are going to say the colour words and they need to write the colour words under the correct picture.
- Say the words one by one and they will write them wherever correct. Do this as many times as necessary until all the students have written the words under all the pictures.
- Move around the class and check.
- Say the correct words in order (of the pictures) and ask them to check whether their answers are correct or not. Make sure that they have written correct words.
- Ask them to close their workbook. Divide them into a group of four. Give them letter cards. Make sure that they can make all the seven colour words with them. When they are ready, tell them that you are going to read out the colour words and they rearrange the letters to make the

Listen and sing.  
**Maypole**

Blue, red and green.  
Pretty ribbons can be seen.  
The ribbons hang from the top.  
We hold them and hop.  
Hop, hop, hop.  
Hop, hop, hop.  
Hop around the Maypole, hop.

*Now, listen to your teacher and write words under the correct pictures.*

green	red	yellow	blue	pink	white	orange

words. You can do this as a game but keep your eyes on them so that you will find out which group has made the word first.

## 2. Ask and answer.

15 minutes

This is a speaking task to ask and answer: What colour is .....? The ..... is ..... Follow these steps:

- Remind them the colour words from the previous activity and write them on the board. When you write, ask them to tell you the spelling.
- Show your shirt and ask: What colour is the shirt? Emphasize **What colour is .....**. Say: The shirt is ..... Emphasize **The shirt is .....**. Write the question and answer structure on the board.
- Show them the pictures of umbrella, dress, mobile phone and the doll one by one and ask: What colour is .....? Encourage them to give the answers. If they get confused, ask them to look at their book.
- This time, show the pictures one by one with your hand and request them to ask you the question. Give them the answer.
- Divide the students into pairs and ask them to take turns to ask and answer the questions and answers given in the workbook. Move around the class and help the needy ones.
- When you are sure that they can ask and answer, ask them to look at other pictures. Help them learn the words: jug, laptop, key ring, ink, doll, eraser and ribbon with the help of the pictures.
- Ask the students to work in pairs and take turns to ask and answer the questions. Tell them to use the structure: What colour is .....? The ..... is ..... Demonstrate an example: What colour is the jug? The jug is pink.
- Move around the class and monitor their work. Help them if necessary.

## 3. Read and answer.

35 minutes

This is a reading task. Follow these steps for this task:

- Tell them to look at the pictures and ask the questions: What do you see in the first picture? Is the house beautiful? What are they (pointing to the balloons)? What colours are the balloons? What are the people doing in the second picture? What song are they singing? Whose birthday is it? Why do you think so? What other things do you see there? What is on the table? Why is it there? When is your birthday? Do you celebrate your birthday? What do you do on your birthday? etc. Ask as many questions as possible. In this way, they will be ready to read the text.
- Tell them to read the first two lines and find out the name of the birthday girl (Laxmi).
- Tell them that they are going to read the text about Laxmi's birthday.
- Tell them to follow you with their fingers when you read the text. (Learn the correct pronunciation of the words from the text beforehand). At the end of each sentence you read, ask questions. (E.g. It's March 24<sup>th</sup>. What's the date?) This helps them to comprehend the text.
- Tell them to read the questions given. Make sure that they understand all the questions.
- Tell them to read the text and find the answers to those questions. The students do this individually.
- Move around the class and help them to find the answers if

house. There are ribbons of many colours in the room and outside the house. There are many white, yellow and red flowers, too.

It's five o'clock now. Everyone is around the dining table. There is a big cake in the middle with six pink candles. Laxmi's father stops the music and lights the candles. Everyone sings, "Happy birthday to you, Laxmi". Then, she blows out the candles. Laxmi's mother and her friends take some photos. Laxmi is very happy because she's got many presents.

### Write short answers.

a. When is Laxmi's birthday?

b. How old is Laxmi?

c. What time did they celebrate the birthday?

d. What song did they sing?

e. Write the colours of the following objects.

Objects	Colours
candles	

flowers	
balloons	

necessary.

Make sure that they have written the correct answers. (Answers: Laxmi's birthday is on March 24<sup>th</sup>. She is six years old. At five o'clock. They sang happy birthday song. Candles: pink, Flowers: white, yellow and red, Balloons: blue, green, brown.)

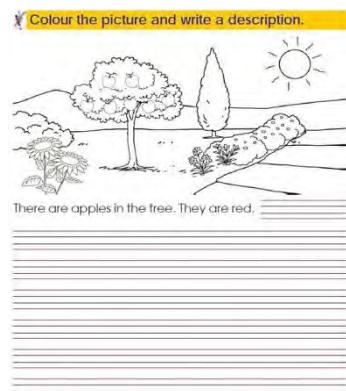
- Help them learn the words like: candle, balloon, dining table, blows out, presents etc.
- Tell them that you are going to ask them some questions and they need to say the answer from the text. (Questions: Who have come to the birthday? What colourful things were there? Where was the cake put on? What did they do with the cake? Did they dance? What did Laxmi get? etc.)

#### 4. Colour the picture and write a description.

**20 minutes**

This is basically a writing task however they need to colour the picture first. Follow the steps for this activity:

- Talk about everything in the picture and ask what colour are they? Write down the objects on the board and their colour next to them.
- Tell them to colour the objects appropriately.
- When they finish, ask them to move around the class and decide whose picture is the best. Let them decide through discussion.
- When they go back to their seat, ask them to write the description of the picture. Tell them to write everything they see in the picture. Two sentences are given there. They can take help of them.
- Help them to write in correct structures.
- You can set this as homework too. But, do not forget to check their answers. One sample answer is given here.



There are apples in the tree. They are red. The apple tree is green. The Sun is in the sky. It is yellow. The sky is blue. There are some trees. They are green. There are some flowers. They are of different colours.

## Lesson 27

### My Clothes

This is the third and last lesson on the theme *My Belongings*. The lesson talks about clothes. The students will practise different language skills around the clothes. In this lesson, there are four topics to cover:

1. Listen and point to the correct pictures. (Listening)
2. Ask and answer. (Speaking)
3. Read and answer. (Reading)
4. What are Anil's family members wearing? Write a few sentences. (Writing)

#### Objectives:

- Listen to the names of the clothes and point to the correct pictures.
- Ask and answer questions about the clothes and colour.
- Read a conversation about the clothes and answer the questions based on it.
- Write sentences about what clothes people are wearing.

**Materials:** pictures, recorded conversation (Read and answer)

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready. Record the conversation given in read and answer section in your mobile phone.

#### 1. Listen and point to the correct pictures.

10 minutes

This is a listening task. Follow the steps:

- Tell the students the names of the clothes they know. This way you can check their previous knowledge about clothes.
- Show the clothes you are wearing and check if they know the names of the clothes.
- Tell them to look at their workbook. Ask them to point the things they are wearing now in the pictures. In this way, you can check whether they can identify the names of clothes.
- Tell them that you are going to say the words randomly and they need to point to the correct pictures.
- Say the words one by one but in random order. Look at their fingers at each word and make sure that they are listening correctly.
- With their workbooks closed, show them the pictures of some clothes given in the book and ask them the name of the clothes. In this way you can teach pronunciation.
- Finally, say the spelling only (s-a-n-d-a-l-s) and they put the letters together to make words. Do this in groups and individually.

(Note: The correct spelling is sandals.)



Ask and answer about the things in the picture.

#### 2. Ask and answer.

20 minutes

This is a speaking task. Follow the steps:

- Tell the students to look at you and listen to you attentively. Point to someone's shirt in the class and ask and answer by yourself:  
What is he/she wearing?  
What colour is it?  
blue/black/red/pink/white.
- Ask them to recall what you were saying. Remind them if necessary and write the structures on the board: What is ..... wearing?  
..... is wearing a jacket. What colour is it? It is .....
- Tell them to look at the picture and ask: Who is asking questions? Who is giving answer? Who are they talking about?
- Act out the questions and answers when they look at their book and listen.

She/he is wearing a shirt.

It's



Ahmad/hat/black

Sarita/skirt/red

Raju/shirt/white

Dolma/jacket/blue

Deepak/coat/pink

Nita/gloves/black

Now, talk to a friend about what your friends and teachers are wearing?

- Invite three students to the front of the class to act out the conversation. Help them if necessary.
- Divide the students in pairs and ask them to take turns to ask and answer as in the given conversation.
- Ask them to look at the remaining task. Tell them that they are going to practise asking and answering as in the example. Tell them to look at the boy and ask: What is the name of the boy? What is he wearing? (Pointing to the hat) What colour is it? How do you ask questions? What are the answers? (Elicit: What is Ahmad wearing? Ahmad is wearing a hat. What colour is it? It is black.)
- When you are sure that they can ask and answer, divide the students into pairs and ask them to take turns to ask and answer questions. Monitor them and provide help if necessary.
- When finish, ask some pairs to stand up and ask and answer questions.
- Invite one of the students to the front of the class and pointing to the clothes he/she is wearing, ask question about the clothes and colour. Help them in answering.
- For more practice, tell the students to work in pairs and ask and answer questions about clothes and their colour in pairs. Tell them that they can talk about anyone in the class.

### 3. Read and answer.

**35 minutes**

This is a reading task. Follow the steps:

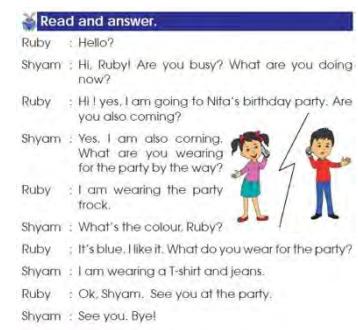
- Tell them to look at the picture and ask these questions: What are the boy and girl doing? Are they talking on mobile phone? What are their names? Encourage the students to say the answers even if they are wrong.
- Tell them that they are going to listen to a recorded conversation given in read and answer section. Tell them to point to the line with their fingers while they listen. (If you have not recorded the conversation earlier on your phone, read out the dialogue.)
- Tell them to read the conversation in pairs. One of them will act as Ruby and another as Shyam.
- When they finish, ask the questions one by one to check their comprehension: Is Ruby busy? Where is she going? Whose birthday party is it? Is Shyam also going? What is Ruby wearing for the party? Do you wear a frock? What colour is Ruby's frock? What is Shyam wearing for the party? Do you like jeans? Why?
- Tell the students to look at the questions given. Make sure that they understand what the questions mean.
- Ask them to read the conversation, find out the answers and write them. The students do this task individually.
- Move around the class and check if they are doing as instructed. Help them to find out the answer if required.
- When they finish, ask them to check each other's answers.
- Finally, do whole class feedback.
- (Answers: a birthday party. Party frock. Blue. Shyam.)

### 4. What are Anil's family members wearing. Write a few sentences.

**20 minutes**

This is a writing task. In this task, they need to write the names of clothes and their colours. They need to write the sentences together so that they make a paragraph. Follow the steps:

- Tell them that they are going to write about the given picture. Tell them that it's Anil's family. Say: Who is Anil? Point to the picture. (The boy on the left is Anil.) Ask these questions: Who is this (pointing to each person)? Elicit: Anil's mother, Anil's father and Anil's sister. Write the answers on the board.
- Ask: What is he/she wearing? What colour is it? Write the names of clothes and colour next to each name.



- Write short answers.**
- Where are Ruby and Shyam going?  
\_\_\_\_\_
  - What is Ruby wearing for the party?  
\_\_\_\_\_
  - What colour does Ruby like?  
\_\_\_\_\_
  - Who is wearing jeans?  
\_\_\_\_\_

What are Anil's family members wearing? Write a few sentences.



This is Anil's family. Anil is wearing a T-shirt. It is yellow.  
\_\_\_\_\_

- When finished, tell the students to look at the picture and the words on the board and write some sentences in the workbook.

**Sample answer:**

This is Anil's family. Anil is wearing a T-shirt. It is yellow. His mother is wearing a shawl. It is green. Anil's father is wearing a shirt. It is white. Anil's sister is wearing socks. They are white.

**Homework**

Make a list of your clothes together with their colours. For each of the clothes, write a sentence about its colour.

E.g. Shirt – blue – My shirt is blue.

## Assessment 5

This is the assessment section for the theme „My Belongings“. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and point to the words.

This task is to be done individually on one-on-one basis. Make sure that everyone has the workbook. Say the words, one at a time and ask the student to point to the correct word. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

1. Listen to your teacher and point to the words.

storybook

handkerchief

camera

balloons

scarf

yellow

2. Listen to your teacher and complete the sentences.

- a. Everyone is standing ..... the dining table.
- b. There are ..... candles in the middle of the cake.
- c. It was Laxmi's .....

3. Listen to your teacher and follow his/her commands.

### 2. Listen to your teacher and complete the sentences.

This task is to be done by the students individually but in whole group. Tell them that you are going to read a text, they will listen and write the missing words.

#### Listening text

It is five o'clock now. Everyone is standing around the dining table. There is a big cake in the middle with six pink candles. Laxmi's father stops the music and lights the candles. It was Laxmi's birthday and they all enjoyed it.

### 3. Listen to your teacher and follow his/her commands.

This task is to be done on one-on-one basis. Invite the students one by one and give at least three of these commands. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### Commands

- |  |  |
|--|--|
| • Point to the window.<br>• Show me your shirt.<br>• Show me your shoes. | • Show me something red.<br>• Put your hands on your head.<br>• Touch your shoulder. |
|--|--|

### 4. Work in pairs. Take turns to ask and answer questions about what you have. Ask and answer at least five questions.

Invite the students in pairs. Ask them to take turns to ask and answer at least five about what they have. (E.g. what do you have? I have a shirt.) Notice if they have done the task correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

4. Work in pairs. Take turns to ask and answer questions about what you have. Ask and answer at least five questions.

### 5. Listen to your teacher and sing the song.

This should be done on one-on-one basis. First sing the song for the whole group. Invite the students one by one and ask them to sing. Notice if they have done the task correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

5. Listen to your teacher and sing the song.

Blue, red and green.

Pretty ribbons can be seen.

The ribbons hang from the top.

We hold them and hop.

Hop, hop, hop,

Hop, hop, hop,

Hop around the Maypole, hop.

#### 6. Read the text aloud.

Ajaya and Bishnu are friends. They live in the same village. They study in the same school. Now, they are talking about the things they have. Ajaya says, "I have many things. I

have a video game. I have five pencils, four sharpeners and six exercise books. I carry them in my bag. I have a new watch. I wear sun glasses when I go outside. I have a bicycle."

"What other things do you have with you, Bishnu?" Ajaya asks. Bishnu says, "I have a camera, I take photos. I have a storybook. I have a laptop. I can type on it. I also play games on my laptop. I have a ring. I have a radio. I listen to songs."

Both Ajaya and Bishnu are happy with the things they have.

#### Now, match the words with their meanings.

- |            |  |
|------------|--|
| a. village | i. a small computer                          |
| b. carry   | ii. small town                               |
| c. wear    | iii. not sad                                 |
| d. laptop  | iv. take something from one place to another |
| e. happy   | iii. put on                                  |

**7. Write as many words as possible. Use the letters from the word: *belonging*.**

This is the writing test for vocabulary. The students are required to write as many words as possible using the letters from the word: belonging. Ask the students to write the meaningful words. E.g. long

7. Write as many words as possible. Using the letters from the word: *belonging*

*When all the students finish, collect the workbooks. Get assessment 5 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.*

### **Theme: Our Culture**

This theme is common in all three subjects: Nepali, English and *Serofero*. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

<b>Number of lessons:</b> 3 (Lesson 28 to 30)	
<b>Soft skills:</b> Time management, Making action plans, Communication	
<b>Total working hours:</b> 10	
<b>Language function</b>	Talking about months of the year, Talking about jobs
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and sing</li> <li>• Listen and say</li> <li>• Listen and act</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Talk about pictures</li> <li>• Talk about festivals</li> <li>• Talk about jobs</li> <li>• Talk about the activities on Children's Day</li> <li>• Talk about calendar</li> <li>• Talk about months of a year</li> <li>• Ask and answer about the months of a year</li> </ul>
<b>Vocabulary</b>	Dashain, receive, tika, jamara, priest, pundit, nun, monk, Lhosar, performing, painting, prize, singing, dancing, event, wish, praise, competition, months, celebrate, decorate, greeting, firework, delicious, cinema, etc.
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Festival activities</li> <li>• A story about Lhosar</li> <li>• A text about Children's Day</li> <li>• A text about New Year</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Sentences about celebrating a festival</li> <li>• A paragraph about the activities on Children's Day</li> <li>• A paragraph on celebrating the Nepali New Year</li> <li>• Draw a picture of a gift</li> </ul>

## Lesson 28

### Our Festivals

This is the first lesson on the theme *Our Culture*. The whole lesson is about celebrating festivals. The students will practise different language skills in this lesson.

This lesson includes five topics:

1. Look at the pictures, discuss and read. (Speaking and reading)
2. Look at the pictures and say who they are. (Speaking)
3. Listen and act. (Listening and speaking)
4. Read and answer. (Reading)
5. How do you celebrate your favourite festival? Write in about five sentences. (Writing)

#### **Objectives:**

- Tell the activities that they perform to celebrate a festival.
- Identify the jobs.
- Talk about their favourite festival.
- Read a story about Lhosar and do comprehension tasks.
- Write five sentences about their favourite festival.

**Materials:** Word and picture cards (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**30 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps:

- Ask the students to look at the pictures and guess which festival is shown in the pictures. (Elicit: Dashain.)
- Show the pictures one by one and ask: What do you see in the pictures? (Elicit: flying kites, playing swings, going for shopping, and receiving Tika and Jamara.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Ask the students what other festivals they celebrate. Elicit answers and write them on the board.
- Conduct a drill practice so that the students can learn the correct spelling and pronunciation of the words.

**Look at the pictures, discuss and read.**



Kamal and Ratna fly kites at Dashain. They also play swings.



They go for shopping.



They receive Tika and Jamara from elders.

**What other festivals do you celebrate? Talk to your friends.**

#### **2. Look at the pictures and say who they are.**

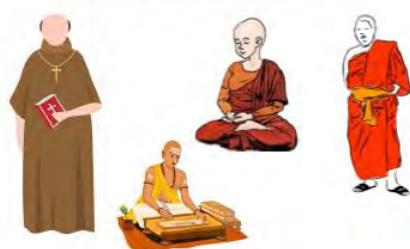
**20 minutes**

This task focuses on listening and speaking skills. The students will learn some jobs related to culture. Follow these procedures:

- Show the pictures one by one and ask the students who they are. (Elicit: priest, pundit, nun and monk.)
- Write the words on the board and conduct a drill practice so that the students can learn the spelling and pronunciation of these words.
- Ask them: What do they do? (Elicit: worship gods, do cultural works, etc.)

**Look at the pictures and say who they are**

priest      pundit      nun      monk



- Divide the students into two groups. Provide them with the word/picture cards. When a group shows a picture word, the other group identifies who s/he is and what s/he does. They will do it turn by turn.
- Each group will score 1 for each correct answer and the team scoring the highest will be the winner.

#### Integrating other subjects

- The pictures can be taken to discuss the different communities living in their locality. (*Serofero*)
- The names of the people given in the pictures in Nepal strengthens students' vocabulary in Nepali.

### 3. Listen and act.

**20 minutes**

This task focuses on speaking skill. The students will learn to greet and talk about their interests with each other. Follow these procedures:

- Tell the students to look at the pictures. Ask: who are they? (a girl and a boy) What are they doing? (They are talking.) What are they talking about? (their favourite festival/Lhosar)
- Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
- Now, invite two students: one girl and one boy to the front of the class and ask them to act out the dialogue. The rest of the students will listen to them.
- Divide the students in pairs and ask them to act out the conversation.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing the task, ask them what their favourite festivals are.
- Invite some pairs to the front of the class and act out the conversation using their own information. Other students will listen to them.
- Now, ask the students to act out the dialogue in pairs using their own information. Tell them to reverse the roles.
- Move around the class and help them if they feel any difficulty.



#### Integrating other subjects

- The students can be asked to talk about different festivals they celebrate in their community which may help to partially fulfil the learning outcomes of *Serofero*: आफ्ना छराँछमेकमा मनाइने चाडपर्वहरूमा सहभागी हुन र परिवारमा मनाइने चाडपर्वमा लगाइने पोसाक पहिचान गर्न।

### 4. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading (for decoding) and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: a man is going to cook food and he is remembering his children.)
- Ask them if they go to their grandparents' house to celebrate festivals. (Elicit: yes or no and then ask why eliciting the reason.)
- Tell them that they are going to read the story about Mr. Lama's Lhosar.

- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the first paragraph loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the correct answers.

**Questions:**

- Where is Mr. Lama? (Answer: at home)
- Why is he sad? (Answer: His children are away. He does not have anything to cook.)
- What does he want to cook? (Answer: a special meal for Lhosar)
- Tell them to read the second paragraph of the text. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

**Questions:**

- Where does Mr. Lama sit? (Answer: on a mat)
- What does he dream of? (Answer: his children)
- What are the children doing in his dream? (Answer: cooking delicious food, singing and dancing)
- Tell them to read the remaining part of the text. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

**Questions:**

- Does Mr. Lama see his children when he opens his eyes? (Answer: no)
- Why does he become sad again? (Answer: Because he doesn't see his children.)
- Ask the students to read the questions in the exercise. And tell them that they need to write the answers to these questions individually.
- Ask the students to read the text silently and write the answers.
- Move around the class and help the students if they need any help.
- When they finish, ask them to share their answers and provide feedback.

**Answers:**

- No, he doesn't.
- a special meal for Lhosar
- his children
- Because he doesn't see his children.

**Integrating other subjects**

- The students after reading about Lhosar builds on their knowledge on festivals of Nepal.

 **Read and answer.**



Mr. Lama is alone at home. It is Lhosar. His children are away. He is very sad. He does not have anything to cook. But he wants to cook a special meal for Lhosar.

Mr. Lama sits on a mat. He closes his eyes. He falls asleep. He dreams of his children. His children are around him. They are cooking delicious food. They are also singing and dancing. He is very happy.

After sometime, Mr. Lama opens his eyes. But there are no children. He becomes sad again.

**Write short answers.**

- a. Does Mr. Lama live with his children?

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- b. What does he want to cook?

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- c. What does Mr. Lama dream of?

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- d. Why is Mr. Lama sad?

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**5. How do you celebrate your favourite festival? Write in about five sentences. 30 minutes**

This is a writing task. The students have to write five sentences about how they celebrate their favourite festival. Follow the steps below:

- First, ask the students what their favourite festivals are. Make the group of the students having the same favourite festival.
- Ask them to discuss in the group about how the particular festival is celebrated.

- Ask them to write any five sentences about how they celebrate their favourite festival on the basis of the discussion. This time, they will do the task individually.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer:

Tihar is my favourite festival. I worship crow, dog, cow and ox in Tihar. I also put Tika of different colours on my brother's forehead. He gives me gifts. My mother cooks different delicious food. I eat them. I also play Deus-Vailo.

How do you celebrate your favourite festival?  
Write in about five sentences.

is my favourite festival.

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#### Integrating other subjects

- This task can be given in Nepali too.

## Lesson 29

### Children's Day

This is the second lesson on the theme *Our Culture*. The lesson talks about the celebration of the Children's Day. The students will practise different language skills around the topic.

This lesson includes six topics:

1. Look at the pictures, discuss and read. (Speaking and reading)
2. Say what the children are doing. (Speaking)
3. Ask and answer. (Listening and speaking)
4. Read and answer (Reading)
5. Write the plurals from the text. (Vocabulary)
6. What did you do on the last Children's Day? Write. (Writing)

#### **Objectives:**

- Tell the activities that they do on the Children's Day.
- Identify the activities with the help of pictures.
- Talk about the activities they did on the last Children's Day.
- Read a text about Children's Day and do comprehension tasks.
- Write the plural form of the nouns.
- Write a paragraph about what they did on the last Children's Day.

**Materials:** Word and picture cards (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**30 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps:

- Show the pictures one by one and ask: What do you see in the pictures? (Elicit: showing the banner of Children's Day, performing different cultural shows, playing games, etc.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Ask the students what they do on the Children's Day. Elicit answers and write them on the board.



What do you do on the Children's Day? Tell your friends.

#### **Integrating other subjects**

- Asking the students to talk about what they do on Children's day in Nepal develops their speaking skill in Nepali language.

#### **2. Say what the children are doing.**

**20 minutes**

This task focuses on the listening and speaking skills. The students will learn some jobs related to culture. Follow these procedures:

- Show the pictures one by one and ask the students what the children are doing. (Elicit: performing drama, painting, dancing and writing.)

- Write the words on the board and conduct a drill practice so that the students learn the spelling and pronunciation of these words.
- Ask them to write a sentence under each picture about what the children are doing. Tell them to look at the first picture for example.
- Once they write, check their answers and provide feedback.
- The sentences are:
  - They are performing a drama.
  - They are painting.
  - They are dancing.
  - They are writing.



### 3. Ask and answer.

**30 minutes**

This task focuses on speaking skill. The students will say what they did on the last Children's Day. Follow these procedures:

- Tell the students to look at the pictures. Ask: who are they? (They are teacher and students.) What are they doing? (They are talking.) What does the teacher ask? (What did you do on the Children's Day?) What does the first girl say? (I sang and danced.) What does the second girl say? (I ate chocolates.) What does the boy say? (I played games. I won many prizes.)
- Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
- Now, invite three students: two girls and a boy to the front of the class and ask them to act out the dialogue. You play the role of the teacher. Rest of the students will listen to you.
- Divide the students into groups of four and ask them to act out the conversation. One will play the role of the teacher and ask the question, and the other three will answer.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- Now, ask the students to act out the dialogue in groups using their own information. Tell them to reverse the roles.
- Move around the class and help them if they feel any difficulty.

#### Ask and answer



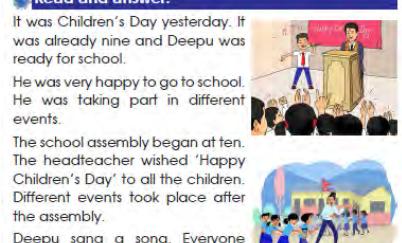
### 4. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading (for decoding) and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: A student is singing a song and other students are clapping in the first picture. Students are playing in the second picture.)
- Tell them that they are going to read a text about Children's Day celebration.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. In this way, you can check whether they are actually following you or not.
- Tell them to read the first and the second paragraphs loudly. When they finish, ask the questions below and elicit answers from

#### Read and answer.



#### Write short answers.

- At what time was Deepu ready for school?  
At 9 o'clock.
- Why did the head teacher say 'Happy Children's Day'?

them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the correct answers.

#### Questions:

- What was special about yesterday? (It was Children's Day.)
- Where was Deepu going? (School)
- Why was he happy to go to school? (He was taking part in different events.)
- Tell them to read the third paragraph of the text. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

c. Did Deepu perform the dance alone?

d. What did Deepu get?

e. What did the teachers give the children?

#### Questions:

- What time did the school assembly begin? (at ten)
- What did the head teacher wish? (Happy Children's Day)
- Tell them to read the remaining part of the text. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

#### Questions:

- What did Deepu do with his friends? (Performed a dance.)
- Who won the dance competition? (Deepu's group)
- What did the teachers distribute? (chocolates)
- Ask the students to read the questions in the exercise. And tell them that they need to write the answers to these questions individually. The first one is done for them as an example.
- Ask the students to read the text silently and write the answers.
- Move around the class and help the students if they need any help.
- When they finish, ask them to share their answers to each other and provide feedback.

#### Answers:

- b. No, he didn't.
- c. a lot of prizes
- d. chocolates

### 5. Write the plurals from the text.

20 minutes

This is a vocabulary task. Follow the steps for this activity:

- Ask the students to read the text in task 4 and list out the plural words. Tell them that the words which mean more than one are plurals. (Elicit: children, friends, prizes, games, teachers, chocolates, etc.)
- Tell them that 'child' means only one and 'children' means more than one. Thus, 'child' is singular and 'children' is plural. You can give more examples.
- Now, ask them to write the plural forms of the nouns given in the exercise. Tell them to find them from the text in task 4.
- Ask the students to do the task individually.
- Move around the class and help them.
- Once they finish, get them to share their answers to each other and provide feedback.
- You can give more words for their practice. (book, bag, gift, balloon, pen, pencil, etc.)

#### Write the plurals from the text.

Example: child - children

a. friend - ..... b. game - .....

c. prize - ..... d. teacher - .....

e. chocolate - .....

#### Integrating other subjects

- The learning of singular/plural of the words can help students develop their knowledge on Psjrg and ax'jrg in Nepali.

### 6. What did you do on the last Children's Day? Write.

30 minutes

This is a writing task. The students have to write a paragraph about what they did on the last Children's Day. Follow the steps below:

- First, ask the students what they did on the last Children's Day. They will answer orally.

- Now ask them to write those things in a paragraph.
- They will do the task individually.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer:

We celebrated Children's Day on 29th Bhadra. We did many things in our school. I also sang and danced. I played games. I won many prizes. The teachers gave us many chocolates. I enjoyed the celebration a lot.

 What did you do on the last Children's Day? Write.

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### Integrating other subjects

- The students can be asked to write the text in Nepali too. This way, the students develop their writing skill in English .

## Lesson 30

### Months of the Year

This is the third and the last lesson on the theme *Our Culture*. The lesson talks about the months of a year. The students will practise different language skills around the topic.

This lesson includes eight topics:

1. Talk about the calendar. (Speaking)
2. Listen and sing. (Listening)
3. Discuss and write the months in the correct order. (Speaking and writing)
4. Learn the Nepali months. (Speaking)
5. Ask and answer. (When is your birthday? (Listening and speaking)
6. Read and answer. (Reading)
7. How do you celebrate the Nepali New Year? Write a short paragraph. (Writing)

#### **Objectives:**

- Talk about the calendar.
- Learn the months of a year. (both English and Nepali)
- Listen to the teacher and sing a rhyme of the months of a year.
- Take part in a conversation about asking birthday.
- Read a text about the New Year celebrations and answer the questions.
- Write a paragraph about celebrating the Nepali New Year.

**Materials:** Calendar (for task 1), chart of 12 months (for task 2), word cards (for task 3 and 4)

#### **Before you teach:**

- Study the workbook thoroughly.
- Learn the tune of the rhyme.
- Have the materials ready.

#### **1. Listen and read.**

**20 minutes**

This is a speaking task. Follow the steps:

- Show a calendar to the students ask these questions:
  - a. What is this? (Elicit: Calendar)
  - b. Which month do you see? (Elicit the names of the months showing different pages of the calendar.)
- Ask them what information they get from the calendar. (Elicit: days, months, holidays, etc.)
- Show a page of a month and ask how many days there are.
- Ask the dates which are Sundays, Mondays, etc.
- Ask them about the first and the last days of the month.

#### Talk about the calendar.

Baishakh						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

#### **Integrating other subjects**

- The students while talking about the Nepali months can develop their knowledge on Nepali months and days.

#### **2. Listen and sing.**

**25 minutes**

This task focuses on listening and speaking skills. The students will listen to the teacher and sing the rhyme. Follow these procedures:

- Sing the rhyme yourself displaying the chart of 12 months.
- Sing in the rhyme again and ask the students repeat after you. Follow the method of the snowball principle. (*The teacher says a sequence becoming longer and longer. After each saying the students repeat that sequence in chorus.*)
- After the students learn to sing, let them sing

#### Listen and sing.

January	January, February
March and April	
May, June	
July and August	
September, October	
November and December	
	There are twelve months
	In a year.

themselves. Move around and check if they are singing with action or not.

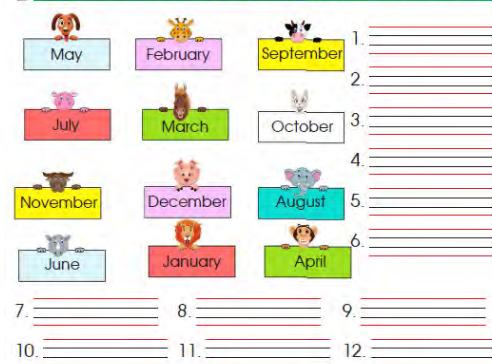
### 3. Discuss and write the months in the correct order.

25 minutes

This is a speaking and writing task. Students have to write the months in the correct order after discussion. Follow these steps:

- Ask the students to read the names of the months given in the exercise.
- Ask them: which is the first month of the year? (Elicit: January.) Similarly ask the second, third.....and the last month of the year and elicit answers from them.
- Tell them to write the name of the first month in number 1, second month in number 2 .....and the last one in number 12.
- Once they finish the task, ask them to exchange their workbooks with their shoulder mates and check each other's answers.
- Move around the class and see if they are doing correctly.
- Now, write the names of the months on the board in the correct order/show the chart of months of a year, and conduct a drill practice so that the students can learn the pronunciation and spelling.

#### Discuss and write the months in the correct order



### 4. Learn the Nepali months.

60 minutes

This is a listening and speaking task. Students will learn the months of the Nepali Calendar in this task. Follow these steps:

- Ask the students if they know the months of the Nepali Calendar.
- Ask them to look at the calendar and find them.
- Ask them the first, second .....and the last month.
- Now, write the months on the board or display them on the chart. Read them and ask the students to repeat after you.
- Conduct a drill practise so that they can learn the pronunciation and spelling of the words.
- Divide the students into two groups. Spread the word cards containing the name of the months on the floor. Tell them that you will say a month and they will pick up the card containing that month.
- The team which picks up the highest number of cards will be the winner.



#### Integrating other subjects

- This task is directly related to the Nepali language too. They can learn the Roman spelling of the Nepali months.

### 5. Ask and answer.

30 minutes

This task focuses on speaking skill. The students learn to greet and talk about their interests with each other. Follow these procedures:

- Ask the students what the children in the picture are talking about. (Elicit: When is his/her birthday?)
- Read out the sentences in speech bubbles at slower speed with correct stress and intonation.
- Now, some students: to read the conversation.
- Divide the students in pairs. Tell them that one will ask: **When is your birthday?** The other will answer: **My birthday is in .....**

- Move around the class and check if the students are doing correctly. Help them if necessary.
- Now, ask the students to look at the next activity 'Rearrange the letters to make months of the year.'
- Tell them to arrange the letters and write the months. Move around the class and help them if they feel any difficulty.
- Once they finish, conduct a whole class feedback session.
- Answers:
  - February
  - January
  - November
  - December

### Ask and answer (When is your birthday?)



Rearrange the letters to make months of the year.

- Fburarey
- Jnaruay
- Noebemvr
- Dcebemer

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### Integrating other subjects

- Talking about their birthdays, the students will develop their awareness about the difference in birthday celebration culture in different communities.

## 6. Read and answer.

**60 minutes**

This task focuses on reading skill: both loud reading (for decoding) and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: People are having a party. They are eating food. Some are dancing. A man has a gift in his hand. A girl is playing a guitar.)
- Tell them that they are going to read a text about New Year celebration.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the first and the second paragraph loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the correct answers.

### Questions:

- When does the New Year begin? (On January 1st.)
- What do we say to the old year? (Goodbye.)
- What do we say in the beginning of New Year? (Happy New Year.)
- Tell them to read the remaining part of the text. When they finish, ask these questions orally and elicit answers from them. When they answer, ask them to show you where the answers lie.

### Questions:

- Where do people gather? (In the streets.)
- What do they do when the clock strikes 12? (Make a loud noise.)
- What can we see in the sky? (Fireworks.)
- What do people enjoy? (Delicious meal.)

### Read and answer.

New year begins on January 1<sup>st</sup>. We say goodbye to the old year. We happily welcome the new year.  
We do different things to celebrate the new year. The



shops and streets are decorated. We exchange greetings with each other. We say, 'Happy New Year.' We also give gifts to our friends and relatives.

People gather in the streets. They sing and dance. They make a loud noise when the clock strikes twelve at midnight. We can also see fireworks in the sky.

People enjoy delicious meals. People have parties. Some people go to cinemas. Some of them go to visit different places.

### Write short answers.

- When does new year begin?  
On January 1<sup>st</sup>.
- What do we exchange?  

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- Where do people gather?  

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- When do people make noise?  

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- What does the word 'gifts' mean?  

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- Write one thing that you do on the new year day.  

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- Ask the students to read the questions in the given exercise. And tell them that they need to write the answers to these questions individually. The first one is done for them as an example.
- Ask the students to read the text silently and write the answers.
- Move around the class and help the students if they need any help.
- When they finish, ask them to share their answers and provide feedback.

#### Answers:

- Greetings.
- In the streets.
- When the clock strikes twelve at midnight.
- presents
- Accept any activity that the students do. For example: sing and dance, eat delicious food, go to cinema, etc.

#### Integrating other subjects

- The students can be asked to talk about different New Years celebrated in Nepal. This gives the students the knowledge on different cultures.

### 7. How do you celebrate the Nepali New Year? Write a short paragraph.

**30 minutes**

This is a writing task. The students have to write a paragraph about how they celebrate the Nepali New Year. Follow the steps below:

- First, ask the students what they do to celebrate the New Year. They will answer orally.
- Ask when they celebrate Nepali New Year.
- Now ask them to write those things in a paragraph.
- They will do the task individually.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer:

How do you celebrate the Nepali New Year?  
Write a short paragraph.

Nepali New Year begins on Baisakh 1st. I do many things on this day. I take bath and pray god. I eat delicious food. I go to a fair after meal. In the evening, we have a party at home. We sing and dance.

#### Integrating with other subjects

- The students can be asked to write this task in Nepali too.

### 8. Draw a picture of a gift that you got from your friend on the New Year day.

**60 minutes**

This is a drawing task. Here the students have to draw the picture of the gift that s/he got on the New Year day from his/her friends. Follow the these steps for this task:

- First, ask the students what gifts they got.
- Tell them to draw the picture of the gift.
- Tell them to colour the picture.
- Move around the class and provide necessary help to them.
- Once they complete, ask them to display their pictures. Ask the students to decide who has drawn the best.

Draw the picture of a gift you got from your friend  
on the new year day.



#### Integrating other subjects

- The task can help the students develop their creativity in drawing.

#### Homework

Write the name of twelve months of a year (according to the English calendar).

## Assessment 6

This is the assessment section for the theme 'Our Culture'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and write the sentences.

This task is to be done individually. Make sure that everyone has the workbook.

Tell the students that you are going to say three sentences and they will write those sentences in their workbook.

Say any three sentences from the theme and ask them to write. Notice if he/she has done correctly. Score 1/2/3 or 4 whichever is appropriate in the record sheet.

#### 1. Listen to your teacher and write the sentences.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

### 2. Listen to your teacher and put the following sentences in the correct order. Write 1 to 5 in the boxes

This task is to be done by the students individually but in whole group. Tell them that you are going to read a text and they will listen, and put the sentences in the correct order. Then they will write 1 to 5 in the boxes. The first one is done for them as an example. Score 1/2/3 or 4 as per their answers in the record sheet.

#### 2. Listen to your teacher and put the following sentences in the correct order. Write 1 to 5 in the boxes.

- a. He wants to cook a special meal.   
b. He falls asleep.   
c. Mr. Lama is at home.  1  
d. He is very happy.   
e. He dreams of his children.

#### Listening text:

Mr. Lama is alone at home. It is Lhosar. His children are away. He is very sad. He does not have anything to cook. But he wants to cook a special meal for Lhosar.

Mr. Lama sits on a mat. He closes his eyes. He falls asleep. He dreams of his children. His children are around him. They are cooking delicious food. They are also singing and dancing. He is very happy.

### 3. What is your favourite festival? Talk to your friends. Say at least five sentences.

This task is to be done by the students in pairs. Tell them to work in pairs and talk about their favourite festivals. They will speak five sentences. Observe their performance and score 1/2/3 or 4, as per their answers, in the record sheet.

#### 3. What is your favourite festival? Talk to your friends. Say at least five sentences.

#### 4. Read the following words.

Lhosar	delicious	assembly	events
celebrate	exchange	greetings	fireworks

### 4. Read the following words.

Invite the students one by one and ask them to read the words. Score 1/2/3 or 4 as appropriate in the record sheet.

### 5. Read and answer.

This is the reading test. This is to be administered in the whole group but the students need to write their answers individually. Make sure that the students have their workbook and pencils ready. Ask them to read and answer the given questions. Move around the class to make sure that they are not copying from others. Score 1/2/3 or 4 and record in the record sheet.

#### 5. Read and answer.

I'm Tina. Today is my birthday. I am eight years old today. My family is giving me a big birthday party. All of my friends will be there. We will eat cake and ice-cream. We will sing and play games. I hope to get many presents. My grandmother is giving me a new bike. The party starts at two o'clock. I can't wait.

**Answers:**

- a. Eight years old.
- b. Tina's family.
- c. Cake and ice-cream.
- d. A new bike.

- a. How old is Tina today?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b. Who is giving a party?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. What will they eat?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. What gift is the grandmother giving?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Write the plurals.**

This is the writing test. The students have to write the plural forms of the nouns given in the table. Ask them to write the plurals of the nouns given there. Check their answers and score it after they write. Score 1,2,3 or 4 as per their answers.

**6. Write the plurals.**

singular	plural
teacher	
game	
chocolate	
child	
boy	
car	

**7. Re-arrange the following words to make sentences.**

This is the writing test. The students have to re-arrange the words to make sentences. Ask them to re-arrange the words and make sentences. Check their answers and score it after they write. Score 1, 2, 3 or 4 as per their answers.

**7. Re-arrange the following words to make sentences.**

- a. He/very/was/happy.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. Deepu/a song/sang.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- c. People/the streets/in/gather.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*When all the students finish, collect the workbooks. Get assessment 6 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.*

### **Theme: Communication Technology and Market**

This theme is common in all the four subjects. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

<b>Number of lessons:</b> 4 (Lesson 31 to 34)	
<b>Soft skills:</b> Communication, time management	
<b>Total working hours:</b> 5+1 (1 hr. managed from the hours allocated for revision and assessment)	
<b>Language function</b>	<ul style="list-style-type: none"><li>• Asking for and giving information</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and sing</li><li>• Listen and act</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Look at the picture, discuss and read</li><li>• Talk about a picture</li><li>• Look and say</li><li>• Ask and answer questions: What is this/what are these?</li></ul>
<b>Vocabulary</b>	Computer, laptop, telephone, mobile, television, hat, shoes, bread, banana, pencil, egg, apple, balloon, bag, bottle, card, sandals, shirt, pants, jacket
<b>Reading</b>	<ul style="list-style-type: none"><li>• A description of a hobby</li><li>• A Descriptive text on shopping</li><li>• A description of different places in a town</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Finding and writing words from the word grid</li><li>• A description thing we can buy from a grocery</li><li>• Solving a puzzle</li><li>• Using 'and' and 'but' in sentences</li><li>• Rearranging words and making sentences</li><li>• Drawing</li><li>• Writing about clothes you have</li></ul>

## Lesson 31

### Shopping

This is the first lesson on the theme *Communication Technology and Market*. The whole lesson focuses on the activities of shopping and market. The students will practise vocabulary and languages related to shopping in the market. They will also practise the activities they do while shopping in a market. The lesson includes:

1. Look at the pictures, discuss and read. (Speaking)
2. Listen and sing. (Listening and speaking)
3. Find and write the words. (Writing)
4. Listen and act. (Listening and speaking)
5. Read and answer (Reading)
6. What do you buy from a grocery store? Write. (Writing)

#### Objectives:

- Sing the song 'The Grocery Shop'.
- Say and write the vocabulary related to shopping and grocery items.
- Read a short text and do comprehension tasks.
- Write some sentences about what they buy from a grocery shop.

**Materials:** Pictures of grocery shop, egg, milk, bread and ice-cream

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.

#### 1. Look at the picture, discuss and read.

**8 minutes**

This task focuses on speaking skill. You may follow these steps.

- Begin the lesson by discussing the pictures of the theme page. Make a conclusion that now onwards in four lessons, the lesson contents will be around the theme of communication technology and market.
- Show students the picture in the book. Have students look closely at the picture on the screen. Ask students to share what they think the people in the picture are coming from and what they are carrying. Ask questions like: Who are these people? Where are they coming from? What are they carrying? Where do you think they are going? (They might share: The people are coming from the office/market/town etc. They are carrying their bags. They are going home.)
- After hearing the students' ideas, read the text given there and conclude that they are Junu and her parents. They are returning from the market. They bought many things. They are carrying bags and going home. Ask them if there are any changes of their thoughts about what the picture is about. Ask some students to read the text too.
- Now, ask the students to be in pairs and take turns to guess what they bought from the market. Invite some pairs to share their guess.

 **Look at the picture, discuss and read.**



Junu and her parents have bought many things from the market. They are carrying their bags and going home.

**What did they buy? Can you guess? Talk to each other.**

#### Integrating other subjects

- Talking about the picture in Nepali language develops the students' speaking skill in Nepali.

#### 2. Listen and sing.

**12 minutes**

This task focuses on listening and speaking skills. Follow the procedures below:

- Tell the students to look at the pictures and ask these questions: Where are the people? What are they doing? (Elicit: They are in a grocery shop? They are buying things. )

- Tell them that they are going to listen to a song. Ask them to listen and look at the lines.
- Sing the poem. This is modelling and the students listen carefully.
- Sing the song again, this time having the students echo-read each line after you. Ask them to point out the line with their finger. When they understand the tune, ask them to sing in groups and individually.
- Show the pictures of grocery shop, egg, milk, bread, ice-cream and ask them to say these words. They have learnt some of these words in the previous lessons. Teach them if they haven't known it before.

### Listen and sing

#### The Grocery Shop

We are going to the grocery shop,  
Grocery shop, grocery shop.  
We are going to the grocery shop,  
To get some food to eat.



We'll buy bread and eggs and milk,  
Eggs and milk, eggs and milk.  
We'll buy bread and eggs and milk  
And ice-cream for us to eat.

#### Integrating other subjects

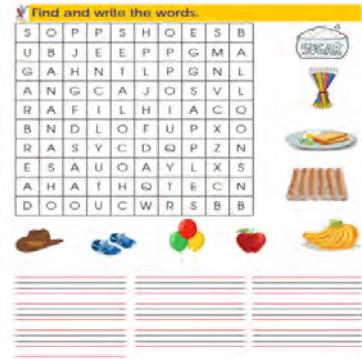
- Learning the meanings of the words: grocery shop, bread, egg, ice-cream etc. in Nepali help students expand their vocabulary in Nepali.

### 3. Find and write the words.

7 minutes

This task focuses on writing vocabulary skill. The students find the words in the pictures from the grid and write them in the blank space. Follow these procedures:

- Tell the students to look at the pictures and ask their names. Introduce them if they don't know.
- Now ask the students to find out the names of the pictures from the grid. Make clear that they can be upside down or across the grid. Ask them to circle. Show doing one as a model. They have to find these words (which they have to write later): *sugar, pencil, eggs, banana, apple, balloons, shoes, hat, bread*.
- When they do find all and circle, ask to write these words in the blank line. Check if they have written correctly.



#### Integrating other subjects

- The students can be asked to discuss which of the things in the picture are produced in their locality can help fulfil the learning outcome of *Serofero*: आफ्नो गाउँ/नगरमा उत्पादित तथा निर्मित वस्तुहरूको पहिचान गर्ने।

### 4. Listen and act.

5 minutes

This task focuses on listening and speaking skills. In this task, students practise listening and acting out the conversation. Follow these procedures:

- Act out the conversation first when they look at their book and listen. Drill the conversation in a group.
- Divide the students in pairs and ask one of them to act as Suresh and the other as Surekha. Help them if necessary.
- Invite one pair to the front of the class to act out the conversation.

### Listen and act

Suresh : May I help you?

Surekha : I need some pencils. How much do they cost?

Suresh : One pencil costs four rupees. How many do you want?

Surekha : I want one dozen.

### 5. Read and answer.

23 minutes

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the pictures and ask these questions: What is the girl doing? Who do you think she is? Ask the students to read the first sentence. (Elicit: She is Isha. She is taking a photograph)
- Read the text at an appropriate speed with correct pronunciation. Ask the students to listen and follow where you are reading.

### Read and answer

Hi, I am Isha. I live in Ghale Gaun. Can you guess what I am doing here? I am taking a photo of my money box. It is small. It is full of coins. This is very important for me. It has many coins inside. The coins are of different colours. Some are shiny brown and some are dull brown. I collect them from different places and people. My parents also help me to collect them.

The coins belong to different countries. Most of them belong to European countries. Many tourists come to my village. They also give me some coins. Some of the coins are of Asian countries. Some are old Nepali coins. Do you also like to collect coins?

#### Write short answers.

a. Where does Isha live?

- Ask the students to underline the key and difficult vocabulary (guess, coins, important, different, colours, shiny, browns, collect, pieces, European, countries, tourists, Asian.) Model their pronunciation and introduce the meanings.
- Now, ask the students to read the text together. Leave the students read themselves after some interval. Help them in need.
- Read the text again. Ask the children simple questions about the text they have been reading with the teacher.
- Ask the students to look at the questions below the text. Make sure that they understand what they mean. Ask the students to read the text silently and answer the questions based on the text. Help them to find the answers.
- When they finish, check their answer. The correct answers are: a. *Isha lives in Ghale Gaun.* b. *The box is important because it is full of coins.* c. *The coins are of different colours.* d. *No, there are coins of different countries.* e. *Isha's parents help her to collect the coins.*

- b. Why is the box important?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. What colour are the coins?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- d. Does the box have only Nepali coins?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- e. Who help Isha to collect the coins?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 6. What do you buy from a grocery shop? Write.

5 minutes

This is a writing task. Follow the following steps:

- Show a picture of a grocery store (a clear picture showing different grocery items clearly). Ask the students what they can see there. Grocery items include: Fruit items (apple, grapes, banana, guava, watermelon etc.), Dairy items (milk, cheese butter etc.), spices (salt, pepper etc.), vegetables, food items, eggs etc. Tell the students that they can buy these items from a grocery shop.
- Ask the students to read the instructions of the question and explain how they can write. Describe as a model: *We can buy different items from a grocery shop. I buy fruits like apple, orange, watermelon, guava, grapes, coconut etc. from there. I also buy vegetables for everyday use. I buy rice and cereal for daily use. I buy salt and other spices. I buy milk, cheese from a grocery store. I buy most of the food items from a grocery shop.*
- Now, ask some of the students to practise describing what they buy from a grocery shop.
- Now, assign this task of writing as homework.** Make sure that they understand the task. Check their writing and provide feedback.

What do you buy from a grocery store? Write...

## 7. Homework

- What do you buy from a grocery shop? Write.

## Lesson 32

### Talking on the Telephone

This is the second lesson on the theme *Communication Technology and Market*. The lesson is focused on communication technology. The students will practise different language skills and vocabulary used for communication on the telephone. The lesson has the following topics:

1. Talk about the picture. (Speaking)
2. Listen and act. (Listening and speaking)
3. Solve the puzzle. (Writing)
4. Read and answer (Reading)
5. Fill in the blanks with 'and' or 'but'. (Writing)
6. Do you use a mobile phone? Arrange the words to make correct sentences. (Writing)

#### **Objectives:**

- Listen and act out a simple telephone conversation.
- Say and write the vocabulary related to communication technology.
- Read a short text and do comprehension tasks.
- Use 'and' and 'but' in the sentences correctly
- Arrange the words to make sentences about using a mobile phone.

**Materials:** Pictures/realia of a telephone or mobile, grocery shop, egg, milk, bread and ice-cream, a picture of a grocery store

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Talk about the picture.**

15 minutes

This task focuses on speaking skill. You may follow these steps.

- Show students a picture or realia of a telephone and a mobile and ask them what they are. They might reply: Telephone and mobile. Ask what they are used for. Which is better? Why? Encourage and help students to answer these questions.
- Show students the picture in the book and ask: Who do you think these people are? What are they doing? What are they using to call? Encourage the students to think and answer these questions.
- Read the text put in the box for the students. Discuss the meanings. Ask some students to read it.
- Invite one of the students to come to the front. Tell the students that they are going to talk about the questions given in the workbook. The student invited to the front will ask the questions in the workbook and you will answer them as a model. Ask all the students to listen to it. Repeat it twice so that the students are able to talk about it.
- Now, ask the students to be in pairs and take turns to ask and answer the questions given in the workbook. Move around the class and check whether they are doing correctly. Help them if needed.

 **Talk about the picture...**



**Now, talk to your friends about these questions.**

- a. Do you have a telephone at home?
- b. Who do you call on the telephone?
- c. Who calls you the most?
- d. Who called you last time?
- e. What did you talk about?

**These days, we use telephone to talk to others. You can call your friend on the telephone. You can also call the police on the telephone. You can talk on the telephone or on the mobile.**

#### **Integrating other subjects**

- Based on the picture (talking over the phone), a discussion session can be carried out to fulfil the learning outcome set in *Serofero*: सञ्चारका साधनहरूको प्रयोग गर्दा अपनाउनुपर्ने सुरक्षाका उपायहरूप्रति सचेत रहन।

## 2. Listen and act.

20 minutes

This task focuses on listening and speaking skills. Follow the procedures below:

- Tell them to look at the picture and ask: Who is the girl? Who is the boy? What are they doing? What are they talking on? Elicit: *The girl is Rama and the boy is Ali. They are talking on a phone. They are talking on a mobile phone.*
- Tell the students that you are acting/reading the conversation first. The students look at their book and listen. Ask questions like: *Who is calling? Who is receiving a call? How can you say that? Who is Ali calling to? Do they agree to going to see Bina? When will they meet?* Encourage the students to answer these questions.
- Invite two students to the front of the class to act out the conversation. Help them if necessary.
- Now, divide the students in pairs and ask them to act out the role of Rama and Ali. Ask them to swap the roles once they finish acting out.
- Move around the class and check whether the students are doing it right.

### Listen and act

Rama : Hello!  
Ali : Hi! Can I speak to Rama, please?  
Rama : Speaking.  
Ali : This is Ali.  
Rama : Hi Ali. What's up?  
Ali : Bina is sick.  
Rama : That's too bad.  
Ali : How about going to see her?  
Rama : That's a good idea.  
Ali : What time shall we meet?  
Rama : Let's meet at 1 o'clock?  
Ali : Okay, see you then.



## 3. Solve the puzzle.

10 minutes

This task focuses on writing vocabulary skill. The students will learn and write the words related to communication technology. Follow these procedures:

- Tell the students to look at the pictures and ask their names. Introduce their meanings, pronunciation and spellings if they don't know. Discuss their use and features. Explain that they are the things related to communication technology.
- Now tell the students how they use the clues given as 'Down' and 'Across' in solving the puzzle. Ask them to solve the puzzle and check their answers. The answers are: 1. computer 2. laptop 3. telephone 4. television 5. mobile.



### Integrating other subjects

- Talking about the pictures, the students can list the names of means of communication. This contributes in partially fulfilling the learning outcome of *Serofero स विभिन्न सञ्चार माध्यमहरूमार्फत सूचना प्राप्त गर्न र आदानप्रदान गर्न।*

## 4. Read and answer.

35 minutes

This task focuses on reading skills. Follow these procedures:

- Tell them to look at the pictures and ask these questions: Who are these people? What are they carrying with them? Where are they coming from? Tell them to read the first sentence of the text and elicit that they are Gulab, Lina, Dambar and Jiba. They are carrying shopping bags. They are coming from the market.
- Ask the students to read the topic 'Shopping' and ask them what the text might be about. Elicit that they are going to read the text about shopping.
- Read the text at an appropriate speed with correct pronunciation. Ask the students to listen and follow where you are reading. As you go through each line, ask questions about it and get everyone to answer, for example:

**Teacher:** (reading the first line) "Gulab, Lina, Dambar and Jiba went shopping last Saturday."

Ask questions: Who went shopping? When did they go shopping?

**Students:** Gulab, Lina, Dambar and Jiba went shopping. They went shopping last Saturday.

### Read and answer.

#### Shopping



Gulab, Lina, Dambar and Jiba went shopping last Saturday. They went to a shopping centre in the town. They went to the town by bus. They bought many things. They liked shopping very much. While they were returning home, Mummy called on Gulab's mobile phone. She asked him, "What did you buy?"

Gulab said, "I bought two cowboy hats, a headphone and some balloons. Lina bought a cup and a teddy bear. Jiba bought a pair of shoes and a doll." They also bought some fruits and vegetables.

**Teacher:** They went to a shopping centre in the town. Where did they go for shopping? Where is the shopping centre?

**Students:** to a shopping centre. The shopping centre is in the town.

Also introduce the vocabulary during this reading and discussion.

- Now, ask the students to read the text together. Leave the students to read themselves after some interval. Help them in need.
- Ask the students to look at the questions below the text. Make sure that they understand what they mean. Ask the students to read the text silently and answer the questions based on the text. When they finish, check their answer.
- The correct answers to these questions are: a. *The children went shopping last Saturday.* b. *They went to the town by bus.* c. *Mummy called Gulab on the mobile phone.* d. *Gulab bought two cowboy hats, a headphone and some balloons.* e. *Jiba bought a pair of shoes.*

Write short answers.

a. Where did the children go last Saturday?  
\_\_\_\_\_  
\_\_\_\_\_

b. How did they go to the town?  
\_\_\_\_\_  
\_\_\_\_\_

c. Who called Gulab on the mobile phone?  
\_\_\_\_\_  
\_\_\_\_\_

d. What did Gulab buy?  
\_\_\_\_\_  
\_\_\_\_\_

e. Who bought a pair of shoes?  
\_\_\_\_\_  
\_\_\_\_\_

## 5. Fill in the blanks with 'and' or 'but'.

20 minutes

This is a writing task. The students will practise using 'and' 'but' appropriately. Follow the following steps:

- Ask two of the students (i.e. Hari and Binaya) to go outside the class and say 'Hari and Binaya went out of the class.' Call them inside and say: Hari and Binaya came in. Let Binaya sit on the bench and keep Hari standing. Now say: Binaya is sitting but Hari is standing. Create as many situations as possible to use 'and' and 'but' in sentences. (This tree is tall but that bush is short. This classroom is big but that is small. Ramu and Shyamu are tall. Ramu is fat but Ganesh is thin.) Help them realize the use of 'and' and 'but' with those contexts.
- Tell the students to look at the task. Read the instruction and clarify what they have to do. Do one of the tasks with the students. Make sure that they understand the task.
- Ask them to do the task.
- Read the sentences with 'and' and 'but' and discuss the use. The answers are: a. *and* b. *but* c. *but* d. *but*.

Fill in the blanks with 'and' or 'but'.

- a. Dambar ..... Luna went shopping.  
b. Dambar bought a headphone ..... Luna didn't.  
c. I love to watch TV ..... my brother listens to the radio.  
d. A mobile is small ..... a computer is big.

## 6. Do you use a mobile phone? Arrange the words to make correct sentences.

20 minutes

This is a writing task. Follow the following steps:

- Ask the students if they use a mobile phone. Discuss why they use it. Ask the students to share the idea of their uses of a mobile phone. Encourage the students to talk. Tell the students how you use a mobile phone. (*I use my mobile phone to call my friends and relatives. I use my mobile phone to communicate. I use my mobile phone to use the internet. I use my mobile phone to play games and so on.*)
- Tell them to read the instruction of the task and say that they have to rearrange the words to make correct sentences. Do practise that orally. The sentences are: a. *We use mobile phone to communicate.* b. *We play video games on mobile phone.* c. *We use mobile phone everyday.* d. *You can talk on the mobile phone.*
- Ask them to write the sentences. When they finish writing, check their sentences. You can check answers individually or you ask the students to share the workbook and ask them to check others when you read the correct sentences for them orally.

Do you use a mobile phone? Arrange the words to make correct sentences.

a. mobile phone/we/to/communicate/use  
\_\_\_\_\_  
\_\_\_\_\_

b. video games/play/we/mobile phone/on  
\_\_\_\_\_  
\_\_\_\_\_

c. everyday/mobile phone/use/we  
\_\_\_\_\_  
\_\_\_\_\_

d. can/you/talk/the/on/mobile phone  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 33

### What's this?

This is the third lesson on the theme *Communication Technology and Market*. The lesson presents the language and context of communication technology and shops in town. The students will practise different language skills and vocabulary around this context and theme through the following tasks:

1. Look at the picture and discuss (Speaking)
2. What do you see on the screen? Point and say. (Speaking)
3. Ask and answer. (Listening and speaking)
4. Read and answer. (Reading)
5. Draw four items you can buy at the shops above. (Writing)

#### **Objectives:**

- Talk about the use of television.
- Say the common words.
- Ask and answer 'What is this? What are these?'
- Read a short text about places in town and do a comprehension task.
- Draw different items found in shops in town.

**Materials:** The real objects or pictures (*watch, pencil, pen, calculator, shoes, bag, clothes, table, chair, room light, kite, ice-cream, wall rack, toy car, umbrella, magnifying glass, basketball, ruler, notebook, match stick*), pictures of bakery, toy shops, shoe store, grocery, green grocery and clothing store

#### **Before you teach:**

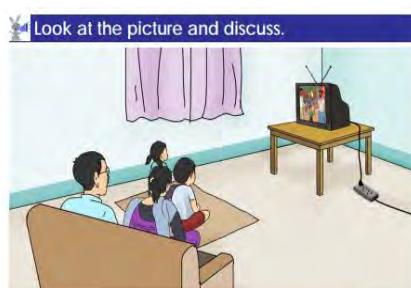
- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the picture and discuss.**

**8 minutes**

This is a speaking task. This task focuses on discussing the use of television. Follow the following steps:

- Show students the picture in the book. Ask students: What are the people doing? Elicit that they are watching television. Discuss why people watch TV.
- After hearing students' ideas, read the text given there. Ask the students to read and conclude that people can watch different programs on TV. You can share the story of the evolutionary development of television in terms of TV colour, size, availability, programs and so on.
- Now, ask students the questions given in the workbook and discuss them.
- Put the students in pairs and take turns to ask and answer these questions. Move around the class and see if they are answering right.



People watch television. On the television, they can watch cartoons. They can watch the news. They can watch games. They can also watch films. You can learn new things too.

##### **Now, talk to your friends.**

- a. What do you watch on television?
- b. Which programme do you like?
- c. Do you like to watch cartoon shows?
- d. Why do you like them?



#### **Integrating other subjects**

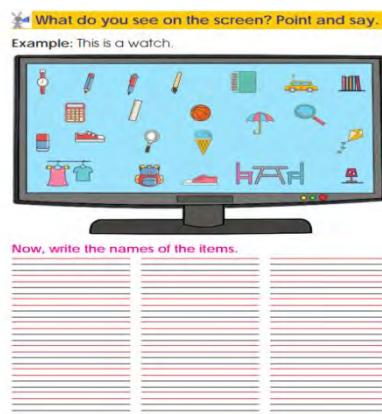
- Talking about the questions given here in the activity in Nepali language help students develop their speaking skill in Nepali.

#### **2. What do you see on the screen? Point and say.**

**10 minutes**

This is a speaking task on which the students identify and say the objects on the screen. Follow the following steps:

- Have everyone sit so they can see the table you are going to use. Before class, put the following items or pictures (pictures if the item is not possible to put) in a bag: *Watch, pencil, pen, calculator, shoes, bag, clothes, table, chair, room light, kite, ice-cream, wall rack, toy car, umbrella, magnifying glass, basketball, ruler, notebook, match stick.*
  - First, hold up the bag and teach / elicit and chorus the word "bag". Then take out the first item from the bag (e.g. a watch) and elicit / teach and chorus the word. Place that object on the table. Do the same for all the objects, each time placing them in a line on the table. When all the items are on the table, point to each in turn and elicit the item and say: This is a/an.....
  - Pick up all of the items/pictures from the table and place them around the room where all students can see. Then select a student and say "Bring me the ..... (basketball)" – that student will have to stand up, locate the object and bring it to you (dropping into your bag). Do this for all the objects, each time selecting a different student.
  - Ask the students to see the pictures on the screen. Tell the students that you are going to point out the pictures on the screen and they have to say what this is (i.e. This is .....).
  - Point to the pictures on the screen randomly. The students say what this is. Do this for all pictures on the screen. On the screen, there are *Watch, pencil, pen, calculator, shoes, bag, clothes, table, chair, room light, kite, ice-cream, wall rack, toy car, umbrella, magnifying glass, basketball, ruler, notebook, match stick.*
  - Invite some of the students to the front of the class and ask them to point the pictures on the screen and say what this is.
  - Ask the students to see the extended task and ask them to write the names of the objects in the blank space. You can set this extended writing task as homework.



## **Integrating other subjects**

- Learning the Nepali words for the words given on the screen can help students expand their vocabulary in Nepali.

### **3. Ask and answer.**

## 15 minutes

This is a speaking task. Follow the following steps for this task:

- Show students one book and ask them: What is this? Say 'This is a book.' Now show students two books. Ask them: What are these? Say "These are books."
  - Now show a pen and ask: What is this? Ask the students to reply: This is a pen. Then show five pens and ask: What are these? Students answer: These are pens. Do this process of asking and answering about the chair(s), table(s), marker(s), sharpener(s), pencil(s), stone(s) and so on. This helps them internalize the structure and use.
  - Now, ask the students to look at the pictures in the workbook. Ask them their names. Help them if they don't know the word i.e. computer, laptop, mobile, radio, telephone, television.
  - Show the first picture (computer) and ask the students to count their number. Ask the class the questions: *What is this?* Students reply: *This is a computer*. Show the second picture in the second column (computers) and ask them to count the number. Elicit that there are more than one. Ask the question: *What are these?* Students reply: *These are computers*. Follow this process to all the remaining pictures.
  - Now, invite two students: one girl and one boy to the front of the class and ask them to ask and answer about the pictures as in the first example. The rest of the students will listen.



- Tell them that they are going to ask and answer questions based on the given objects. Divide the students in pairs and request them to ask and answer about other objects as in the given example. Swap their roles when they finish once.
- Move around the class and check if the students are doing correctly. Help them if necessary.
- When the students finish doing that. Invite some pairs to the front of the class and act out (ask and answer questions) based on the objects. Provide feedback if necessary.

#### 4. Read and answer.

**25 minutes**

This is a reading task. Follow the following steps for this task:

- Tell the students to look at the picture and ask these questions: Is this a village or town? How can you say that? What are the things we can find in a town? What are the things we can do in a town? Do you like a village or town? Encourage the students to express their ideas about these questions.
- Tell the students that they are going to read a text about a town. Show students pictures of bakery, toy shop, shoe store, grocery, green grocery and clothing store one by one and ask what they are and what we can buy from these shops. Ask if you have visited these shops and bought anything. Encourage the students to share their ideas.
- Read the text slowly at an appropriate speed with correct pronunciation. The students will listen and follow where the teacher is reading.
- Read it again with students line by line, this time asking questions about each line and seeking their answers and views about it. For example: (reading a first line) What is this? Is it a village? Is it a town? Students respond and if they cannot, the teacher helps them. Read the whole text line by line and follow the procedure. Also deal with the new vocabulary when they come across.
- Tell them to read the instruction and task they have to do. Ask the students to read the text again individually and ask to find the information they have to fill in the blanks. Help them to find the answers.
- Check the writing and make sure that they have filled the information correctly. The answers are:

Shops	Things you buy
Bakery	bread, cakes
toy shops	Toys
shoe store	Shoes
Grocery	Chocolates
green grocery	vegetables, fruits
clothing store	Clothes

#### Integrating other subjects

- This task helps in partial fulfilment of the learning outcome of Mathematics:  
दिइएको तालिकाबाट जानकारी लिन दिन।

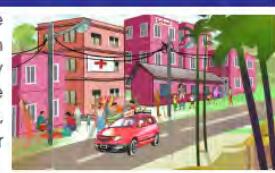
#### 5. Draw four items you can buy at the shops above. (Assign for Homework) **2 minutes**

This is a writing task in which students practise drawing any four items they can buy at shops (bakery, toy shops, shoe store, grocery, green grocery and clothing store). Follow the steps for this activity:

- Discuss the items we can buy at bakery, toy shops, shoe store, grocery, green grocery and clothing store. Preview the outline together with students and discuss what they are to do on this task.

#### Read and answer.

This is a small town. There are different shops in the town. You can buy different things there. The shops sell foods, clothes, books and many other things.



You can buy bread and cakes from a bakery. You can buy shoes from a shoe store. Toy shops sell toys. You can buy chocolates from a grocery store. Green groceries sell vegetables and fruits. Clothing stores sell clothes.

Do you go to the market to buy things?

#### Complete the table.

Shops	Things you can buy
bakery	
toy shops	
shoe store	
grocery	
green grocery	
clothing store	

#### Draw four items you can buy at the shops above.

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- Tell the students that they have to draw any four items that you can buy from these shops. Assign this task as homework. Ask them to draw on an A4 size paper.
- Observe their drawing and provide feedback.

**Integrating other subjects**

- Drawing skill can help students develop their creativity.

## 6. Homework

- Write the names of the items. (Task 3)
- Draw four items you can buy at the shops. (Task 5)

## Lesson 34

### Making a List

This is the fourth and last lesson on the theme *Communication Technology and Market*. The lesson presents the language and context of making a list and shopping in a market. The students will practise different language skills and vocabulary around this context and theme. This lesson includes the following topics:

1. Look at the picture and discuss (Speaking)
2. Find and write the words. (Writing)
3. Listen and act. (Listening and speaking)
4. Read and answer. (Reading)
5. What clothes do you have? Write as in the example. (Writing)

#### **Objectives:**

- Talk about making a to-do-list.
- Solve the puzzle with common words.
- Act out a conversation about asking the price of something in a shop.
- Read a short text about shopping and do comprehension tasks.
- Write a paragraph about what clothes they have.

**Materials:** A sample to-do list

#### **Before you teach:**

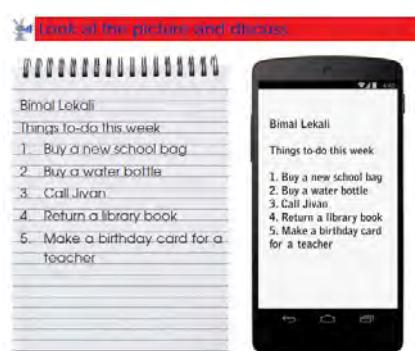
- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the picture and discuss.**

**20 minutes**

This is a speaking task. It introduces the concept of making a To-do list. The students see the model and discuss it. Follow the following steps:

- Show students the pictures in the book. Ask students: *What are they?* Elicit: *They are a notebook and a mobile.* Ask: *What is written on the page and mobile?* *Is it same or difficult?* Read the both texts and say that it is written the same. Conclude that it is a To-do list.
- Ask the students: Who made this list? Where did he make the list (in the first picture and in the second one)? Which one is easy? Why do you think he made this list? What are the benefits of making a list? Discuss all about these questions and elicit the answer.
- Now, ask students the questions given in the workbook and discuss them.
- Put the students in pairs and take turns to ask and answer these questions. Move around the class and see if they are talking right.
- Now display your to do list (similar to the given sample in the workbook) for the coming Saturday and read it aloud. Ask them to listen. Discuss how it is written.
- Ask the same pairs to discuss and agree on three things they have to do on the coming Saturday. Ask them to write and share with the class. Move around the class and help them in writing. Give feedback when they share.



#### **Now, talk to your friends.**

- a. Where do you make a to-do list?
- b. Do you use a paper or a mobile phone to make a to-do list?
- c. How does this list help you?

#### **2. Find and write the words.**

**15 minutes**

This is a vocabulary cum writing task on which the students identify the pictures and find their names from the grid. Follow the following steps:

- Tell the students to look at the pictures and ask their names. Introduce names of the pictures if they don't know. The pictures are of book, bag, bottle, card, sandals, shoes, pants, shirt and jacket).
- Now ask the students to find out the names of the pictures from the grid. Make clear that they can be upside down or across the grid. Ask them to circle. Show doing one as a model. They have to find these words from the grid: book, bag, bottle, card, sandals, shoes, pants, shirt and jacket
- When they do find all and circle, ask them to write these words in the blank line. Check if they have written correctly



### 3. Listen and act.

25 minutes

This is a listening and speaking task. In this task, students practise listening and acting out the conversation. They will also learn to ask the price of objects in a shop. Follow these procedures:

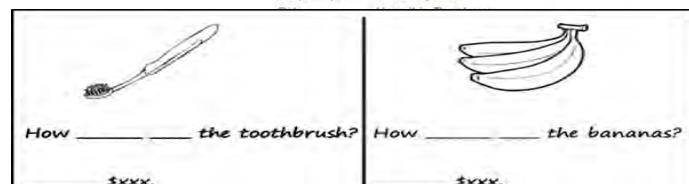
- Act out the conversation first when they look at their book and listen. Drill the conversation in a group.
- Divide the students in pairs and ask one of them to act as a girl and the other as a shopkeeper. Help them if necessary.
- Invite one pair to the front of the class to act out the conversation. Introduce the structure of asking the price.
- Introduce the structure "How much is/are ...?" Draw two of the objects on the board – on the left a singular object and on the right a plural object. Write on the board the following using Nepali rupee):

- Elicit the missing words:

How much is the toothbrush?  
It's 60 rupees.

How much are the bananas?  
They're 100 rupees.

- Now, write five things on the board with their price below their name. Ask the students to take turns to ask and answer the price of these objects. Do one with the students as an example.

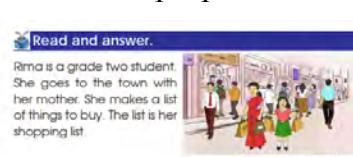


### 4. Read and answer.

35 minutes

This is a reading task. Follow the following steps for this task:

- Tell the students to look at the picture and ask these questions: Where are the people? How can you say that? What is the small girl doing? Who is she? Encourage the students to express their ideas about these questions.
- Tell the students that they are going to read a text about Rima and her shopping list.
- Read the text slowly at an appropriate speed with correct pronunciation. The students will listen and follow where the teacher is reading.
- Read it again with students line by line, this time asking questions about each line and seeking their answers and views about it. For example: (reading the first line) Who is Rima? At what grade does Rima study? Students respond and if they cannot, the teacher helps them. Read the whole text line by line and follow the procedure. Also deal with the new vocabulary when they come across.



She goes to a shop. She buys some clothes. She buys a pair of shoes and a pair of sandals. She also buys two shirts. She doesn't forget to buy anything she wants. The shopping list works well.

#### Write short answers.

a. Where does Rima go?

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b. Does she go to market alone?

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c. How many shirts does she buy?

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d. How does the shopping list help her?

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- Tell them to read the instruction and the task they have to do. Ask the students to read the text again individually and ask to answer the questions.
- When they finish writing, check it and provide feedback. The correct answers are:  
*a. Rima goes to a shop. b. No, she goes to the shop with her mother. c. She buys two shirts. d. The shopping list helps her not to forget anything.*

## 5. What clothes do you have? Write as in the examples.

**25 minutes**

This is a writing task on which students write about the clothes they have. Follow the steps for this activity:

- Read the instruction and make sure that students understand what they have to write.
- Ask the students to make a list of clothes they have and their colours. Ask them to do on this format:

The clothes I have	Its colour
1.	
2.	

- Take a list of one of the students (as an example) and describe how they have to do it. Do as in the examples i.e. I have a shirt. It is blue. I have a T-shirt. It is white. I have a cap. It is red.
- Now, ask the students to write about the clothes they have. Move around the class and help them.
- Check their writing and provide feedback.

### What clothes do you have? Write as in the examples.

I have a shirt. It is blue.

Handwriting practice lines for the sentence "I have a shirt. It is blue."

## Assessment 7

This is the assessment section for the theme '*Communication Technology and market*'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and repeat after him or her.

This task is to be done individually. Sing the song 'The Grocery Shop' (workbook pg.151) and ask the student to repeat. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

1. Listen to your teacher and repeat after him/her.

### 2. Listen to the teacher and write 'True' or 'False'.

This task is to be done by the students individually. Tell them that you are going to read a text; they will listen and answer the questions. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 2. Listen to the teacher and write 'True' or 'False'.

- a. Rima goes to the town with her father.
- b. She has a shopping list.
- c. She buys some chocolates.

#### Listening text

Rima is a grade two student. She goes to the town with her mother. She makes a list of things to buy. The list is her shopping list. She goes to a shop. She buys some clothes. She buys a pair of shoes and a pair of sandals. She also buys two shirts.

### 3. Say three uses of the telephone.

This task is to be done by students individually. Invite a student at a time and ask to say any three uses of the telephone. Listen to their answer and score 1/2/3 or 4 as appropriate in the record sheet.

3. Say any three uses of telephone.

### 4. Say these words.

This should be done on a one-on-one basis. Invite the students one by one and ask them to say these words. Notice if they pronounce these words correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 4. Say these words.

- a. don't
- b. can't
- c. what's
- d. that's
- e. it's
- f. isn't
- g. aren't
- h. doesn't

### 5. Read the following words.

This should be done on one-on-one basis. Invite the students one by one and ask them to read these words. Notice if they read these words correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 5. Read the following words.

grocery coins brown European Asian  
shopping headphone television shopkeeper

### 6. Read and write 'True' or 'False'.

This is the reading test. This is to be administered in the whole group but the students need to write their answers individually. Make sure that the students have their workbook and pencils ready. Ask them to read the text and write 'True' or 'False' based on the text. Move around the class to make sure that they are not copying from others.

#### 6. Read and write 'True' or 'False'.

My mom bought a new mobile phone for my father's birthday. He likes it. The buttons of his mobile are too small. It has a touch screen. My father uses the Internet from this mobile. It has a camera and a music player, too. My father uses it to call his friends and relatives.

- a. Dad got a new phone on his birthday.
- b. The mobile has big buttons.
- c. Father uses phone for internet.
- d. Father calls his friends from the mobile.

### 7. Write five sentences about computer.

This is the writing test. The students are required to write five sentences about the computer. Ask the students to write.

#### 7. Write five sentences about computer.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

## **8. Unscramble the following words.**

This is the vocabulary cum writing test. The students are required to write the correct words rearranging the letters. Ask the students to unscramble and write the words.

### **8. Unscramble the following words.**

- a. rdaoi: .....
- b. creopumt: .....
- c. gyrorec: .....
- d. mleioib: .....

## **9. Re-arrange the following words to make sentences.**

This is the writing test. The students are required to re-arrange the words to make sentences. Ask the students to rearrange the words and write sentences.

### **9. Re-arrange the following words to make sentences.**

- a. People/parties/have.
- b. They/lamps/light.
- c. I/mobile phone/a/have.
- d. Can/talk/I/Radha/to.

*When all the students finish, collect the workbooks. Get assessment 7 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.*

## Theme: Fruits and Vegetables

<b>Number of lessons:</b>	3 (Lesson 35 to 37)
<b>Soft skills:</b>	Creativity, Organizational skills
<b>Total working hours:</b>	3
<b>Language function</b>	Describing objects
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and say</li> <li>• Listen and act</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Talk about pictures</li> <li>• Ask and answer</li> <li>• Talk about daily activities</li> <li>• Talk about activities in a zoo</li> <li>• Talk about activities in a fair</li> </ul>
<b>Vocabulary</b>	market, fruit shop, apples, mangoes, strawberry, jackfruit, basket, vegetable shop, favourite, delicious, juicy, sweet, vines, sour, plants, garden, sick, price, dozen, beans, seed, grow, travel, suitcase, tiny, kiwi, blackberry, plum, guava, melon, blueberry, avocado, etc.
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A story of a fox and grapes</li> <li>• A text about vegetables</li> <li>• A text about fruits and seeds</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Name of fruits and vegetables</li> <li>• A paragraph on a favourite fruit</li> <li>• A paragraph about the vegetables the students like</li> <li>• Write some sentences about a fruit and a vegetable</li> </ul>

## Lesson 35

### Fruits at the Market

This is the first lesson on the theme *Fruits and Vegetables*. The lesson tells us about fruits. The students will practise different language skills in this lesson.

This lesson includes five topics:

1. Look at the pictures, discuss and read. (Listening, speaking and reading)
2. Find the names of fruits and write. (Vocabulary)
3. Listen and act. (Listening and speaking)
4. Read and answer. (Reading)
5. What is your favourite fruit? Write a short paragraph. (Writing)

#### **Objectives:**

- Describe a picture.
- Read aloud.
- Tell the name of fruits.
- Tell about their favourite fruits.
- Read a text and do comprehension activities.
- Write a paragraph about their favourite fruits.

**Materials:** Pictures/real fruits (for task 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**15 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Ask the students to look at the pictures and guess who they are. (Elicit: a rabbit and a fruit seller.)
- Ask them what fruits they see in the shop. (Elicit: pineapples, watermelons, strawberries, jackfruits, apples, bananas, mangoes, papayas, guavas, etc.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Ask the students what they buy in such shops. Encourage them to speak.

 **Look at the picture, discuss and read.**



Bunny is in the market. He is at a fruit shop. He wants to buy some fruits. He loves apples. He buys three apples. His sister loves mangoes. He also buys two mangoes. He buys some strawberries for his friends. He buys a big jackfruit for his parents. Now his basket is full of fruits. Now, he goes to a vegetable shop.

**What do you buy from this type of shop? Tell your friends.**

#### **2. Find and write.**

**15 minutes**

This is a vocabulary task. The students have to find the name of the fruits shown in the pictures from the grid and then they have to write those names. Follow the following steps:

- Ask the students to look at the pictures /real objects and elicit their names orally. (apple, banana, mango, pineapple, guava, papaya, jackfruit, pear, coconut and strawberry)

**Note: There should be a picture of a jackfruit instead the picture of litchi.**

- Now tell them that they have to circle the names of these fruits in the grid taking the help of the pictures.
- Move around the class and help them in doing the activity. They have to mark and encircle the words: **APPLE, BANANA, MANGO, PINEAPPLE, GUAVA, PAPAYA, JACKFRUIT, PEAR, COCONUT** and **STRAWBERRY**
- Once they find out the words, tell them to write the words in the spaces given in the workbook.
- Once they finish, check if they have written correct spelling or not. Provide suggestions if they need to correct.
- Ask some of the students to spell and pronounce these words.

**Find the names of fruits and write.**

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



### 3. Listen and act.

**10 minutes**

This is a listening and speaking task. The students will first act out the conversation given in the book and then they will have similar conversation about themselves. Follow the following steps:

- Tell the students to look at the pictures and guess who they are and what they are talking about. (Elicit: they are friends and they are talking about their favourite fruits.)
- How many people are there? What are they doing? (Elicit: There are four people. They are talking.)
- Tell them that you are going to read the conversation and they will follow you.
- Call four of the students in the front of the class. Ask them to act out the conversation.
- Divide the students into the group of fours and ask them to act out the conversation.
- Finally, tell them to talk about their own favourite fruits with their friends in the group in the same way.
- Move around the class and ensure the students are doing the task correctly.

#### Listen and act.



**What is your favourite fruit? Talk to your friends.**

### 4. Read and answer.

**30 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: a fox and grapes.)
- Tell them that they are going to read the story about a hungry fox and grapes.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly

#### Read and answer.

Once there lived a fox in a forest. One afternoon, he was very hungry. He went here and there to find something to eat. After sometime, he saw some grapes hanging from vines. The grapes were purple and green. They were soft and juicy. The fox was very happy to see them. "Now, I will eat them." said the fox. He ran

but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.

**Note:** In the seventh sentence, there should be. 'The fox was very happy and he jumped to eat them.'

- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

**Questions:**

- Where did the fox live? (In the forest.)
- How was the fox? (Very hungry.)
- What did he see? (Grapes hanging from vines.)
- Why could he not reach the grapes? (They were very high.)
- What did he say in the end? (I don't like grapes. They are very sour.)
- Ask the students to look at the exercise and read the sentences given there.
- Tell them that they have to put these sentences in the order on the basis of the text they have just read.
- Ask them to put 1 in the box for the sentence that comes first and 2 for the second ... and in the same way 5 for the last one.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

**Answers:**

- d. The fox was very hungry. - 1
- e. He saw some grapes. - 2
- c. He ran and jump to the grapes. - 3
- a. He could not reach the grapes. - 4
- b. The fox went away. - 5

**5. What is your favourite fruit? Write a short paragraph.**

**20 minutes**

This is a writing task. The students have to write some sentences about what they do in the kitchen. Follow the steps below.

- First, ask the students what their favourite fruits are. Ask them to share what they know about their favourite fruits.
- Now, tell the students to write a paragraph about their favourite fruits. Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer:

My favourite fruit is watermelon. It is big. It is round in shape. It is green outside and red inside. It is fleshy and juicy. It is sweet. I love to eat them. I eat a lot of them in summer season.

What is your favourite fruit? Write a short paragraph.

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## Lesson 36

### Vegetables at the Market

This is the second lesson on the theme *Fruits and Vegetables*. The lesson is mainly about vegetables. The students will practise different language skills in this lesson.

This lesson includes five topics:

1. Look at the picture and talk. (Listening and speaking)
2. Talk about the picture. (Speaking)
3. Look at the pictures and write their names. (Vocabulary)
4. Read and answer. (Reading)
5. What vegetables do you like? Write a short paragraph. (Writing)

#### **Objectives:**

- Describe/talk about a picture.
- Write the name of vegetables.
- Read a text and do comprehension activities.
- Write a paragraph about the vegetables they like.

**Materials:** Pictures/real fruits (for task 3)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the pictures, discuss and read.**

**5 minutes**

This task focuses on listening and speaking skills. Follow these steps.

- Ask the students to look at the pictures and guess who they are. (Elicit: a rabbit and a vegetable seller.)
- Ask them what vegetables they see in the shop. (Elicit: spinach, pumpkin, radishes, carrots, garlic, tomatoes, cabbages, cauliflowers, bitter-gourds, egg plants, green beans, etc.)
- Ask them if they go to the shop to buy vegetables.
- Ask them what vegetables they buy from there.
- Encourage them to speak and provide necessary feedback.

#### **Look at the picture and talk.**



What do you buy from this type of shop? Tell your friends.

#### **2. Talk about the picture.**

**5 minutes**

This task focuses on speaking and listening skill. Follow these steps:

- Ask the students to look at the picture and ask:
  - a. What do you see? (Elicit: vegetables.)
  - b. What vegetables are there? (Elicit: tomatoes, pumpkins, green beans, carrots and cauliflowers.)
  - c. What colour are they? (Elicit: Tomatoes are red. Pumpkins are orange. Carrots are orange but their leaves are green. Cauliflowers are white but they have green leaves. Green beans are green.)

#### **Talk about the picture.**

- a. What do you see?
- b. What vegetables are there?
- c. What colour are they?



#### **3. Look at the pictures and write their names.**

**15 minutes**

This is a vocabulary task. The students have to write the names of the vegetables shown in the pictures. Follow the following steps:

- Ask the students to look at the pictures /real objects and elicit their names orally. (Elicit: potato, cabbage, green beans, pumpkin, chilly, cauliflower, onion, tomatoes, radish, spinach and brinjal.)

#### **Look at the picture and write their names.**



- Now, ask them to write the names of these vegetables in their workbooks.
- Once they finish, check if they have written correct spelling or not. Provide suggestions if they need to correct.
- Finally, write the words on the board and conduct drill practice.

#### 4. Read and answer.

**30 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Tell them to look at the picture and ask: What do you see in the picture? (Elicit: A girl and a boy are in the vegetable garden. There are vegetables in the garden.)
- Tell them that they are going to read the text about vegetables.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

#### Questions:

- Where do we grow vegetables? (In the field.)
- What do plants give us? (Vegetables.)
- What is the best food for our body? (Vegetables.)
- What happens if we do not eat vegetables? (We become sick and we have to go to doctors.)
- Ask the students to look at the exercise and read the sentences given there. Tell them that they have to fill in the blank spaces with the information from the text.
- Move around the class and help the students if they need any. When they finish, ask them to share their answers and provide feedback.

#### Answers:

- a. vegetables    b. field    c. different    d. health    e. sick

#### 5. What vegetables do you like? Write a short paragraph.

**20 minutes**

This is a writing task. The students have to write a paragraph about the vegetables they like. Follow the steps below:

- Ask the students to say what vegetables they like. (Elicit the name of vegetables they like.)
- Ask them about shape, colour and taste.
- Now, tell the students to write about the vegetables.
- Move around the class and help them when they do the task.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer

What vegetables do you like? Write a short paragraph.
(This section contains 10 rows of handwriting practice lines for the student to write their paragraph.)

I like potatoes and the bitter gourds the most. Potatoes are round. They are brown. They can be fried, boiled and steamed. Bitter gourds are long. They are found in green and white colour. Though they taste bitter, I like them.

## Lesson 37

### Buying Fruits and Vegetables

This is the third and the last lesson on the theme *Fruits and Vegetables*. The lesson is about both the fruits and vegetables. The students will practise different language skills around the topic. This lesson includes five topics:

1. Look at the picture and read what Bunny does after school. (Listening, speaking and reading)
2. Make a list of vegetables and use them in sentences.
3. Ask and answer as in the example. (Listening and speaking)
4. Read and answer. (Reading)
5. Do you know about the pictures? Write some sentences. (Writing)

#### **Objectives:**

- Talk about pictures.
- Read aloud.
- Make a list of vegetables and use them in their own sentences.
- Ask and answer about the price.
- Read a text and do comprehension activities.
- Write a paragraph about a tomato and a banana.

**Materials:** Some fruits available in the surrounding of schools (for task 4)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the picture, discuss and read.**

**15 minutes**

This task focuses on listening, speaking and reading skills. Follow these steps.

- Ask the students to look at the pictures and say what they see. (A rabbit has a basket of fruits. A girl has a fruit in her hand. A man has also got a basket of fruits.)
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing with their finger.
- Next time, the students will read after you.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Ask them to read individually. Move around the class and make sure everyone is reading. Help them if they find any difficulty.
- Ask the students what they see in the second picture. (Elicit: A man is carrying fruits and vegetables in baskets. He is going to sell them.)



Now, Bunny is back home. He keeps apples with him. He gives mangoes to his sister. He gives the rest of the fruits to his father. He gives all the vegetables to his mother. Mother thanks him for bringing all these fruits and vegetables. He is happy now.

Now, talk about this picture.



#### **2. Make a list of five vegetables and use them in sentences.**

**15 minutes**

This task focuses on vocabulary and writing. Follow these steps.

- Ask the students to write any five vegetables in their workbook.
- Once they write the vegetables, ask them to use them in sentences.
- Move around the class and facilitate them while they are doing the task.
- Once they complete, check their answers and provide necessary feedback.

Make a list of five vegetables and use them in sentences.	
a.	
b.	
c.	
d.	
e.	

- For example:
  - a. Potatoes: I love to eat fried potatoes.
  - b. Tomatoes: I like the pickle of tomatoes.
  - c. Carrot: We eat carrot raw/without cooking.
  - d. Radish: Radish is my favourite salad.
  - e. Pumpkin: My parents grow pumpkins in our field.

### 3. Ask and answer as in example.

**15 minutes**

This task focuses on speaking skill. The students learn to ask and answer about the time of the clock. Follow these procedures:

- Ask the students to read the table silently for a while. Tell them to look at the fruit or vegetable and its price.
- Invite two students in front of the class and ask them to act out the conversation.
- Tell one of them to ask a question about the price of next fruit using, "**What is the price of .....?**" and the other will answer, "**It is .....rupees per kg/dozen.**"
- Divide the students in pairs. Tell them that they are going to ask and answer the prices of all the fruits and vegetables in the table. Tell them one will ask, "**What is the price of .....?**" and the other will answer, "**It is .....rupees per kg/dozen.**"
- Tell them to take turns to ask and answer.
- Move around the class and check if the students are doing correctly. Help them if needed.

#### Ask and answer as in the example.

Vegetable price		Fruits price	
Potato	Rs. 35 per kg	Apple	Rs. 80 per kg
Brinjal	Rs. 55 per kg	Mango	Rs. 90 per kg
Cabbage	Rs. 40 per kg	Banana	Rs. 60 per dozen
Beans	Rs. 60 per kg	Orange	Rs. 70 per kg
Radish	Rs 30 per kg	Guava	Rs 50 per kg

A : What is the price of apple?

B : It is 80 rupees per kg.

### 4. Read and answer.

**40 minutes**

This task focuses on reading skill: both loud reading and reading comprehension. Follow these procedures:

- Bring some fruits, cut them into two halves and ask them what they see inside. (Elicit: seeds.)
- Ask them to compare the seeds: which fruit has bigger seeds and which has smaller?
- Tell them that they are going to read fruits and their seeds.
- Tell them that you read the text for the first time and they will follow you by pointing the lines with their fingers. Read the text slowly but correctly (with correct pronunciation, stress and intonation). Pause at some words for them to read. This way, you can check whether they are actually following you or not.
- Tell them to read the first and the second paragraphs loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

#### Questions:

- What do most of the fruits have? (Seeds.)
- What would happen if seeds didn't travel? (Plants would grow in one place.)
- How do many seeds travel? (Inside fruits.)
- Why is a fruit like a suitcase for seeds? (It protects the seeds on their trip.)

#### Read and answer.

Most fruits have seeds. The seeds often travel to faraway places. If seeds did not travel, too many plants would grow in one place. It would be very crowded! Some seeds travel in the wind. Some seeds travel in the water. Many seeds travel inside fruits.



The fruit is like a suitcase for the seeds. It protects them on their trip. Fruits look beautiful and taste good, so animals and people eat them, and drop the seeds in different places.



Some fruits carry one big seed inside them. The seed is called a pit. Cherry is one of these fruits. Some fruits have many small seeds inside them. An apple is one of these fruits. Some fruits have many many tiny seeds inside them. A kiwi is one of these fruits. Many berries, such as strawberries and blackberries, carry their seeds on the outside!



I'll bet, you don't know that every time you eat a peach, a cherry, an avocado, a plum, a guava, a grape, an apple, an orange, a pea, a pear, a melon, a banana, or a blueberry, you're really eating a suitcase.... a suitcase for seeds!

- Why do people and animals eat fruits? (Fruits look beautiful and taste good.)
- Tell them to read the remaining text loudly. When they finish, ask the questions below and elicit answers from them. When they answer, ask them to show you where the answers lie. Make sure that all of them find the answers.

**Write short answers.**

a. Which fruits have many smaller seeds?

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b. Why are fruits called a suitcase for seeds?

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c. What fruits in the story do you eat? Which do you like the best?

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### Questions:

- What is a pit? (Only one big seed inside fruits.)
- What kinds of seeds do a cherry, an apple and a kiwi have? (A cherry -one big seed, an apple - many small seeds, a kiwi - many tiny seeds.)
- Which fruits have seeds outside? (Berries.)
- Ask the students to look at the exercise and read the sentences given there.
- Tell them that they have to fill in the blank spaces with the information from the text.
- Move around the class and help the students if they need any.
- When they finish, ask them to share their answers and provide feedback.

### Answers:

- Kiwi.
- Because they protect the seeds on their trip.
- I eat all of them. I like apples the best. (Answer may vary.)

### 5. Do you know about the pictures? Write some sentences.

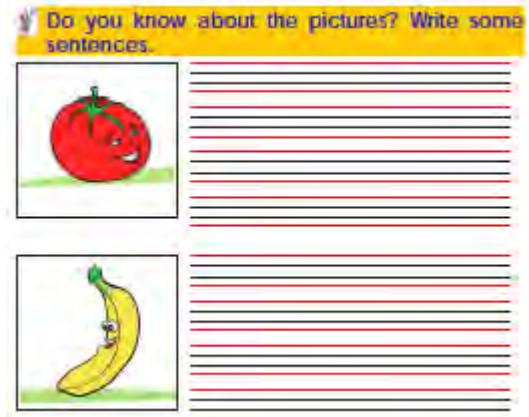
**20 minutes**

This is a writing task. The students have to write some sentences about their garden. Follow the steps below.

- Tell the students to look at the first picture and ask:
  - ✓ What is it? (Elicit: a tomato.)
  - ✓ Is it a fruit or a vegetable? (A vegetable)
  - ✓ What colour is it? (Red.)
  - ✓ What shape is it? (Round.)
  - ✓ Do you like it? (Yes, I like. / No, I don't.)
- Now, tell the students to look at the second picture and ask similar questions.
- After the discussion ask them to write some sentences about each of them.
- After they finish the task, check it. Check the spelling and grammatical correctness too. Provide feedback if needed.
- Sample answer:

#### Picture 1

This is a tomato. It is a vegetable. It is round in shape. It is red. We use it to make almost all vegetables. I like the pickle of tomatoes.



#### Picture 2

This is a banana. It is a fruit. It is long. It is yellow. It is sweet. I like to eat bananas. Banana Lassi is my favourite.

## Assessment 8

This is the assessment section for the theme 'Fruits and Vegetables'. Make sure that you have the portfolio of all the students and the respective scoring sheet for the theme in each file. Follow these steps to carry out the assessment.

### 1. Look at the picture. Listen to your teacher and point to the correct object.

This task is to be done individually on one-on-one basis. Make sure that everyone has the workbook. Say the objects in the picture one at a time and ask the students to point to the correct picture. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

1. Look at the picture. Listen to your teacher and point to the correct object.



2. Work in pairs. Take turns to ask and answer questions based on the picture above.

Divide the students into pairs. Make sure that everyone has the workbook. Ask them to look at the picture in number 1. One will ask a question from the picture and the other will answer. Notice if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

3. Listen to the song and repeat.

I will eat all my vegetables... yum, yum, yum.  
I will eat all my vegetables... yum, yum, yum.  
I will eat all my vegetables... yum, yum, yum.  
Vegetables are good for me!  
Carrots, celery, cauliflower,  
Vegetables give my body power.  
Spinach, beans, broccoli too,  
Veggies are great for me and you.  
Corn, potatoes, an artichoke.  
Veggies are yummy and that's no joke.  
Onions, peppers, pumpkins, peas,  
May I have more veggies please!  
I will eat all my vegetables... yum, yum, yum.

4. Read the letter and answer the questions.

Dear Nisha,

Hil My name is Nita. I live in a country with my father and two sisters. We have a big garden. We grow different fruits and vegetables there. There are oranges, guavas, cauliflower, cabbage, carrots, cucumber and pumpkins. We sell them in the market. My favourite fruit is orange. Do you have your favourite fruit?

Yours

Nita

- a. Who has written this letter?

- b. What fruits does she have in her garden?

5. Write plural forms of these.

- |                      |                     |
|----------------------|---------------------|
| a. apple - apples    | b. coconut - .....  |
| c. orange - .....    | d. pumpkin - .....  |
| e. jackfruit - ..... | f. eggplant - ..... |
| g. banana - .....    | h. onion - .....    |

### 4. Read the letter and answer the questions.

This is the reading test. This is to be administered in the whole group but the students need to write their answers individually. Make sure that the students have their workbook and pencils ready. Ask them to read and answer the given questions. Move around the class to make sure that they are not copying from others. Check and score 1/2/3 or 4, as per their answers, in the record sheet.

**Answers:** a. Nita.      b. Oranges and guavas.

### 5. Write plural forms of these.

This is the writing test. The students have to write the plural forms of the nouns. Ask them to write the plurals of the nouns given there. Number 'a' is done for them as an example. Check their answers and score 1, 2, 3 or 4 as per their answers

*When all the students finish, collect the workbooks. Get assessment 8 of all the workbooks photocopied and write the students' name at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks for the second assessment.*

### **Theme: Hobbies and Interests**

This theme is common in two subjects: Nepali and English. There are some tasks/ideas on how to integrate with other subjects. They are given in the box at the end of the relevant activity.

<b>Number of lessons:</b> 3 (Lesson 38 to 40)	
<b>Soft skills:</b> Honesty/integrity, self-respect/self-esteem	
<b>Total working hours:</b> 5	
<b>Language function</b>	Expressing likes and dislikes
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and sing</li><li>• Listen and say</li><li>• Listen and write</li><li>• Listen and act</li><li>• Listen and repeat</li><li>• Listen and match</li><li>• Listen and point</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Listen and sing</li><li>• Listen and say</li><li>• Listen and act</li></ul>
<b>Vocabulary</b>	Ride, watch, draw, dance, climb, speak, read, swim, activities, indoor, favourite, outdoor, hobby, cycling, postcard, pack, camping, volleyball, holiday, quickly
<b>Reading</b>	<ul style="list-style-type: none"><li>• Description of one's likes and dislikes</li><li>• Descriptive text on how someone spends his/her holiday</li><li>• Procedure of a game</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• A paragraph on how they spend their free time</li><li>• A paragraph on how they spent their holiday</li><li>• A paragraph about their favourite game</li></ul>

## Lesson 38

### I Like

This is the first lesson on the theme *Hobbies and Interests*. The whole lesson is focused on talking about likes and dislikes. The students will practise different language skills about likes and dislikes. There are seven topics to cover in this lesson.

1. Listen and sing. (Listening and speaking)
2. Listen and say. (Listening and speaking)
3. Listen to your teacher and write the correct words. (Listening)
4. Listen and act. (Speaking)
5. Read and answer. (Reading)
6. What do you like to do in your free time? Write. (Writing)
7. Make a list of what they like. (Writing)

#### Objectives:

- Listen and sing the song (what do you like to do).
- Listen and say the action phrases.
- Listen and identify the action for the pictures.
- Ask and answer about the things they like/don't like to do during their free time.
- Read short description about someone's likes and answer the comprehension questions.
- Write a short paragraph on what they like to do during their free time.
- Ask other people about what they like to do during their free time and write the sentences.

**Materials:** Downloaded YouTube video (activity 1) and picture cards (activity 3)

#### Before you teach:

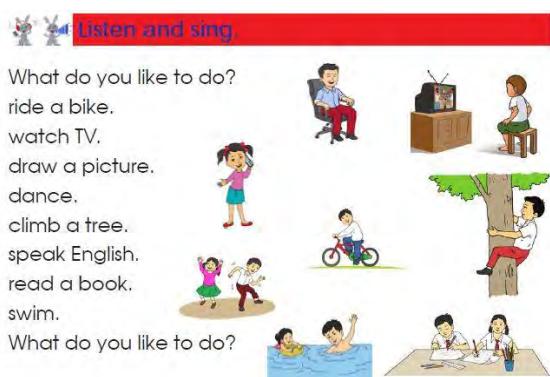
- Study the workbook thoroughly.
- Have the materials ready.
- Download the video of listen and sing (<https://www.youtube.com/watch?v=tYNap8gVNK4>).

#### 1. Listen and sing.

10 minutes

This is a task for listening. Students listen and sing the song and they learn how to express likes and dislikes. Follow these steps:

- Show them the pictures in the workbook. Ask them some questions like: What is he/she doing? (Pointing to each picture), Do you ride a bicycle? Do you climb a tree? What do you like? etc. This way, they will say or know the words they are going to listen in the song.
- Tell them to listen to the song with their books closed.
- For the second time, pause at each line and ask them to repeat.
- For the third time, play the video and ask them to sing together with the video.
- For the fourth time, ask them to look at their workbook and sing the song together. You also sing with them.
- Make sure that they learn the tune and can pronounce the words correctly.



#### 2. Listen and say.

10 minutes.

This task is for listening and speaking. Follow these steps:

- Tell them to look at the pictures and ask questions pointing to each picture: What is he/she doing? Do you like it? What does he/she like doing?
- Tell them that they are going to say the phrases and they need to point to the correct picture. Say the phrases (but not in order) and check whether they can point to the



correct picture or not. Do this in whole group first and individually later.

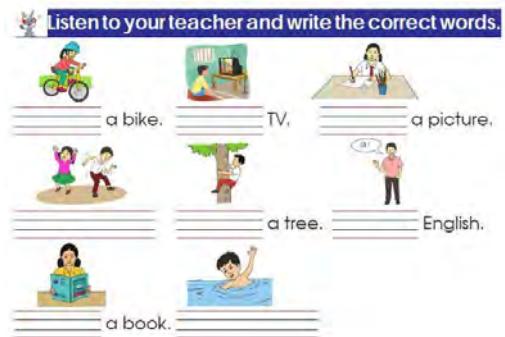
- Show the picture and say the phrase together and ask them to repeat. Do this in whole group/pairs/individually.
- Tell them that you are going to act out and they will say the phrases. Act out the phrases (e.g. you may act like reading a book) and they will say the phrases.
- Divide the students in pairs. Ask them to take turns to act out and say the phrases.
- Make sure that they can say the phrases and understand their meaning.

### 3. Listen to your teacher and write the correct words.

15 minutes.

This task is for listening. Follow these steps:

- Tell the students to look at the given pictures and think about what they are doing there. Do one as an example, point to the first picture and ask, what is the girl doing? (Elicit: riding a bike)
- Tell them that you are going to say the phrases and they need to find out which picture you are talking about and write the missing word in the given phrases.
- Make sure that all the students are with their pencils and have their workbook open. Say the phrases with correct pronunciation and check that the students are writing the missing words. Do not follow the order as given in the workbook while saying the phrases.
- When you finish, check the students' work. Check the spelling too.
- Tell them that they are going to play a game. Divide the students into two groups and put them in a line. Tell them that the pictures will be on the floor and when you say the phrase, the students at the front lines should pick up the correct picture. Whoever picks up the correct picture for the phrase, will earn the score for his/her team.



#### Integrating other subjects

- Learning the action words in Nepali can help the students develop their knowledge and expand their vocabulary on क्रियापद।

### 4. Listen and act.

20 minutes.

This task is for speaking. Follow these steps:

- Tell the students that they are going to talk about what they like to do during their free time.
- Tell them that they will act out the given conversation. Ask: Who are talking? (Neena and Pemba).
- Read out the conversation by yourself. Vary your tone when the person changes.
- Ask the questions: What does Pemba like to do in his free time? Where is he going this time? What will he do? This way, they understand the conversation.
- Divide the students into pairs and ask them to take turns to act out the dialogue.
- Move around the class and make sure that they are correctly doing the task.
- Put the students into different pairs. Show them the structures (write them on the board) and tell them that they are now talking about themselves.
- Do one as an example:  
A: What do you like to do in your free time?  
B: I like to read books.  
A: What will you read?  
B: I will read a story.
- Make sure that they understand the task and tell them that they can talk about anything true to themselves. They can talk about singing, dancing, drawing, writing, travelling etc.

#### Listen and act.

Neena : What do you like to do in your free time?

Pemba : I like to travel. Tomorrow, I'm going to Pokhara.

Neena : What will you do there?

Pemba : I will visit different places.

#### Now, talk to your friends.

A : ..... in your free time?

B : I like to ..... .

A : .....

B : .....

- Tell them to take turns and talk to each other. Move around the class and help the struggling students.
- Invite some 3/4 pairs to the front of the class and ask them to ask and answer. Make corrections wherever necessary.

### Integrating other subjects

- Doing this task in Nepali help the students develop their speaking skill particularly in talking about their रुचि र बानी।

## 5. Read and answer.

**35 minutes.**

This is a reading task. Follow these steps:

- Tell the students that they are going to read two short texts about what the girl and the boy in the pictures like doing in their free time.
- Ask the questions: What is the girl's name? How old is she? What is the boy's name? How old is he? Show them the answers in the text.
- Tell them that you are going to read the text for them while they point to the text with their fingers.
- Read the text at slower speed. Teach the meanings of the words like: indoor, activities, favourite, hobby, outdoor, camping and countryside. Use Meaning, Form and Pronunciation or Meaning, Pronunciation and Form model to teach the words. Give them lots of contextual examples so that they learn the words.
- Draw the table on the board and ask the students to read the texts and complete the table with the information. The table also contains the type of answer they have to find out from the text.
- Move around the class and check that the students are doing the task as instructed and they find the correct answers.
- Ask the students to read the text and find the answers: Who likes indoor activities? Does Rabina like watching TV? How many coins does she have? Who likes outdoor activities? What does Dinesh like the most? Does he like city or village?

### Read and answer.

I like indoor activities. When I have some free time, I like reading, watching TV or listening to music. But, my favourite hobby is collecting things. I collect coins. I have 100 coins. (Rabina, 7)



I prefer outdoor activities. In my free time, I enjoy swimming, cycling or walking. But I really love camping. I go camping with my friends once a month. I love countryside. (Dinesh, 8)



### Complete the table.

Name	Age	Hobbies	avourite hobby	Type of activity
Rabina	7	_____	Collecting things	_____
Dinesh		Swimming Cycling Walking	_____	outdoor

## 6. What do you like to do in your free time?

**25 minutes.**

This is a writing task. Follow these steps:

- Tell the students that they are going to write some sentences about what they like to do during their free time.
- Ask them to look at the two reading texts given in reading section so that they know what they are expected to write.
- Write these questions on the board: What type of activity do you like? What activities do you like doing? What is your favourite hobby?
- Ask the students to answer these questions orally so that it will be helpful in their writing.
- Ask them to write the answers to the questions in the given space in their workbook.
- Move around the class and help them if required and notice the typical errors the students have made in their writing.
- Write the wrong sentences on the board you have noticed. Make corrections through question answer.
- Ask the students to make corrections in their writing.

### What do you like to do in your free time? Write.

Handwriting practice lines for writing the sentence "What do you like to do in your free time? Write."

- Finally, collect their workbook and correct the answers. Do individual feedback too.

Sample answer:

I am free during the holiday. I like to do many things in my free time. I like to go to different places. I like reading and drawing pictures. I also like to go the cinema. Sometimes, I also like to help my parents in their work.

### Integrating other subjects

- Asking the students write the paragraph in Nepali help students develop their writing skill.

### Homework

This task can be set as homework. Tell them to ask their father, mother, sister and best friend about their likes (What do you like doing in your free time?) and note down the answers. Tell them that they need to write the sentences in the given columns of their workbook.

 Make a list of what they like.

Me	.....
My father	.....
My mother	.....
My sister	.....
My best friend	.....

## Lesson 39

### We are on a Holiday

This is the second lesson on the theme *Hobbies and Interests*. The whole lesson is about holiday activities. This lesson is also around the language function; talking about likes and dislikes and the students will practise different language skills. There are six topics to cover in this lesson.

1. Talk about the pictures and match. (Speaking)
2. Listen and repeat. (Listening and speaking)
3. Ask and answer. (Speaking)
4. Read and answer. (Reading)
5. Find the missing letters, write the words and read loudly and make sentences. (Speaking/writing)
6. What did you do on your last holiday? Draw a picture and write about it. (Writing)

#### **Objectives:**

- Look at the pictures and say the activity shown in them.
- Listen and repeat the phrases related to free time activities.
- Ask and answer questions about likes and dislikes.
- Read a text about holiday activity of a person and answer the given questions.
- Write a short text describing what they did in their last holiday.

**Materials:** word cards. (For activity 2)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Talk about the pictures and match.**

**10 minutes**

This is a task for speaking. The students will look at the pictures and talk about them to match them with the given phrases. Follow these steps:

- Tell the students that they are going to talk about some holiday activities.
- Ask question: what do you do on your holiday? Write the activities they say on the board.
- Ask them if they see their activity in the given pictures.
- Ask questions about the pictures: What are the boys doing in the first picture? What is the boy in the second picture doing? Is the girl drawing a picture or writing something? What is the boy doing in the fourth picture? What are the children doing in the fifth picture? Are the children eating in the last picture? Take/tell answers in whole group and individually.
- Put the students in pairs and ask them to talk about the pictures. They can talk about anything they like.
- When they finish talking about the pictures, tell them to read the phrases and match them with the pictures by drawing the line. Make sure that they understand the meaning of the words like, postcard, camping, picnic etc.

#### **Talk about the pictures and match.**

have a picnic



write a postcard



take photos



pack a bag



go camping



play volleyball



#### **2. Listen and repeat.**

**10 minutes**

This is a task for speaking. The students will learn saying the phrases for holiday activities. Follow these steps:

- Write the phrases on the board.
- Tell them to look at the phrases and listen attentively.
- Read the phrases with correct pronunciation.
- Tell them to say the phrases together with you. Repeat as many times as necessary.

#### **Listen and repeat.**

have a picnic

write a postcard

take photos

pack a bag

go camping

play volleyball

- Finally, point to the phrases one at a time and ask the students to say the phrases. Do this in whole group and individually.
- Show the pictures given in the first activity, one at a time, and ask the students to say the activity. Do this in whole group or individually.

### 3. Ask and answer.

15 minutes

This is a task for speaking. The students will practise asking and answering about the activities they like to do on the holidays. Follow these steps:

- Ask: what are the children doing? (talking), what are they talking about? (their likes). What does the girl like doing? (playing)
- Tell them to listen to you and act out the question answer exchange. Vary your tone so that they know two people are talking.
- Write the structures: What do you **like doing** on holidays? I like **playing**.
- Tell them that they are going to ask and answer in similar way.
- Do one as an example. (dancing: What do you like doing on holidays? I like dancing.)
- Put the students in pairs and ask them to take turns to ask and answer. Tell them to use the verbs given at the top. Move around the class and help them.
- Invite 2/3 pairs to ask and answer questions for the activities given at the top.
- Write this question answer exchange on the board: A: What do you like **to do** on holidays? B: I like **to read** books. Read out the dialogue, vary your tone so that you sound like two people speaking with each other.
- Tell them that they are going to talk to each other about their likes using the verbs given.
- Do one as an example: (play, what do you like to do on holidays? I like to read books.)
- Put the students in pairs and ask them to ask and answer using the given verbs. Move around the class and help them if necessary.
- When they finish, tell the students to ask you questions, they ask questions and you answer. Then, ask the questions and they will answer. This gives them practice on structures.
- Pick up 2/3 pairs randomly and ask them to ask and answer.

#### Ask and answer.

dancing | reading books | drawing | singing



#### Now, talk to your friends.

A : What do you like to do on holidays?

B : I like to read books.

play | dance | sing | work | write

### 4. Read and answer.

35 minutes

This is a task for reading comprehension. The students will practise reading for comprehension. Follow these steps:

- Tell them to look at the picture and ask these questions: what do you see? What is the season? (teach them the word 'monsoon') Where are the women? What are they doing? Have you ever done this? Do you like to do this?
- Tell the students to read the text and find out the names of people and places.
- Collect the answers (Reena, Kathmandu, Pokhara and Bhaktapur)
- Tell the students to follow you with their fingers in the workbook and read the text loudly with correct pronunciation.
- Write the words: forget, spend, plant rice etc. Ask them to find these words in the text and underline them.
- Teach those words. (Follow Meaning-Form-Pronunciation/Meaning-Pronunciation-Form model).

#### Read and answer.

Reena is a grade two student. She enjoys monsoon. In monsoon, she forgets about school. She doesn't have to get up early.



She can see her friends any time she wants. She usually spends her holidays with her parents. They go to different places in Nepal. She likes going to Pokhara, Kathmandu and Bhaktapur. Her parents are farmers. They can go on a holiday for a week only. She helps her parents in the

- Ask the students to read the text sentence by sentence. As soon as they finish a sentence, ask questions. (Possible questions: What does Reena do? Does she study in grade three? Does she like monsoon? Does she go to school in monsoon? Why doesn't she need to get up early in monsoon? Who does she spend her holiday with? Which cities do they visit during holidays? What does her parents do? For how long can they go on holiday? Why? Does she help her parents in the field? When do they plant rice? Does Reena also plant rice?)
- Tell the students to read the questions. Make sure that they understand them. Then, ask the students to read the text again and write the answers to the questions. Move around the class and help them.
- When they finish, collect whole class feedback. Find the mistakes they have made. Provide feedback. Make sure that everyone has written the correct answers. (Answers: in monsoon. To go to Pokhara, Kathmandu and Bhaktapur. Yes. Plant the rice.)

## 5. Find the missing letter, write the words and read loudly.

**20 minutes**

This is a vocabulary task. The students find the missing letter, pronounce them and make sentences of their own using the words. Follow these steps:

- Tell the students that they are going to write the missing letters of the words.
- Tell them that these words are in the earlier text about Reena.
- Set this as an individual work.
- Tell them to look for the words and find the missing letters and write the words in the given space.
- Move around the class and make sure that they find the words and write them correctly.
- Write the words on the board. Point to one word at a time and ask them to pronounce the words. Drill the words in whole group, small group and individually. Make sure that all the students can pronounce the words correctly.
- Tell them that they are going to use the words in their own sentences and write in the spaces given on page 191.
- Deal with one word at a time. Give them the meaning and give one example for each word. (School: Our school is big. Parents: My parents are teachers. Places: I want to visit different places. Spends: My father spends a lot of money on food. Different: I have different hobbies. Plant: Farmers plant rice in monsoon.)
- Ask the students to write the sentences of their own using the words. Move around the class. Notice the errors they have made.
- Write the wrong sentences you have noticed on the board. Make corrections. Make sure that the students have corrected their sentences.

### Integrating other subjects

- Asking the students to make the sentences in Nepali help the students learn the sentence structure in Nepali. They also learn the differences between the structure in English and in Nepali.

field. She likes her mother planting rice in the field. She also plants rice with her mother.

#### Write short answers.

- a. When does Reena have the holiday?

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- b. Where does she like to go?

---



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- c. Do Reena's parents give her time?

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- d. What does Reena do with her mother?

---



---



#### Find the missing letters, write the words and read loudly.

S \_\_\_ ool

---



---

Pare \_\_\_

---



---

P \_\_\_ aces

---



---

S \_\_\_ ends

---



---

Differe \_\_\_

---



---

P \_\_\_ ant

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---

#### Now, make sentences using the words.

a.

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b.

---

c.

---

d.

---

e.

---

f.

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## **6. What did you do on your last holiday? Draw a picture and write about it. 15 minutes**

This is the task for writing. In this task, the students need to write what they did in their last holiday. Remind them that they need to draw a picture too. Follow the steps:

- Tell the students that you are going to write about yourself. Draw a picture of an open book on the left of the board and write this as an example.



I had a holiday last month. I read a whole book in the holiday. It was a story about a man. The story was very interesting. I liked it very much.

- Tell the students to recall about their last holiday. Ask the questions: When was the holiday? What did you do? Did you work in the field? Did you go to the dance class? Did you go to any place? Did you like it? etc.
- Ask the students to draw a picture in the given space. Tell them that the picture must be related to the activity they did during the holiday and they need to write 3/4 sentences about the activity. Tell them to use the past forms of the verbs.
- Move around the class and check if they are doing the task as instructed.
- When they finish, collect the workbooks, check the students' work and provide one on one feedback.

## Lesson 40

### Playing Games

This is the third and the last lesson on the theme *Hobbies and Interests*. The whole lesson is about playing games. The students will practise different language skills about games. There are five topics to cover in this lesson.

1. Talk about the picture. (Speaking)
2. Listen and act. (Listening and speaking)
3. Write correct words under the pictures. (Writing- vocabulary)
4. Read and answer. (Reading)
5. Draw and write. (writing)

#### **Objectives:**

- Look at the pictures and say the names of games the children are playing.
- Invite and respond to play games.
- Learn the words: party, music, winner, quickly.
- Read a text about a game 'musical bumps' and do comprehension questions.
- Write a short paragraph about their favourite game.

**Materials:** picture cards and word cards.

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready beforehand.

#### **1. Talk about the picture.**

**10 minutes**

This is a task for speaking. The students will look at the pictures and talk about them to match them with the given phrases. Follow these steps:

- Tell the students that they are going to talk about the picture.
- Tell them to say the names of games they know.  
Make a list on the board.
- Tell the students to look at the picture and ask questions (pointing to each picture): What are they doing?  
(swing, skipping, playing cricket, playing football, sliding)
- Help them learn the names of games.
- Ask them: what game do you play? Why? Help them by talking about yourself. (I play volleyball. It's interesting.)
- Ask the students to talk to each other about what game do they like and why.
- Move around the class and help them.

#### Talk about the picture.



What games do you play? Why? Talk to your friends.

#### **Integrating other subjects**

- Asking the students to talk about the picture in Nepali help them develop speaking skill.

#### **2. Listen and act.**

**10 minutes**

This is a task for listening and speaking. The students will listen to the dialogue on invitation and response. Follow these steps:

- Tell them that they are going to listen to a dialogue and learn to invite and respond to play a game.
- Tell them to look at the workbook and listen to you. Act out the dialogue. Vary your tone.
- Tell them to look at the example above the box.
- Put the students in pairs and ask them to take turns to invite and respond. Write the structures on the board:  
A: Hi! ..... Let's .....

#### Listen and act.

Anil : Hello! Anil!

Sunil : Hi! Sunil. How are you?

Anil : I'm fine. Let's go out to play football.

Sunil : Sure. Let's go.

#### **Now, ask and answer.**

A : Hi! Sunita. Let's play skipping.

B : No thanks.

play volleyball	Sing a song	play the Madal	draw a picture
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B: Sure. Let's do. /No thanks.

- When they finish, do this as an example:
- A: Hello! Nabin. Let's play volleyball.
- B: Yes. Let's go. /No thanks.
- Ask them to continue working in the same pairs and invite to do the activities in the boxes. They can also talk about other activities as well.
- Move around the class and make sure that they are doing as per the instruction.

### 3. Write correct words under the pictures.

10 minutes

This is a vocabulary task. Follow these steps:

- Tell the students that they are going to look at the pictures and write the given words under the picture.
- Tell them to look at the pictures, point to each picture and ask questions like; What is/are he/she/they doing? What do you see? This way they will come up with the words for the pictures.
- Teach the words (party, music, winner, ) through MFP/MPF.
- Tell them to look at the pictures and write the correct word under each picture.
- When they finish, do whole class feedback. (Answers: sit down, party, music, children, dance, winner, stop, stand up)
- With their workbooks closed, give the picture cards and word cards in groups. Tell them to match the pictures and word cards. Tell them to bang the desk when they finish.
- Move around the class and check their answers. Provide feedback.

#### Write correct words under the pictures.



### 4. Read and answer.

30 minutes

This is a reading task. Follow these steps:

- Tell the students that they are going to read a text about how to play musical bumps.
- Teach the meaning of the word 'bump'.
- Ask questions: What games do you play? How do you play? How do you start? How do you decide the winner? Take answers at the end of each question.
- Tell them that they are going to read a text about how to play musical bumps. Tell them to listen to you and point to the fingers in the text.
- Read the text at correct speed and pronunciation.
- When you finish, do some questions and wait for the answers. (Questions: Do the children sing? What do the children need to do when the music stops? Who is out? How long do they play the game? Have you ever played the game like this?)
- Tell the students to read the statements given at the end of the text. Make sure that they circle 'yes' if it's correct and 'no' if it's incorrect according to the text. Make sure that they understand the meaning of the sentences.
- Tell them to read and decide whether the statements are yes or no. They need to do it individually.
- Move around the class and check the students' work. Do whole class feedback at the end. If they come up with different answers, ask them to justify why they have chosen 'yes' or 'no'.
- Take the students out in the ground and let them play musical bumps. Ask one of the students to lead the game.

#### Read and answer.

##### Musical Bumps

We play different games during break hours at school. We enjoy playing games. Yesterday, we played a new game, Musical Bumps. This is how we play this game:

1. The children dance to music.
  2. The music stops.
  3. The children sit down quickly.
  4. The last child to sit down is 'out'.
5. The children stand up and dance again.
  6. They play until there is only one child dancing. He or she is the winner.

(Source : [learnenglishkids.britishcouncil.org/](http://learnenglishkids.britishcouncil.org/))

##### Circle 'yes' or 'no'.

- a. Musical bumps is a game. yes no
- b. You play musical bumps at a cinema. yes no
- c. The children sing to music. yes no
- d. The children stand up when the music stops. yes no
- e. When a child is 'out', they stop playing. yes no

Go outside the classroom. Play Musical Bumps with your friends.

## 5. Draw and write.

20 minutes

This is a writing task. The students need to draw a picture of the game they like and write a short paragraph on it. Follow these steps:

- Tell the students that they are going to draw a picture of their favourite game and write a short paragraph on it.
- Ask: what's your favourite game?/which game do you like the most?
- Collect the answers and tell them to draw the picture of the game in the given space.
- Write these questions on the board: What is your favourite game? What type of game is it? Where is it played? How is it played? Why do you like it?
- Tell the students to look at your answers and write a similar text answering the above questions.



My favourite game is volleyball. It is an outdoor game. It is played in a court. It is a team sport. There is a net between two teams. It has six players in each team. The point of the game is to keep the ball in the air. Each team tries to land the ball on the floor of the other court to get a point. The team which earns more points wins the game.

### Draw and write.

Draw a picture of your favourite game. Write a short paragraph about it.

A large rectangular box for drawing a picture of a game. To its right are several horizontal lines for writing a short paragraph about the game.

### Integrating other subjects

- Asking the students to draw and write a paragraph in Nepali help the students develop their writing skill.

## Assessment 9

This is the assessment section for the theme. Make sure that you have the portfolio of all the students and the respective scoring sheet in each file. Follow these steps to carry out the assessment.

### 1. Listen to your teacher and write the words under the pictures.

This task is to be done individually but in whole group. Make sure that everyone has the workbook. Tell them that they are going to listen to the words and write under the correct pictures. Say the words (, watch, swimming, write, dance, cycling, climb,) one at a time while the students write the words.

### 2. Work in pairs. Take turns to ask and answer questions about your likes and dislikes.

This task is to be done in pairs. Invite two students at a time and tell them to take turns to ask and answer questions about their likes and dislikes. Make them feel comfortable.

Make sure that you have the portfolio of the students speaking so that you can score in their scoring sheet. Score 1/2/3 or 4 as appropriate in the record sheet.

### 3. Listen to your teacher and answer the questions.

This task is to be done individually but in whole group. Make sure that everyone has the workbook and pencil. Tell them that they are going to listen to a text and write the missing words (one word for each) for the blanks. Read out the text two times.

#### Listening text

I like indoor activities. When I have some free time, I like reading, watching TV or listening to music. But my favourite hobby is collecting coins. I have 100 coins.

### 4. Read the following sentences aloud.

This is a speaking task and should be done one-on-one basis. Tell the students that they need to read out the given sentences correctly. Invite one student at a time and ask to read the four sentences given. Keep the portfolio of the students you are assessing so that you can record their score. Score 1/2/3 or 4 as appropriate in the record sheet.

### 5. Read the following text and answer the questions.

This is a reading test. It should be done individually but in whole group. Tell the students to read the text and do the given task (matching the halves to make meaningful sentences). When they finish the task, move to the next task.

### 6. Put 'and' or 'but' in the following sentences.

This is also a reading test to test the knowledge on the use of 'and' or 'but'. It should also be done individually but in whole group. Tell the students to read the sentences and put 'and' or 'but' in the blank space as appropriate.

### 7. Copy some lines from reading text (lesson 39) below.

This is a writing test. Tell the students to look at the reading text given on page number 189. Ask them to copy some lines from the text in the given space.

1. Listen to your teacher and write the words under the pictures.



2. Work in pairs. Take turns to ask and answer questions about your likes and dislikes.

3. Listen to your teacher and answer the questions.  
a. The speaker likes ..... activities.  
b. She likes listening to .....  
c. She has ..... coins altogether.

When all the students finish, collect the workbooks. Get the two pages from all their works of assessment 9 photocopied and write their names at the top. Assess the students' answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks.

4. Read the following sentences aloud.

- a. I prefer outdoor games.  
b. I enjoy camping.  
c. I like singing folk songs.  
d. The children are having a party.

5. Read the following text and answer the questions.

Reena is a grade two student. She enjoys monsoon. In monsoon, she forgets about school. She doesn't have to

get up early. She can see her friends any time she wants. She usually spends her holidays with her parents. They go to different places in Nepal. She likes going to Pokhara, Kathmandu and Bhaktapur. Her parents are farmers. They can go on a holiday for a week only. She helps her parents in the field. She likes her mother planting rice in the field. She also plants rice with her mother.

- A. Match the halves to make meaningful sentences.

- a. Reena studies i. monsoon season.  
b. She likes ii. holidays with her parents.  
c. She spends iii. her parents in the field.  
d. Her parents iv. in grade two.  
e. She helps v. work in farms.

6. Put 'and' or 'but' in the following sentences.

- a. Ann likes to dance ..... Bill likes to dance too.  
b. The TV is on, ..... we're not watching it.  
c. Jan likes music, ..... he can't dance.  
d. I went to the library ..... brought a story book.  
e. I bought a bag ..... a hat.

7. Copy some lines from reading text (lesson 39) below.

### Theme: Birds and Animals

<b>Number of lessons:</b> 4 (Lesson 41 to 44)	
<b>Soft skills:</b> Active listening/communication/critical thinking	
<b>Total working hours:</b> 10	
<b>Language function</b>	<ul style="list-style-type: none"> <li>• Retelling stories</li> <li>• Expressing ability</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and sing</li> <li>• Listen and act</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Look at the pictures and talk</li> <li>• Listen and act</li> <li>• Act</li> <li>• Retell the story</li> <li>• Ask and answer questions</li> <li>• Talking about the food animals eat</li> </ul>
<b>Vocabulary</b>	Bleat, bark, squeak, woof, meow, toot, crook, spare, asleep, suddenly, hunter, struggle, worried, meeting, joy, shell, tunnel, underground, nest, shed, stable
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Reading stories</li> <li>• Reading a text about homes of animals</li> <li>• Descriptive text on how someone spends his/her holiday</li> <li>• Procedure of a game</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Descriptive paragraph about animals</li> <li>• A paragraph on what animals can do</li> <li>• Writing words from word grids</li> <li>• Putting the sentences in the correct order</li> </ul>

## Lesson 41

### Chicken Little

This is the first lesson on the theme *Birds and Animals*. The whole lesson is around birds and animals. The students will practise different language skills around the topic birds and animals. There are seven topics to cover in this lesson.

1. Look at the pictures and talk. (Speaking)
2. Listen and sing. (Listening and speaking)
3. Listen and act. (Speaking)
4. Act. (Speaking)
5. Read and answer. (Reading)
6. Retell the story in your own words. (Speaking)
7. Write a short paragraph about an animal you like. (Writing)

#### **Objectives:**

- Listen and sing the song (Dog goes woof).
- Talk about the animals about the colour, food, size etc.
- Listen and identify the sounds animals make.
- Read a story about an animal and answer the comprehension questions.
- Retell the stories in their own words.
- Write a short text about an animal.

**Materials:** pictures of animals (activity 1)

#### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.
- Have the pictures ready for activity 1.

#### **1. Look at the pictures and talk.**

**25 minutes**

This is a speaking task. Students look at the pictures and talk about the birds and animals in the picture. They talk about anything (food, size, habitat etc.) about the birds and animals. Follow these steps:

- Show them the pictures from the workbook. Tell them that they are going to talk about the animals. They can talk about their colour, food, size, etc.
- Show the first bird in the picture and ask: What is it? What colour is it? Does it fly? Where does it live? etc. Get the answers.
- Tell them that they are going to talk to each other about the birds and animals given in the picture.
- Move around the class and help them.
- When they finish, ask them what animals they have at their home. Get the answers from each student. Randomly select some 4/5 students and ask them to talk about the animals.
- Give one picture (an animal or a bird) to each student. Tell them to listen to you describing a bird/an animal and the student with the matching picture should stand up and tell something more about the bird/animal. (Example: It's a very big animal. It has a trunk and eats tree branches.)



Say one thing about each animal and bird. You can talk about its colour, what it eats, what it gives us or where it lives.

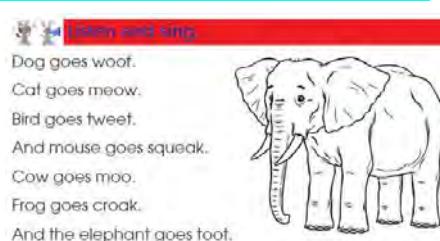
Now, talk about the animals you have at your home.

#### **2. Listen and sing.**

**10 minutes.**

This task is for listening and speaking. Follow these steps.

- Tell them that they are going to sing a song about the animal sounds.
- Ask them: What do you see in the picture? (Elephant) How big is it? (very big), How do they sound? (toot)
- Tell them that you are going to sing the song. They will just



listen to you for the first time, they will sing after you for the second time and for the third time they will sing together with you.

- Sing the song for the first time.
- Sing the song line by line for the second time and stop at every line so that they can repeat after you.
- For the third time, ask them to sing together with you.
- For teaching meanings of the sounds of birds and animals, tell them that you are going to produce the sounds and they will have to guess the names of animals or birds.
- Produce these sounds (croak, moo, toot, woof, tweet, meow, squeak) and they will have to guess the names of animals.
- You can download different sounds of the animals and birds from the internet.  
<https://www.youtube.com/watch?v=gvJM1GjI-ek>
- Tell them that you are going to say the names this time and they will have to produce the sounds.

### 3. Listen and act.

20 minutes.

This task is for speaking. Follow these steps:

- Tell them to look at the picture and ask these questions one at a time and wait for the answer: Who are they? What are they doing? What are they talking about?
- Tell them that you are going to act out the conversation. Vary your tune so that they think that two people are talking to each other.
- Act out the dialogue while they listen.
- Put the students in pairs and ask them to act out the dialogue. Make sure that everyone is doing okay.
- When they finish, invite 3/4 pairs to act out the given dialogue.

 Listen and act.

Ramita : Do animals talk to each other?  
Karuna : I think they talk to each other.  
Ramita : What do they talk about?  
Karuna : They say, "I am hungry."  
Ramita : They also say, "Let's run away, there is a tiger."  
Karuna : But how do they say?  
Ramita : I don't know. They just make sounds.  
Karuna : Yes, they make sounds.



### 4. Act.

10 minutes.

This task is for speaking. Follow these steps:

- Tell the students that they are going to act out the sounds of animals/birds.
- Ask: What animals/birds do you see in the picture? What sounds do they make?
- Read out the sentences one by one and make the sounds mentioned there and ask them to imitate the sounds.
- Put the students into pairs. Ask them to take turns to read the sentences and produce sounds.

 Act.

Animals make different sounds. What sounds do they make? Read and try to copy them.

Bees hum. 	Cats meow. 
Cows moo. 	Cocks crow. 
Crows caw. 	Dogs bark. 
Goats bleat. 	Pigeons coo. 

### 5. Read and answer.

90 minutes.

This is a reading task. Follow these steps:

- Tell the students that they are going to read a very interesting story about a chicken.
- Ask the questions: What do you see in the picture? What birds and animals are there? Who is walking at the end? Who is behind the hen? How many chickens are there? Are they big or small?
- Tell them that you are going to read a story for them about a chicken whose name is Chicken Little. Tell them to underline the given names to the birds and animals in the story.
- Read the story with acting (varying the sounds).
- When you finish, ask these questions: What is the name of the hen? (Henny Penny), What is the name of the duck? (Ducky Lucky), What is the name of the fox? (Foxy Loxy).

 Read and answer.

**Chicken Little**

One day while Chicken Little was walking, an acorn fell from a tree, and hit her little head.

"Oh, my, the sky is falling. I must run and tell the lion about it," said Chicken Little



- Ask these questions: What actually fell from the tree? (acorn) Teach the meaning of the word acorn. What did they think was falling? Where were they going? Who went to the lion? Did they go to the lion's den? Did any of them come out? What happened to them? Discuss the answers to the questions one at a time.
- Tell the students to read the questions given at the end of the text. Make sure that they understand all the questions.
- Tell them to read the story and find the answers to the questions. Move around the class and help them if necessary.
- Do whole class feedback. Show them where the answers lie if they have wrong answers.
- Tell them that you are going to retell the story in your own words.
- Retell the story in your own words with acting.
- Tell them that they are also going to retell the story in pairs.
- Divide the students into pairs and ask them to take turns to retell the story to each other. Monitor and help them with the words or phrases.
- Invite 1/2 students to retell the story to the whole class.

and began to run.

"Where are you going?" - asked the hen.

"Oh, Henny Penny, the sky is falling and I am going to the lion to tell him about it."

"Let me go with you!" said Henny Penny.

So the two ran and ran and they met Ducky Lucky.

"Where are you going?" - asked Ducky Lucky.

"The sky is falling," said Henny Penny. "We are going to the lion to tell him about it."

"May I come with you?" asked Ducky Lucky.

So all three of them ran on and on until they met Foxy Loxy.

"Where are you going?", asked Foxy Loxy.

"The sky is falling and we are going to the lion to tell him about it," says Ducky Lucky.

"Do you know where he lives?" - asked the fox.

"I don't," said Chicken Little.

"I don't," said Henny Penny.

"I don't," said Ducky Lucky.

"I do," said Foxy Loxy. "Come with me and I can show you the way."

He walked on and on and they all came to his den.

"Come right in," said Foxy Loxy.

"They all went in, but they never, never came out again."

#### Write short answers.

a. Who did Chicken Little meet first?

b. Who did Chicken Little, Henny Penny and Ducky Lucky meet?

c. Where did Foxy Loxy take them?

d. Why did they never come out of the lion's den?

 Retell the story in your own words.

## 6. Which animal do you like? Why? Write a short paragraph about it.

30 minutes.

This is a writing task. Follow these steps:

- Ask what animal they like. When they all say the animals they love, tell them that they are going to write something about about the animal.
- Write these questions on the left of the board and tell them that you are going to write a paragraph about it: What is the name of your favourite animals? Is it a big animal or a small one? Where does the animal live? What does it eat? What do they give you? Why do you like the animal?
- Write a short paragraph answering the questions. That will work as a model for them.

My favourite animal is goat. I like goat very much. A goat is a small animal. People keep goats at home. Goats eat grass. They give us milk and meat. I like goats because they are very cute. I don't like people killing goats for meat.

- Tell the students to choose one of their favourite animals and write a similar paragraph.
- Finally, collect their workbook and correct the answers. Do individual feedback too.

## Homework

Give the students this task as homework: Draw a picture of your favourite animal and colour it. Try to make it as beautiful as you can.

## Lesson 42

### Helpful Animals

This is the second lesson on the theme *Birds and Animals*. The whole lesson is about animals. This lesson provides a chance to the students to practise different language skills around the topic „Helpful Animals“. There are six topics to cover in this lesson.

1. Look at the picture. Ask and answer questions. (Speaking)
2. Read and complete. (Writing and speaking)
3. Listen and act. (Speaking)
4. Read and answer. (Reading)
5. Retell the story in your own words. (Speaking)
6. You must know something about the cow. Write a short paragraph about it. (Writing)

#### **Objectives:**

- Say what different birds and animals give us.
- Talk about the pet animals.
- Read a story about animals and do comprehension tasks.
- Retell the story in their own words.
- Write a short description of animals.

#### **Materials:**

##### **Before you teach:**

- Study the workbook thoroughly.
- Have the materials ready.

#### **1. Look at the picture. Ask and answer questions.**

**20 minutes**

This is a task for speaking. The students will look at the pictures and talk about the animals using the questions given. Follow these steps:

- Tell the students that they are going to talk about the animals using the questions given.
- Ask question: What do you see in the picture? (house, shed, family, trees, animals) Name the animals seen in the picture. (Cow, buffalo, goat, dog, cat, chickens, ducks)
- Ask: What do the animals give us? (milk, meat, eggs etc.) Ask another specific question: What do the cows give us? (milk)
- Tell them to sit in pairs and take turns to ask and answer the given questions.
- Move around the class and check whether the students are talking to each other correctly.
- When they finish, you give answers and they will ask you questions. Say: milk, egg, meat, protect our house, wool and carry us, one at a time and wait for the questions.
- Tell the students that you will say the names of the animals one at a time and they should say at least one thing they give us.



- a. What do the cows give us?
- b. What do the buffaloes give us?
- c. What do the chickens give us?
- d. How do the dogs help us?

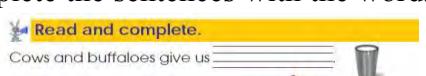
#### **2. Read and complete.**

**15 minutes**

This is a task for writing words and speaking. The students will complete the sentences with the words with the help of the pictures and will read the sentences aloud.

Follow these steps:

- Ask the students to look at the pictures on the right side of each sentence.
- Pointing to one picture at a time, ask: What is it?
- Tell them that they are going to complete the sentences with the words represented by the pictures.
- When they finish, tell them to exchange each other's workbook and check whether the answers are right or not.



- Move around the class and make sure that all the students have correct answers.
- Finally, point one student to read a sentence at a time. Make sure that the pronunciation is right. Drill the sentences if necessary.

### 3. Listen and act.

**20 minutes**

This is a task for speaking. The students will practise acting out the dialogue. Follow these steps:

- Tell them to look at the picture and ask: What are the boys doing? What are they talking about?
- Tell them to listen to you with their fingers in the workbook.
- Act out the dialogue. Vary your tone for different speakers.
- Teach the word 'friendly'.
- Put the students in pairs. Ask them to play the role of Tula and Agam in turns and act out the dialogue.
- Monitor the acting.
- Invite 2/3 pairs to act out the dialogue to the whole class.

**Listen and act**

Tula : Hello Agam. How are you?  
 Agam : Hi, I'm fine.  
 Tula : Is this your dog?  
 Agam : Yes. His name is Rex.  
 Tula : He looks very big.  
 Agam : Yes, he's big but very friendly. Do you have any pet?  
 Tula : Yes, we have a cat. Her name is Kitty.  
 Agam : What does she say?  
 Tula : Meow.

### 4. Read and answer.

**90 minutes**

This is a task for reading comprehension. The students will practise reading for comprehension. Follow these steps:

- Tell them to look at the picture and ask these questions: what do you see? What animals do you see there? What has happened to the lion? Do you think that the mouse can help the lion? How? Take answers of these questions, one after another.
- Write these words on the board: asleep, suddenly, paw, angrily, spare, hunter, net, roar, struggling and tell them to find the words in the story.
- Teach the words using MFP or MPF model.
- Tell the students to follow you with their fingers in the workbook and read the story loudly with correct pronunciation. Vary your tone at times.
- Tell the students to read the story, one sentence at a time. Ask these questions at the end of each sentence: What was the lion doing in the forest? What did the mouse do? How big was the mouse? What did the lion do? How did the lion catch the mouse? What request did the mouse make with the lion? What promise did the mouse make? Why did the lion laugh? Why did the lion let the mouse go? What happened to the lion in the forest? What did the lion do? Why did he roar? How did the mouse help the lion? Why did the mouse help the lion?
- Tell the students to read the questions. Make sure that they understand them. Then, ask the students to read the text again and write the answers to the questions. Move around the class and help them.
- When they finish, collect whole class feedback. Find the mistakes they have made. Provide feedback. Make sure that everyone has written the correct answers.
- Ask: Who can retell the story? If any student is ready, tell him/her to retell the story to the whole class if not tell them that you are going to retell the story.
- Retell the story in short and simple sentences.
- Put the students into pairs and ask them to take turns to retell the story to each other.

**Read and answer.**

**The Lion and the Mouse**

A lion lay asleep in the forest. Suddenly, a little mouse came upon him and ran across his nose. The lion woke up and caught the little mouse with his paw angrily.

"Spare me!" asked the poor mouse. "Please let me go and someday I will surely help you." The lion laughed that a mouse could ever help him. But he was kind and finally let the mouse go.

Some days later, the lion was walking in the forest. He was caught in the hunter's net. He roared because he could not free himself. The mouse knew the voice and quickly found the lion struggling in the net. The mouse cut the rope and let the lion free.

"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

#### Write short answers.

- Who woke the lion up?  


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- Why did the lion laugh?  


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- Where was the lion caught?  


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- How did the mouse free the lion?  


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- Why did the mouse help the lion?  


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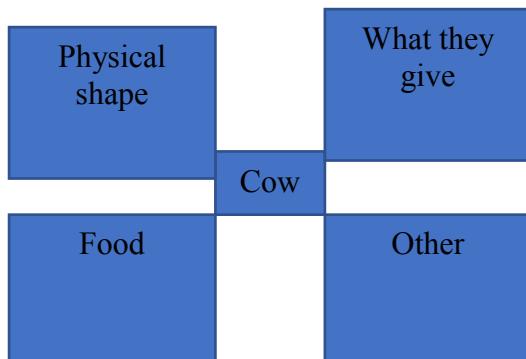
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#### **Retell the story in your own words.**

## **5. You must know something about the cow. Write a short paragraph about it. 30 minutes**

This is the task for writing. Follow these steps:

- Draw this on the board and write the points the students say under each subtopic:



You must know something about the cow. Write a short paragraph about it.

- Invite points from the students under each heading in the box.
- When finished, tell them to change those points into sentences to develop a paragraph.
- Move around the class and help them if necessary.
- Collect the workbooks, invite a student at a time. Go through the answers, make corrections and provide feedback as required.

## Lesson 43

### Birds and Animals

This is the third lesson on the theme *Birds and Animals*. The whole lesson is about birds and animals. The students will practise different language skills about animals. They also practise talking about their abilities and inabilities. There are six topics to cover in this lesson.

1. Look at the pictures and discuss. (Speaking)
2. Listen and act. (Listening and speaking)
3. Listen and sing (Listening)
4. Read and answer. (Reading)
5. Draw pictures of some birds and animals. Write what they can do. (writing)
6. Put two words together to make new words. (Writing and vocabulary)

#### **Objectives:**

- Identify the animals and birds in the pictures and name them and describe their physical features.
- Listen and sing the song 'Little bird, little bird .....
- Learn the words: nests, underground, burrows, chambers, hollow, web, spin, insects, shells.
- Read a text about homes of animals and do comprehension questions.
- Write about what birds and animals can do.
- Make compound words.

**Materials:** [https://www.youtube.com/watch?v=\\_Ir0Mc6Qilo](https://www.youtube.com/watch?v=_Ir0Mc6Qilo) (for the tune of the song given in activity 3), word cards for activity 6.

#### **Before you teach:**

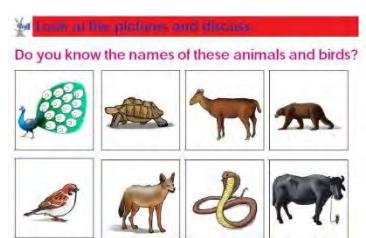
- Study the workbook thoroughly.
- Have the materials ready beforehand.

#### **1. Look at the pictures and discuss.**

**20 minutes**

This is a task for speaking. The students will look at the pictures, name the birds and animals and can talk about their special physical features. Follow these steps:

- Tell the students that they are going to talk about the picture. Tell them that they have to identify the birds and animals in the picture and talk about their physical features.
- Point to each picture and ask: What is this? Note down the answers on the board. Tell them to spell too. (peacock, turtle, deer, bear, sparrow, fox, snake, buffalo)
- Drill the words.
- Ask them to tell one thing about each animal. Move around the class and listen to their answers.
- Tell them that you are going to ask some questions and they need to say the names of birds and animals.
- Ask these questions one by one and collect the answers. If they give wrong answers, have them to discuss. (Which one has horns? - buffalo, Which one has no legs? – snake, Which one has no teeth? - peacock, sparrow, Which one has wings? – peacock, sparrow, Which one lives in the jungle? – deer, bear, fox, Which one has a shell? – turtle, Which one can swim? – turtle, Which one can fly? – sparrow, peacock)
- Tell them that this time they need to talk about each bird and animal in one sentence. Also tell them that they can talk about their feature, food, home etc.
- Give them one example: A peacock can dance.
- Move around the class and listen to what they say. If they make any mistakes, draw the attention of all the students at the end and make corrections.



- a. Which one has horns?
- b. Which one has no legs?
- c. Which one has no teeth?
- d. Which one has wings?
- e. Which one lives in the jungle?
- f. Which one has a shell?
- g. Which one can swim?
- h. Which one can fly?

#### **2. Listen and act.**

**15 minutes**

This is a task for listening and speaking. The students will listen to the given dialogue and act it out. Follow these steps:

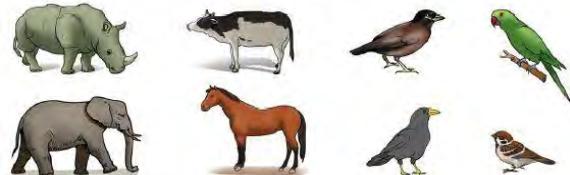
- Tell them that they are going to listen to a dialogue and learn to give reason about the animals and birds.
- Tell them to look at the workbook and listen to you. Act out the dialogue. Vary your tone.
- Tell them to take the dialogue as an example and talk about other birds and animals given in the picture. (rhinoceros, cow, myna, parrot, elephant, horse, crow, sparrow)
- Put the students in pairs and ask them to talk to each other as in the example. Move around the class. Notice some interesting reasons they give and discuss them at the end.
- When they finish, invite 2/3 pairs to come to the front of the class and talk to each other about any of the birds/animals given there.



### Listen and act.

Mata : Here comes an elephant!  
 Raja : How do you know it is an elephant?  
 Mata : I'm sure, it is. Because it has a trunk. Look there's a crow.  
 Raja : And are you sure it is a crow?  
 Mata : I am sure, it is. Because it's very black.

**Now, have similar conversation about the animals.**



### 3. Listen and sing.

**15 minutes**

This is a listening and speaking task. Follow these steps:

- Tell the students that they are going to sing a song about the birds and animals.
- Tell them that you are going to sing the song for them. Learn the tune from [https://www.youtube.com/watch?v=\\_Ir0Mc6Qilo](https://www.youtube.com/watch?v=_Ir0Mc6Qilo)
- Sing the song for the first time while the students will just listen to you.
- Sing the song (one line at a time) and wait for the students to repeat.
- Sing the song for the third time and ask them to sing with you together.
- Ask the students to sing the song together.
- Ask these questions to check their understanding: Can a bird clap? Can a bird fly? Can a fish fly? Can a fish swim? Can a buffalo climb? etc.
- As a follow up activity, ask the students to say three things they can do and three things they can't do. They should say 'I can' or 'I can't'.



### Listen and sing.

Little bird, little bird, can you clap?

No, I can't. No, I can't. I can't clap.

Little bird, little bird, can you fly?

Yes, I can. Yes, I can. I can fly.

Little fish, little fish, can you fly?

No, I can't. No, I can't. I can't fly..

My English



Little fish, little fish, can you swim?

Yes, I can. Yes, I can. I can swim.

Buffalo, buffalo, can you climb?

No, I can't. No, I can't. I can't climb.

Buffalo, buffalo, can you run?

Yes, I can. Yes, I can. I can run.

### 4. Read and answer.

**70 minutes**

This is a reading task. Follow these steps:

- Tell the students that they are going to read a text about the homes of different animals and birds.
- Tell them to look at the picture and ask these questions: What animals do you see there? What other things do you see? (elicit: nest, burrow, hollow, web, shell).
- Teach the words. Follow MPF/MFP model. You can show the meanings of those words in the pictures too.
- Tell the students to read the text and underline the names of homes of different animals. Help them find those words. When they finish, ask them to look at the matching exercise on page 210 and do the task. Do whole class feedback to check the answers. If they have any mistakes, help them to refer to the text.
- Teach the words: underground, chambers, tunnel, spin etc. Follow MPF or MFP model.



### Read and answer.

People build homes. A home gives us a place to live. Animals also build homes. Birds build nests. They use twigs and leaves to build the nest. A nest keeps eggs safe. It keeps baby birds warm. Nests are often found in trees. Ants also build nests. Some build nests in trees. Others build underground.



Rabbits live in burrows. Burrows are underground. Rabbits build them by digging. A burrow has chambers or rooms. The chambers are connected by tunnels. Squirrels and owls like to make their homes in the hollow of a tree.

Spiders spin webs to live in. Webs are also perfect traps for catching insects for spiders to eat.

Many animals with soft bodies carry their homes with them. These homes are called shells which protect the animals inside. Most animals such as snails, crabs and

- Tell the students to read the questions on page 210 and make sure that they understand the questions.
- Tell them to read the text and find the answers to the questions.
- When they finish, collect the workbooks and invite one student at a time and correct the answers. Also show them the place in the text where the answer lies.
- Finally, ask these questions orally to check their comprehension: What does a home give us? Do animals also build their homes? How do rabbits build their homes? Where do squirrels make their homes? How do webs work? Do domestic animals live in the jungle?

turtles have 'built on' shells.

Domestic animals are the ones that live with humans. For them, humans build houses, for example, sheds for cows and buffaloes, and stables for horses.

**Answer the following questions.**

a. Why do birds build the nests?

b. Write an animal which carries its home with it?

c. Do domestic animals make their homes themselves?

**Match the animals with their homes.**

horse	tree
cow	web
spider	stable
owl	burrow
rabbit	shed
birds	underground
ants	nests

## 5. Draw the pictures of some birds and animals. Write what they can do.

**30 minutes**

This is a writing task. The students need to draw the pictures of any four birds/animals and write what they can do. Follow these steps:

- Tell the students that they are going to draw the pictures of four birds and animals and write what they can do.
- Tell them to make a list of four birds/animals.
- Ask them to draw pictures of those birds/animals in the boxes given.
- Ask them to write at least two sentences about what they can do. (E.g. Fish – A fish can swim. A fish can live in water.)
- When they finish, move around the class. Check their work and provide individual feedback.

 Draw the pictures of some birds and animals. Write what they can do.

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## 6. Put two words together to make new words.

**15 minutes**

This is a writing task aimed to develop vocabulary. Tell them that they are going to write two words together to make new words. Follow these steps:

- Tell the students that they are going to write two words together to make a new word.
- Show the whiteboard/blackboard and ask: What is it? (Elicit: whiteboard/blackboard). Write the word and segment them into two words so that they will understand the word is made up of two other words.
- Tell them to look at their workbook and ask them to write the given words together. (*Make correction in a, the word back should be black.*)
- Move around the class and make sure that they are writing the new words correctly. Check their answers.
- Divide the students into appropriate number of groups. Give each group the word cards for the following words. Tell them that they need to make nine words by putting together the given word cards. Tell them to bang the table when they finish. Whoever finishes first will be the winner.

 Put two words together to make new words.

a. back + bird	<hr/> <hr/> <hr/>
b. cat + fish	<hr/> <hr/> <hr/>
c. house + fly	<hr/> <hr/> <hr/>
d. wild + cat	<hr/> <hr/> <hr/>
e. silk + worm	<hr/> <hr/> <hr/>

hair	news	arm	air	back	bare
basket	bath	black	cut	paper	chair
line	bone	foot	ball	room	berry

## Lesson 44

### What do Animals Eat?

This is the fourth and last lesson on the theme *Birds and Animals*. The whole lesson is about the food the animals eat. The students will practise different language skills about the food the animals eat. They also talk about their size. There are five topics to cover in this lesson.

1. Look at the pictures and talk about what the animals eat. (Speaking)
2. Listen and sing. (Listening and speaking)
3. Find and write the names of birds and animals. (Writing and vocabulary)
4. Read and answer. (Reading)
5. Write the correct sentence under each picture. (Writing)

#### **Objectives:**

- Talk about what food the animals eat.
- Say what they eat.
- Listen and sing the song 'The black cat yawns, opens her jaws .....'
- Learn the words: yawn, stretch, stiff, arch, wag, worry, meeting, tie and joy.
- Read a story about a cat and do some comprehension questions.
- Put the sentences in order to make a story by looking at the pictures.

**Materials:** Video for activity 2, listen and sing. (<https://www.youtube.com/watch?v=wb8qipx-b8I>)

#### **Before you teach:**

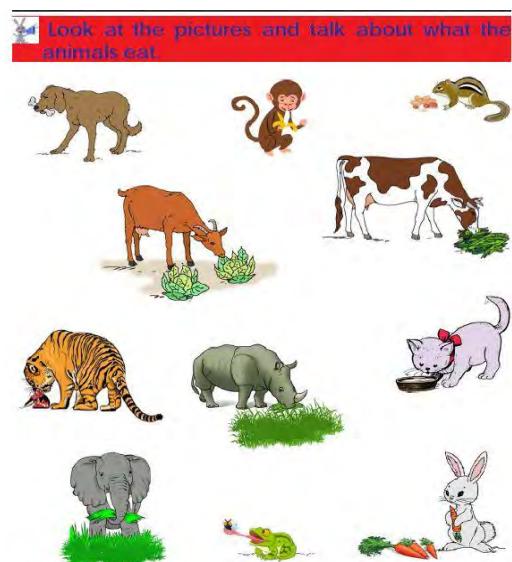
- Study the workbook thoroughly.
- Have the materials ready beforehand.

#### **1. Look at the pictures and talk about what the animals eat.**

**20 minutes**

This is a task for speaking. The students will look at the pictures, name the birds and animals and can talk about their special physical features. Follow these steps:

- Tell the students that they are going to talk about what food the animals eat.
- Tell them to look at the picture and name the animals. Point to each picture and ask them to say the names of the animals.
- Point to each picture and ask: What does ..... eat? They can take help from the pictures to identify the food too. Let every student speak. (Answers: Dog eats bone. Monkey eats bananas. Squirrel eats nuts. Goat eats green grass. Cow eats grass. Tiger eats meat. Rhino eats grass. Cat drinks milk. Elephant eats branches of tree. Frog eats insects. Hare eats carrots.)
- Put the students in pairs and ask them to talk about the food the animals eat. Move around the class and make sure that they are doing correctly.
- As a further task, ask: What foods do you eat? Tell them to work in the same pairs and say different types of food they eat to their partner.
- Ask them to tell one thing about each animal. Move around the class and listen to their answers.



*What different foods do you eat? Talk to your friends.*

#### **2. Listen and sing.**

**25 minutes**

This is a task for listening and speaking. The students will listen to the song and sing it together. Follow these steps:

- Tell the students that they are going to sing a song about a cat. Ask these questions: What do you see in the picture? Where is the bird? What does a cat do to a bird?
- Tell them that they are going to just listen to the song for the first time. Play the downloaded video (<https://www.youtube.com/watch?v=wb8qipx-b8I>)
- Sing the song (one line at a time) and wait for the students to repeat.
- Sing the song for a second time and ask them to sing with you together.
- Ask the students to sing the song together.
- Act out or demonstrate the following words to teach them the meanings: yawn, jaw, stretch, stiff, arch, wag.
- Tell them that they are going to find the rhyming words from the song. You will say a word and they will find out the rhyming word from the poem. (Rhyming words: jaws – claws, four – more, toes – goes, care – air, hop – stop, do – flew)
- There's another task under the song. It's about making comparison. Ask them to look at the pictures and read the words from the right. Tell them to learn the meaning from the pictures too.
- Draw three lines on the board and demonstrate the meaning of short, shorter and shortest. Do it with the height of the students (Invite three students and demonstrate the meaning of tall, taller and tallest) Demonstrate the meanings of adjectives with other objects from the classroom too.

### Listen and sing.

The black cat yawns, opens her jaws

Stretches her legs and shows her claws.

Then she gets up and stands on four

Long stiff legs and yawns some more.

Lifting herself on her delicate toes

She arches her back as high as it goes.

She lets herself down with particular care

And pads away with her tail in the air.

I saw a little bird go hop, hop, hop.

I told the little bird to stop, stop, stop.

I went to the window to say 'How do you do?'

He wagged his little tail and far away he flew!



### Now, talk about these animals.



smallest



smaller



small



big



bigger



biggest

### 3. Find and write the names of birds and animals.

15 minutes

This is a writing and a vocabulary task. Follow these steps:

- Point to each picture and ask: what is it? (tiger, lion, camel, kangaroo, horse, swallow, pigeon, eagle, vulture)
- Tell them that the names of those birds and animals are in the word grid. They are horizontal or vertical.
- Tell them to circle the words in the grid with their pencils.
- When they finish, ask them to write the words in the given spaces. This helps them learn the spelling.
- Drill the words.

### Find and write the names of birds and animals.

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

### 4. Read and answer.

60 minutes

This is a reading task. Follow these steps:

- Tell the students that they are going to read a story about a cat and a mice.
- Tell them to look at the picture and ask these questions: What animals do you see there? What does the cat want to do with the mouse? Do mice get frightened with cats? Why? What could be a good way for mice to know if there's any cat around?
- Tell the students that you are going to read the story for them for the first time while they will put their fingers in the story to follow you.
- Write the words on the board and tell the students to read and underline them in the story: meeting, worried, tie, joy, bell.

### Read and answer.

A cat began to catch and kill the mice everyday.

The mice were worried. They called a meeting to discuss the problem.

"Let's do something about the cat," the king of the mice said. "But how?" the other mice asked.

All of them began to think. Then one mouse said, "We should tie a bell round his neck. So, whenever she comes towards us, the bell rings and we will run into our holes."

All the mice became very happy to hear this. They began dancing with joy. But their joy was not long. An old mouse shouted, "Stop it and tell me, who'll bell the cat?"

No mouse had the answer to this big question.

### Write short answers.

a. Who killed the mice?

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b. Why were the mice worried?

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c. What did the mice decide to tie around the cat's neck?

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- Teach the words. Follow MPF or MFP model.
- Tell the students to read the story. Stop them at every sentence and ask these questions and check their understanding: What did the cat start to do? How did the mice feel? Why did they call a meeting? What idea did the king mouse bring to the meeting? What was the first suggestion? How did the mice feel at the suggestion? What did they do at their happiness? What did the old mouse say? Did the mice tie a bell around the cat's neck?
- Tell the students to go through the questions. Make sure that they understand the questions.
- Tell the students to read the story and write answers to the questions.
- Move around the class. Help them find the answers. When they finish, visit each student, check their answers and provide feedback.
- Finally, ask these questions orally to check their comprehension: What does a home give us? Do animals also build their homes? How do rabbits build their homes? Where do squirrels make their homes? How do webs work? Do domestic animals live in the jungle?

### 5. Write the correct sentence under each picture.

**20 minutes**

This is a writing task. The students need to look at the pictures and choose the correct sentence for each picture. Follow these steps:

- Tell the students that they are going to choose one sentence for each picture.
- Ask them the following questions: Is the dog clean or dirty in the first picture? What does the boy want to do with the dog? What has he brought to wash the dog? What is the boy doing in the third picture? Is the dog clean in the last picture?
- Tell the students to read the sentences at the top and write one sentence under each picture. The third sentence is wrong, it should read 'He brought a soap and water.'
- When they finish, move around the class, look at their task and give feedback.



## Assessment 10

This is the assessment section for the theme. Make sure that you have the portfolio of all the students and the respective scoring sheet in each file. Follow these steps to carry out the assessment.

### 1. Listen to the audio and answer the questions.

This task is to be done individually but in whole group. Make sure that everyone has the workbook. Tell them that they are going to listen to a text and they need to write the answers to the questions.

1. Listen to the audio and answer the questions.

a. What is the dog's name?

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b. Is the dog small?

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c. What is the cat's name?

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2. Listen to your teacher and write what you hear.

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### 2. Listen to your teacher and write what you hear.

This task is to be done individually but in whole group.

It's a dictation task. Tell them that you are going to read four sentences and they need to write those sentences. Read out the sentences twice slowly so that they can write what they listen.

1. The elephant is a very big animal.
2. The fish can swim but the bird can't.
3. Animals make sounds to talk to their friends.
4. Chicken Little met a duck on the way.

### 3. Work in pairs. Take turns to ask and answer questions about these birds and animals.

This task is to be done in pairs. Invite two students at a time. Tell them to look at the birds and animals and take turns to ask and answer about them. They can ask questions about anything they like about the animals. Have the portfolio of each

pair so that you can score in their scoring sheet once they finish asking and answering. Score 1/2/3 or 4 as appropriate.

3. Work in pairs. Take turns to ask and answer questions about these birds and animals.

crow	rhinoceros	leopard	elephant
sparrow	pigeon	monkey	tiger
squirrel	frog		

4. Read the text aloud.

A lion lay asleep in the forest. Suddenly, a little mouse came upon him and ran across his nose. The lion woke up and caught the little mouse with his paw angrily.

"Spare me!" asked the poor mouse. "Please let me go and

### 4. Read the text aloud.

This task has two purposes: speaking (pronunciation) and reading comprehension. For the first part, administer the task on one-on-one basis. Invite one student at a time and ask them to read the text loudly. Listen to their pronunciation and reading skill. Score 1/2/3 or 4 as appropriate in their scoring sheet when they finish the task. So, make sure that you have the portfolio of the student who is doing the task.

The second part is also to be done individually but in whole group. Ask the students read the text and answer the questions given.

someday I will surely help you." The lion laughed that a mouse could ever help him. But he was kind and finally let the mouse go.

Some days later, the lion was walking in the forest. He was caught in the hunter's net. He roared because he could not free himself. The mouse knew the voice and quickly found the lion struggling in the net. The mouse cut the rope and let the lion free.

"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

- A. Read the story and complete the sentences.

- a. The lion was sleeping in the \_\_\_\_\_.
- b. A \_\_\_\_\_ ran across the lion's nose.
- c. The lion \_\_\_\_\_ at the offer of the mouse.
- d. The lion was caught in the hunter's \_\_\_\_\_.
- e. The mouse cut the \_\_\_\_\_ and freed the lion.

### Punctuate the following.

This is a writing task that tests grammar and vocabulary. The students need to do the task individually. Tell the students that the four sentences given there are wrong in spelling, capital and small letter, full stop etc. Tell them to rewrite the sentences correctly in the given spaces.

#### 5. Punctuate the following.

a. rabbits live in Burrows

b. a burrow has chambers or rooms

c. spiders Spin webs to lie in

d. what can An Elephant do

*When all the students finish, collect the workbooks. Get the two pages of assessment 10 photocopied and write their names at the top. Assess the students answers and score 1/2/3 or 4 as appropriate in their record sheet. Based on the scores obtained by the students, organize the remedial class and carry out the second assessment. Design the tasks for the second assessment by yourself and carry out the assessment and fill in the scores in the scoring sheet. You can take help of the learning outcomes given in the scoring sheet to design the tasks.*