

**TEACHER'S GUIDE**

**ENGLISH GRADE THREE**

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

Publisher  
Government of Nepal  
Ministry of Education, Science and Technology  
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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 those grades. The new curriculum is the 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 smooth transition from one area to another.

The Teacher's Guide has been written by a team. The team consists of Shankar Adhikari, Nim Prakash Singh Rathour, Nabin Khadka and Ramesh Dhakal. The team members have written the Teacher's Guide for different chapters (Shankar Adhikari: Me and My Family, My Belongings, and Birds and Animals; Nim Prakash Singh Rathour: My Daily Life and Our Culture; Nabin Kumar Khadka: My School, Communication Technology and Market, and Hobbies and Interests; and Ramesh Dhakal: Our Environment 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 3* developed by Curriculum Development Centre (CDC). The book contains stepwise procedure in detail to carry out each and every activity outlined in the book. The stepwise procedures are just the suggested ideas. CDC 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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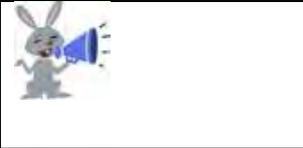
## Teacher's Guide: English Grade Three

### Introduction

This teacher's guide is a booklet for the teachers teaching English in Grade 3. It shows how each activity of the workbook is to be carried out in the classroom. The step-wise 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, lesson is 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 a wrong understanding 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 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 detail 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 the colours mean?

The instructions throughout the tasks are in different background colour. 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 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 their own school context.

Background Colour	Example	Meaning
Red		Full teacher support
Blue		Partial teacher support
Green		Peer support
Yellow		Self-learning

### Some other useful tips

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

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 in teaching the lessons.
2. Use games in 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 behavior (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 is 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 pair? 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 won't need to translate into their language to help them understand what you mean. For example, when you say 'stand up', gesture with your hands 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 active. Maximize Student Talking Time (STT). Let the students speak/write even if they make mistakes. They learn through mistakes. Do not make immediate correction. This may discourage students. Use other techniques to correct students' errors like; self-correction, peer correction etc. Delayed correction can be useful.
8. Use correct model of language. It is only you from where the students get exposure to English. So, use correct model of language. You can use authentic online/offline dictionary to learn the correct pronunciation of words.
9. Use audio visual resources. There are lots of songs in the workbook. Go over the 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 a conversation, invite one of your colleagues to help you act out the dialogue for recording purpose.
10. Use 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 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 activity, assess whether the students have learnt the teaching point or not. For this, you don't 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. Re-teaching, 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 something 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 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.

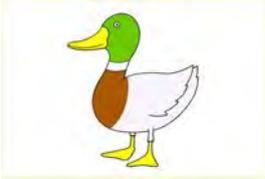
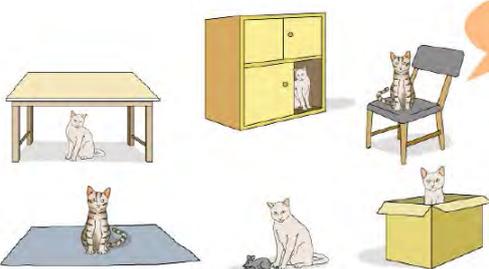
### Time allocation (in hours)

Theme	Time for teaching	Time for remedial and assessment	Total time
Me and My Family	15	3	18
My Daily Life	15	2	17
My School	15	2	17
Our Environment	15	3	18
My Belongings	11	1	12
Our Culture	11	1	12
Communication Technology and Market	10	1	11
Fruits and Vegetables	6	2	8
Hobbies and Interests	6	2	8
Birds and Animals	6	1	7
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. Here are some suggested materials with their example pictures. The teachers should make these by themselves.

Name	Picture
Word wheel	
Sentence wheel	

Flashcards	  <p>(in)</p>
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 3 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 three subjects: Nepali, *Serofero* 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: 5</b> (Lesson 1 to 5)	
<b>Soft skills:</b> Empathy, awareness, active listening.	
<b>Total working hours: 15</b>	
<b>Language functions</b>	<ul style="list-style-type: none"><li>• Greeting and leave taking</li><li>• Talking about occupations</li><li>• Talking about home and family</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and sing</li><li>• Listen and practise</li><li>• Listen and act</li><li>• Listen and write</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Discuss about the pictures</li><li>• Act out the dialogue</li><li>• Reading aloud</li><li>• Ask and answer</li><li>• Talking about the picture</li></ul>
<b>Vocabulary</b>	Tall, happy, slim, blonde, funny, serious, garbage, farm, sweep, lunch, hug, gifts, rest, midday
<b>Reading</b>	<ul style="list-style-type: none"><li>• Description</li><li>• Country and nationality</li><li>• Daily activities of people</li><li>• Daily routine of a person</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Description of a family</li><li>• Paragraph about oneself</li><li>• Paragraph about daily routine</li><li>• Description of a special day</li><li>• Preparing a job chart</li></ul>

## Lesson 1 My Lovely Family

This is the first lesson on the theme *Me and My Family*. The whole lesson is focused on family. The students will practise different language skills around the topic family. There are five topics to cover in this lesson.

1. Listen and sing (listening and speaking).
2. Discuss the pictures in pairs. Put the correct words in blanks (Speaking and Vocabulary).
3. Read and answer (Reading).
4. Match the opposites (Vocabulary)
5. Draw a picture of your family and write a short paragraph. (Writing)

### Objectives:

- Listen and sing the song about family.
- Learn the adjectives to describe people.
- Read a descriptive text about a family and do the comprehension tasks.
- Learn simple adjectives to describe people with their opposite words.
- Write a short descriptive text about their family.

### Materials:

#### Before you teach:

- Learn the tune of the song for activity 1.
- If possible download the tune in your mobile.
- Read the workbook and learn everything beforehand.

### 1. Listen and sing

**30 minutes**

This task focuses on speaking and listening skill. There's also a writing task where students write the relationship words for family members. Follow these steps:

- Show the picture and ask the questions: Who are they? (a family) How many people are there? (six)  
*Pointing to each person:* Who is this? (grandfather, grandmother, father, mother, sister, brother) What animals are there? (a dog and a cat) Are they the family members? (Yes.)
- Tell them that you are going to sing the song for them while they just listen.
- Sing the song for the first time. You can sing in any tune you like.
- For the second time, tell the students to sing together with you.
- Finally ask them to sing the song by themselves.
- Invite 1/2 students to sing the song for the whole class.
- Ask: What's another word for grandfather/grandmother/mother/father? Elicit: grandpa, granny, mummy/mum, daddy/dad. Ask what do they say in their language for those words. This way they relate the words in English with those in their own language.
- Ask them to look at their workbook and write other words for the given words: grandpa, granny, mummy and daddy. One example is given.
- Make sure that they all write the words correctly.
- Tell them that you are going to talk about your family. Tell them all the family words: grandfather, grandmother, father mother, uncle, aunt, nephew, niece, cousin, son daughter, wife. Give relationship of the words (nephew: sibling's boy child, niece: siblings girl child, cousin: uncle's/aunt's child). This way they will learn some new words for family relationship.
- Ask: Who are there in your family? Collect the answers orally. Find someone who has the biggest family. Tell him/her to say all the words. Help them if necessary.
- Ask them to write the family words in the given spaces in the workbook.

**Listen and sing.**

Mummy and daddy love me.  
Grandpa and granny love me.  
I love my brother, he loves me.  
I love my sister, she loves me.



Mummy and daddy, grandpa and granny.  
Brother, sister and me;  
Together we make a family.  
A happy-happy family.  
A happy-happy family.

**Now, write other words for these.**

grandpa	granfather	granny	
mummy		daddy	

**Who are there in your family? Write.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Move around the class and check they have written correctly. Drill the words like: nephew, niece, cousin etc.

### Integrating other subjects

- This activity can contribute to the partial fulfilment of the learning outcome of *Serofero*: आफ्नो र परिवारका सदस्यहरूको नाता सम्बन्ध बताउन ।
- The learning of the relationship words in Nepali can broaden the vocabulary in Nepali.

## 2. Discuss the pictures in pairs. Put the correct words in blanks.

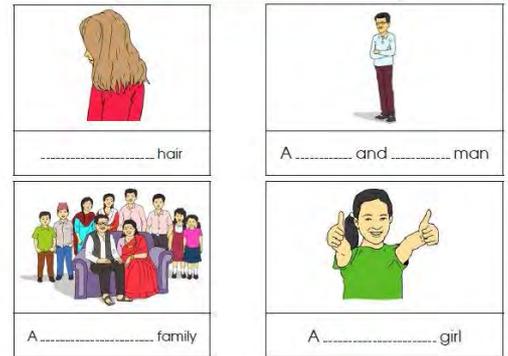
30 minutes

This task focuses on speaking skill. The students learn learn the words: tall, happy, big, slim and blonde. Follow these procedures:

- Tell the students that they are going to talk about the pictures given and they will learn some words.
- Ask them to look at the pictures. Ask questions like: Who is there in the first picture? Who is there in the second picture? What do you see in the third picture? Who is she in the fourth picture? Does the girl have short or long hair? Does she have black or blonde hair? Is the man tall or short? Is he fat or slim? Is the family big or small? How many people are there in the family? Is the girl happy or sad? Elicit answers from the students.
- Teach the meanings of the words: tall, happy, big, slim, and blonde. Follow MFP/MPF. You can give lots of examples in teaching meanings of the words.
- Tell the students to work in pairs and talk about the pictures and choose words for each picture. Move around the class and make sure that they have chosen the correct words for the pictures.
- Tell the students that they are going to make their own sentences using the words given: happy, big, blonde. Remind them with the meanings of those words. When they finish writing the sentences, collect the sentences orally from all the students. This way they can learn the use of the same word in many different sentences. Give necessary feedback.
- Tell the students that they are going to put the given words in alphabetical order.
- Ask these questions to make the meaning of 'alphabetical order' clear: What comes before 'c'? What comes after 'f'?
- Write the words: van, read, elephant, cat, yellow, star on the board. Underline the first letter of each word and ask them to put in order. When they finish that, ask them to put the words in order. Tell them that this is alphabetical order.
- Ask them to look at the word list given in the workbook. Tell them to underline the first letter of each words to find out their order and finally ask them to write the words in alphabetical order in the given space.
- Move around the class and provide necessary feedback.

Discuss the pictures in pairs. Put the correct words in blanks.

tall, happy, big, slim, blonde



Now, make sentences of your own using the words.

- happy \_\_\_\_\_
- big \_\_\_\_\_
- blonde \_\_\_\_\_

Put these words in alphabetical order.

tall, happy, big, slim, blonde

### 3. Read and answer.

60 minutes

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

- Tell them that they are going to read a text about a family.
- Tell them to look at the pictures and ask these questions: Who are they? (a family), How many people are there? (Four) Is the family big or small? (small), Are they Nepali or foreigners? (foreigners) What is the name of the girl? (Ana) Now ask them to read the first sentence)
- Ask the students to read the text by themselves and underline the names of people. (Ana, Laura, Peter, Tim, David, Olivia, Richard and William)
- Ask these questions to check their comprehension: Where are they from? What is Ana's mother's name? What is Ana's father's name? How many brothers does Ana have? What are their names? Who is younger: Tim or David?
- Tell them to read the first and second paragraph and you'll ask them the questions. When they finish, ask these questions: How old is Ana? Where is she from? Is she from America? How is her mother's hair? How is her mother? How is her father? If they can't answer, tell them to refer to the line where the answer lies.
- Tell them to read the remaining text and you'll ask them the questions. When they finish, ask these questions: How many children does her parents have? Is Tim a boy or a girl? How is he? What does he love doing? How old is Tim? What is the younger boy's name? How old is he? What does he like? What is her father's sister's name? What are her mother's brothers' name? Does she have a pet at home? Is the pet a cat or a dog? Does she love her family? If they can't answer, tell them to refer to the line where the answer lies. Tell them to underline the right answer of each.
- Tell them to look at the table given on page number 10. Tell them to read the text again and find the information for the table.
- Do one (the first one) as an example. Ask question: How old is Ana? Elicit: eight and write in the given space. Tell them to do the rest by themselves. Move around the class and make sure that they are doing the given task. Help them to find the answers. (Answers: Ana's mother, Ana's brother, David, Olivia, mother's brothers and Pirate) Do whole class feedback. If any of them can't find the answers, help them to look in the reading text.
- Tell the students to read the questions. Make sure that they understand what they mean.
- Tell them to read the text and find the answers to the given questions. Move around the class and help them find the answers. (Answers: a. Ana. b. No. She is an American. c. Her pet dog. d. 3. e. her family and her pet.)
- Do whole class feedback. Help the students to locate the answers to the questions.

#### Read and answer.

#### My Lovely Family

Hello! My name is Ana. I am eight years old and I am from the USA. I'm going to introduce you to my family.

My mother's name is Laura and my father's name is Peter. My mother has got blonde hair and she is very kind. My father is tall and slim. He is very funny.

My parents have got three children. They are my brother Tim, my baby brother David and me. Tim is a sweet boy who loves playing and being with me all the time. He is only three years old. David is a seven-month baby. He likes being at my father's lap.

My father has got a sister. Her name is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William. They are my uncles.



#### Complete the table.

Ana	..... years old.
Laura	Ana's .....
	Ana's father.
Tim	Ana's .....
	a seven-month baby.
	Ana's aunt.
Richard and William	.....
	Ana's pet dog

#### Answer the following questions.

- What is the girl's name?  
.....
- Is Ana British?  
.....
- Who is Pirate?  
.....
- How old is Tim?  
.....
- Who does Ana love?  
.....

### 4. Match the opposites.

10 minutes

This is a vocabulary task. The students are required to match the words on the left (they learned from the reading text) with their opposites. Follow these steps:

- Remind them with the meanings of the words: old, big, happy, tall, slim, funny.
- Demonstrate the meanings of the words with gestures/examples.
- Take the word one by one and demonstrate the meanings of the word and its opposites with gestures. Tell them to look for the word from the second column.

- If they have different answers, have them discuss further.
- (Answers: old – young, big -small, happy – unhappy, tall – short, slim – fat, funny – serious)

**Match the opposites.**

old	small
big	short
happy	fat
tall	serious
slim	young
funny	unhappy

**Integrating other subjects**

- The learning of opposite words can help in learning the similar concept in Nepali. The words can be translated in to Nepali.

**5. Draw a picture of your family and write a short paragraph. 35 minutes**

This is a writing task. The students are required to draw a picture of their family and write a short paragraph about them. Follow these steps:

- Ask the students to draw a picture of their family.
- Tell them that the picture should not be very nice. The picture should show the members of their family.
- Draw a picture of your family and write a paragraph about a family (on the board sample is on the space given in the box below) so that it will act as an example for them.
- Tell them to draw a picture of their family and write a short paragraph about their family. Tell them to look at the board for the model.
- Move around the class and make sure that they are writing correctly.
- Notice some erroneous structures in their writing and draw their attention to those sentences at the end and make corrections using the board.
- Collect their workbook and check their writing. Give one to one feedback.

**Draw a picture of your family and write a short paragraph.**

Hello! My name is Ram Karki. I have a big family. We are six in the family. My grandfather and grandmother are old. They stay at home. My grandmother cooks food for the family. My father is a teacher. He teaches English at a school in the village. My mother is a nurse. She works in a local hospital. My father and mother are very busy. I have a small brother. His name is Dinesh. He is just 2 years old. I go to school. I study in grade 3. I play with my brother in the evening. We all are happy. I like my family very much.

**Integrating other subjects**

- The drawing task help students develop their creativity. (*Serofero*)
- Asking the students to write the paragraph in Nepali help the students develop their writing skill.

**Homework**

Show the picture and the paragraph you have done in the above task to your father/mother/elder brother/elder sister. Get feedback and redo it in another paper.

## Lesson 2

### I'm from Nepal

This is the second lesson on the theme *Me and My Family*. The lesson talks about nation and nationality. The students will practise introducing oneself and others by giving some more details about their nationality too. There are eight topics to cover in this lesson.

1. Listen and practise. (Listening and speaking)
2. Match the countries and nationalities. (Vocabulary)
3. Act out. (Speaking)
4. Read and answer. (Reading)
5. Read the following sentences. (Grammar)
6. Change the following sentences into negative. (Grammar)
7. Ask and answer. (Speaking)
8. Write answers to the following questions to make a paragraph below. (Writing)

#### Objectives:

- Ask and answer questions about nationality.
- Match the nations with their nationality words.
- Introduce oneself with more details like age, nation, nationality and their aim.
- Read texts about different people and answer the questions based on them.
- Change the sentences with present simple 'be' verbs into negative and vice-versa.
- Ask and answer yes/no questions with present simple 'be' verb.
- Write an introductory paragraph about oneself.

**Materials:** Words cards (nation and nationality) for activity 2.

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.
- Record the conversation from listen and practise section.

#### 1. Listen and practise.

20 minutes

This is a listening and speaking task. This is a conversation through which the students are expected to learn to ask and answer about nation and nationality. Follow the following steps:

- Tell the students that they are going to listen to a conversation between two people and act out the same conversation.
- Tell them to look at the book when they listen to the conversation (if you have recorded it previously, play that otherwise read out the dialogue. Vary your voice).
- Make sure that they can act out the conversation. Drill the individual sentences if necessary.
- Form pairs of the students and ask them to act out the conversation. Move around the class and make sure that they are acting out the conversation correctly.
- Invite 2/3 pairs to act out the conversation to the whole class. Provide feedback regarding the pronunciation of the phrases.



#### Listen and practise.

Mike : Hi, there! My name is Mike. What's your name?

Sima : Hi! Mike. My name is Sima. Where are you from?

Mike : I'm from New York. I'm American. Where are you from Sima?

Sima : I'm from Nepal. I'm Nepali.

Mike : Oh! the birthplace of Buddha!

Sima : See you. Bye!

Mike : Bye! Have a nice day!



#### Integrating other subjects

- Amendment in the activity in which the students talk about the locality they live can partially fulfil the learning outcome of *Serofero*: आफू बसेको वडाको सामान्य परिचय दिन .

#### 2. Match the countries and nationalities.

20 minutes

This is a vocabulary task where the students are required to match the nations with their nationality words. Follow these steps:

- Ask these questions from the previous dialogue: Where is Mike from? Where is Sima from? Write their answers: New York, America and Nepal. Next to the words write American and Nepali. Ask these questions: What do you call a person who is from America? What do you call a person who is from Nepal? Elicit: American and Nepali.
- Tell the students that they are going to match the words on the left with their nationality words on the right. One example is already done there.
- Lead them to do one by one. There are enough clues as the initial letters are similar.
- Drill the correct pronunciation of the nationality words. (Consult the dictionary to learn the correct pronunciation)
- Tell the students that they are going to complete the sentences on the next page with either nation or nationality words. Do the first one together. Ask question: Where is Lena from? There's another sentence after the blank: She's Russian. So, the correct word is Russia. Remind them to write the name of the country with correct spelling. Move around the class and make sure that they have written the correct answers. Help them if necessary.
- Tell them that they are going to play a game. Ask them to make two lines. Make sure that the number of students is equal in both the lines. Put all the nation and nationality word cards (also include the words other than those given in the book) in the front of the class so that students can read the words easily. Give instructions: I am going to read the words; one word at a time. One student from each group (the front ones) should run and catch the correct word. Do one as an example. Make sure that they understand what they have to do.
- Carry out the task. Arrange some type of reward for the winner team.

**Match the countries and nationalities.**

India	American
Russia	Chinese
Japan	German
China	Nepali
Germany	Japanese
Nepal	Russian
America	Indian

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**Now, complete these sentences with correct words.**

- Lena is from ..... She's Russian.
- Thomas is from Germany. He's .....
- Xi is from China. She's .....
- Mahesh is from ..... He's Indian.
- Hina is from Japan. She's .....

### 3. Act out.

**10 minutes**

This is a speaking task. They read out two people's introduction given there in the bubbles and they talk about themselves. Follow the following steps for this task:

- Tell them to read the bubbles given there. Ask them to act out the texts given there.
- Ask these questions to check their comprehension: What is the name of the girl? How old is she? Where is she from? Is she a Chinese? What does she do? What does she want to be? What is the name of the boy? How old is he? Where does he come from? Is he a Nepali? What does he want to be? Elicit the answers one by one.
- Ask the questions again but this time they will act out. They will say the part that represents the answer from there. E.g. What is the name of the girl? – I'm Mano. Tell them to try to sound the people given there.
- Tell them that they are going to talk about themselves. Tell them to listen to you as an example. Talk about yourself: I'm (your name). I'm (your age). I'm from Nepal. I'm Nepali. I'm a teacher. I want to be a good teacher.
- Now, tell them to talk about themselves. For help write these clues on the board so that they can look at the given structures on the board and can talk about themselves. I'm ..... I'm ..... years old. I'm from ..... I'm ..... I'm a ..... I want to be a/an.....
- Tell them to talk about themselves using the sentences. Move around the class and check they are speaking correctly.

**Act out**

I'm Mano. I'm nine years old. I'm from India. I'm Indian. I'm a student. I want to be a pilot.

I'm Kane. I'm eight years old. I'm from Japan. I'm Japanese. I'm a student. I want to be a farmer.

**Now, talk about yourself.**

- Invite some 4/5 students to talk about themselves to the whole class. Encourage them even if they make mistakes. Just notice the errors.
- When finished, correct their errors. Do not say who actually made the mistakes while speaking.

**Integrating other subjects**

- Introducing oneself in Nepali help the students develop speaking skill in Nepali.

**4. Read and answer.**

**60 minutes**

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

- Tell them that they are going to read about different people who are talking about themselves. Ask these questions: How many people are there? (four) What are their names? (Ask them to quickly read different texts to find out their names?)
- Tell them to look at the given table under the text. Ask: what do you need to write there? Where do you find the information? Elicit the answers: name, country, capital and popular sports. From the above texts.
- Ask them to read the texts silently and complete the given table. Ask them to read one text at a time and complete the table together with the reading. They read one text at a time and complete the table. Move around the class and make sure that they are reading the text silently and finding out the required information. Help them if necessary.
- Do whole class feedback for checking the answers. If anyone has confusion, ask where the answer is. The students who have done the tasks correctly may show where the correct answers lie.
- When they finish the first task, ask them to look at the questions. Read out the questions and make sure that they understand the questions. Teach the meanings of words: famous and popular with contextual examples. E.g. Pokhara is famous. Kathmandu is a very popular city. Which place is famous in your village/town? Who is popular in your village/town?
- Ask them to read the text again silently and find the answers to the questions. Move around the class and monitor to make sure that they are reading and finding out the answers. Help them if necessary.
- When they finish, do whole class feedback. Students need to correct their answers if they have written the incorrect answers but they should know where the correct answers lie. (Answers: a. Nepali, b. food, c. fish, d. a singer/a famous Colombian singer/a famous singer)
- Tell the students to look at the text one by one while you ask question from each text and they should answer your questions orally. (Questions for text 1: Where is Salman from? What is the capital city of Nepal? Which sport is popular in Nepal? Questions for text 2: Where is Luigi from? What is the capital city of Italy? What is Italy famous for? What is Luigi's favourite food? Which game is popular in Italy? Which is Luigi's favourite football team? Questions for text 3: Where is Keko from? What language does he speak? What is the capital city of Japan? What is the national sport of Japan? What is the Japanese favourite dish? Questions for text 4: What language does Alicia speak? Where is she from? What is the capital city of Colombia? What is Colombia's national sport? What food do Colombians like? Who is Shakira?) Elicit every answer from the students.
- Ask the students to read the texts loudly. Tell them to sound like the people given there. Make sure that they are pronouncing the words correctly.

**Read and answer.**



Hello! My name is Salman. I speak Nepali. I'm from Nepal. Kathmandu is the capital city of my country. Volleyball is popular in Nepal.



My name is Luigi. I speak Italian. I'm from Italy. The capital of Italy is Rome. Italy is famous for its food. Our favourite food is pizza and pasta. Football is very popular in my country. Milan is my best team in the world.



Hello everyone! My name is Keko. I speak Japanese. I'm from Japan. The capital of my country is Tokyo. Our national sport is Sumo Wrestling. Our favourite food is fish.



My name is Alicia and I speak Spanish. I'm from Colombia. I'm Colombian. The capital city of my country is Bogota. Our national sport is football. Our favourite food is fried bananas. Shakira is a famous Colombian singer.

Complete the table with correct information.

Name	Country	Capital	Popular Sports
Salman			
	Italy		
		Tokyo	
			football

Answer the following questions.

- What language does Salman speak?  
\_\_\_\_\_
- What is Italy famous for?  
\_\_\_\_\_
- What food is popular in Japan?  
\_\_\_\_\_
- Who is Shakira?  
\_\_\_\_\_





**Integrating other subjects**

- The writing task can be set in Nepali too. This develops students' writing skill.

**Homework**

Ask at least five yes/no questions to any of your family members (father/mother/elder brother/elder sister) and get answers from them. Try asking interesting questions.

### Lesson 3 Family Chores

This is the third lesson on the theme *Me and My Family*. The lesson talks about household chores. The students will practise introducing oneself and others by giving some more details about their birthday, best friend etc. There are eight topics to cover in this lesson.

1. Listen and act. (Listening and speaking)
2. Write questions. Then ask and answer. (Speaking)
3. Talk to your friends. (Speaking)
4. Learn the words and complete the sentences with the words. (Vocabulary)
5. Read and answer. (Reading)
6. Make sentences from the table below. (Grammar)
7. Choose the correct forms to complete the sentences. (Grammar)
8. Write a paragraph about yourself. Also write what you do. (Writing)

#### Objectives:

- Ask and answer questions about their age, birthday, address, best friend etc.
- Learn the words: garbage, wash, farm, sweep etc.
- Read texts about family chores and answer the questions.
- Learn to use present simple singular and plural verbs correctly.
- Write a short paragraph about themselves including what they do.

**Materials:** Sentence cards (questions and answers separately) for activity 2.

#### Before you teach:

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

#### 1. Listen and act.

**25 minutes**

This is a listening and speaking task. There are three pieces of conversation to act out. From this, they are expected to learn to ask and answer questions about birthday, age, best friend etc. In this activity, they will also be able to use nice to meet you after getting introduced with a new person. Follow the following steps:

- Tell the students that they are going to listen to three conversations first and then they will act them out.
- Tell them to look at the book. Ask these questions: How many children are there? Are they same or different? What are they doing? What are they talking about? Ask these questions one by one. Elicit the answers.
- Tell them to listen to you while you read out the conversation for them. Vary your voice. After each reading, ask some questions. (Questions for conversation 1: Who are talking? How old is Pasang? How old is Rina? When is Rina's birthday? Questions for conversation 2: Who are talking? Who is new to the place? Where is Gita from? Is Nita happy to meet Gita? Questions for conversation 3: Who are talking? Who is Ganesh's best friend? Is Pangre a funny name? Who is Pangre? How is he?
- Tell the students to work in pairs. Ask them to swap the roles in each dialogue and act out them.
- Move around the class and check that they are asking and answering the given questions with correct stress and intonations.
- Write the questions and answers from the conversations on the board. Drill them so that they learn the intonation pattern.

**Listen and act.**

<p>Rina : Hello! How old are you? Pasang : I'm eight. What about you? Rina : I'm nine. Pasang : When's your birthday? Rina : My birthday is in April.</p>	
<p>Nita : Hi! Are you new here? Gita : Yes, I am. My name is Gita. What's your name? Nita : I'm Nita. Nice to meet you. Where are you from? Gita : I'm from Dhading.</p>	
<p>Ganesh : Who's your best friend? Rupa : My best friend is Pangre. Ganesh : Pangre! It's a funny name. Rupa : Pangre is my dog. He's very clever.</p>	

## 2. Write questions. Then ask and answer.

15 minutes

This is a writing and speaking task. The students need to write the questions and ask and answer with each other. Follow these steps:

- Tell them that they are going to write some questions for the given answers and later they will take turns to ask and answer questions.
- Tell them that they have already practised the question in listen and act section earlier.
- Do the first one together. Ask: I'm Adam, what's the question? Elicit: What's your name? Tell them that the question is still the same even if the answer is: My name is Adam.
- Read out the statements one by one and they will make questions. After each statement, add 'What's the question .....?' And wait for their oral responses. Do not give the reply. Wait for the students' response.
- When you finish, ask them to write the questions above the statements in 'A' section. Move around the class and help if necessary.
- When they all finish, do whole class feedback. (Answers: Where are you from?/Where do you come from?, How old are you?, When is your birthday?, Who is your best friend?)
- Divide the students into pairs. Ask them to take turns to answer and ask. For the first time, they say the answers given in the workbook. For the second time, they take turns to ask the same questions but their own answers. Get them practise asking and answering questions. Pay attention to their pronunciation.
- When they finish, drill the questions.
- Divide the students into two groups. Make sure that both the groups face each other. Give one group the answers and the other group questions. (You need to prepare the questions and answers earlier) You can make any questions and answers about name, age, address, best friend, birthday, job etc.
- Tell them that the answer group says their answers and one by one and the question group should ask the appropriate questions. This way they will learn the questions structures.

 Write questions. Then ask and answer.

A:	_____
B:	I'm Adam.
A:	_____
B:	I'm from Spain.
A:	_____
B:	I'm eight.
A:	_____
B:	My birthday is in November.
A:	_____
B:	My best friend is Naresh.

### Integrating other subjects

- This task can be done in Nepali too. The students work in pairs. One of them says the answers like those given above and another makes questions.

## 3. Talk to your friends.

10 minutes

This is a speaking task. In this task they ask questions to their two friends and write their answers. Follow the following steps for this task:

- Tell them that they are going to ask four different given question to their two friends and write the answers in the given table.
- Show them in their workbook the table so that they know what they have to do.
- Ask them to take their workbook and a pencil with them and mingle and find two friends to ask the questions and write their answers.
- When they finish, tell them to take their seat. Check who asked with him and make sure that they have written the answers correctly.

 Talk to your friends.

Ask two of your friends and write their answers in the table below.

Questions	Name:.....	Name:.....
Where are you from?		
How old are you?		
When is your birthday?		
Who is your best friend?		

## 4. Learn the words and complete the sentences with the words.

20 minutes

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

- Write the words from the box on the board.
- Teach the words through MFP technique.

- Teach the meanings like this: big (gesture – stretch your hands apart so that you can show the meaning of big, give other examples: it's a big building, he has a big head etc. garbage – show the picture or show the thrown papers and dust on the floor, show the place where the wastes are thrown in the school and tell them that it's garbage. Wash – gesture, act like you are washing the clothes, farm (picture of a farm or showing the farm located near the school, give example like, my father is a farmer, he works in a farm, make – give example – I also work as a carpenter, I can make a table, sweep – gesture like sweeping the floor. Ask them: Do you sweep the floor?, small – bring your hands together to show the small size, just opposite the gesture you did in teaching big, show the difference between big and small too)

- Erase the words already written on the board. Read out one word and write the spelling. Do this with all the words. This way they can make association between spelling and pronunciation and easily learn the pronunciation.
- Drill the words one by one for all the words.
- Tell them to read the sentences given from a to g and fill in the sentences with one of the words they have just learnt.
- Do the first one together. Show the bin in the class if there's any. Elicit garbage for the word. Ask them to do the rest of the task individually. Move around the class, help if they need any.
- Do whole class feedback to check their answers. Do not say the answers by yourself. Make them find the words. This results in real learning.

 Learn the words and complete the sentences with the words.

**big, garbage, wash, farm, make, sweep, small**

- You should put the ..... in a bin.
- Do you ..... your bed yourself?
- We have a ..... house. It has 20 rooms.
- I have a ..... family. We are four.
- My father is a farmer. He works in a .....
- I ..... my clothes every Saturday.
- I ..... the floor with a broom.

## 5. Read and answer.

**60 minutes**

This is a reading task. The students read about short texts about two children who are describing what they do. Follow the steps for this activity:

- Tell them that they are going to read two texts where the children are describing what they do.
- Tell them to look at the pictures and ask: Who is the boy? Who is the girl? They read the first sentences and find out their names.
- Tell them to look at the first set of questions (bubble the correct answer) given under the text and make sure that they understand the question and the way to answer (bubble).
- Ask them to look at 'a' and why ii is bubbled. Tell them to read the second sentence in the first text to find out why 'b' is the correct answer.
- Tell them to read the text and bubble the correct answers from b to f. Move around the class and help them if necessary.
- Do whole class feedback. Ask why they have chosen those answers. (Answers: b. i five: Nimesh, two sisters, one brother and his father and mother), c. iii. Saturdays, d. i. flat, e. iii. father, f. i. Gita)
- Tell the students to look at the questions from a to d. Make sure that they understand the questions.
- Tell them to read the text and find the answers to the questions. Move around the class and help them if necessary.

### Read and answer.



Hi! My name is Nimesh. I live with my family in a big house. I have two sisters and a brother. We share many chores with our parents. My brother and I take garbage out.

We also wash our clothes twice a week. Every Saturday, I help my parents in the farm. I also make my bed in the morning. My sister, Ritu, sweeps the floor every morning and washes the dishes after meal. My mother cooks for us. My father also helps her in the kitchen.



Hello! My name is Gita. My family is small. There is my father, my mother, my brother Ajaya and me. We live in a flat in a tall building. I help my family with the chores. I make my own bed.

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I set the table for meal when mom cooks. Every Saturday my parents go shopping for food. I take care of my brother Ajaya and help him with homework. My father works in the field. He sweeps the floor every morning. When mom or dad is tired, I bring water for them.

- When they finish, do whole class feedback. Elicit the answers by the students themselves. (Answers: a. Yes, b. twice a week, c. She makes her bed, she sets the table for meal, she takes care of his brother and helps with the homework. d. No, her family is small.)
- Tell the students to read the texts loudly. Stop them at the end of each paragraph and ask questions to check their understanding. (Questions for paragraph 1: What is the boy's name? Who does he live with? Does he live in a small house? How many members are there in his family? Who are they? Do they help each other in their work? Who takes the garbage out? Questions for paragraph 2: What do they do on Saturday? Who helps his mother in the kitchen? Questions for paragraph 3: How big is Gita's family? How many members are there in the family? Who are they? Where do they live? How does she help her family? Where do they go on Saturday? Who brings water for parents?) The students themselves have to find out the answers. Do not give the answers by yourself.
- Teach the words: chores, share, flat, tired etc.

**Bubble the correct answer.**

- |    |   |  |                       |                                  |                       |
|----|---|--|-----------------------|----------------------------------|-----------------------|
|    |   |  | i                     | ii                               | iii                   |
| a. | Nimesh lives in a ..... house.              |  |                       | <input checked="" type="radio"/> | <input type="radio"/> |
|    | i. small    ii. big    iii. tall            |  | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| b. | Nimesh has ..... members in his family.     |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
|    | i. five    ii. four    iii. six             |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| c. | He helps his parents in the farm on .....   |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
|    | i. Sundays    ii. Mondays    iii. Saturdays |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| d. | Gita lives in a ..... in a tall building.   |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
|    | i. flat    ii. village    iii. hut          |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| e. | Gita's ..... sweeps the floor.              |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
|    | i. mother    ii. brother    iii. father     |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| f. | Who makes his/her own bed?                  |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
|    | i. Nimesh    ii. Gita    iii. Both of them  |  | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> |

**Answer the following questions.**

- Do the family members help each other in work in Nimesh's family?  
\_\_\_\_\_
- How often does Nimesh wash clothes?  
\_\_\_\_\_
- What household chores does Geeta do at home?  
\_\_\_\_\_

- Is Gita's family big?  
\_\_\_\_\_

**Integrating other subjects**

- The discussion on the chores described can be taken as the basis for the partial fulfilment of the learning outcome of *Serofero*: परिवारको काममा आफूले सकेको सहयोग गर्न

**6. Make sentences from the table below.**

**25 minutes**

This is also a grammar task. The students learn to use the present simple plural and singular verbs.

Follow the steps for this activity:

- Write these sentences from the previous texts on the board and ask them to find the words for blank spaces. *I ..... with my family in a big house. We ..... many chores with our parents. My brother and I ..... garbage out. I ..... my parents in the farm. Ritu ..... the floor every morning and ..... Dishes after meal. My mother ..... for us. My father also ..... her in the kitchen.*
- Do whole class feedback and collect the answers from the students. Underline the subjects and verbs in the above sentences. Ask what they understand.
- Write the table on the board:

Plural subjects I/we/you/they	Verb without 's' or 'es' e.g. help
Singular subjects He/she/it	Verb with 's' or 'es' e.g. helps

- Tell the students to look at the table and make sentences and write in the blank spaces given from a to h in the workbook. Do the first together e. g. We wash clothes every week. Do question answer while writing the sentence.
- Tell them to make other sentences. Move around the class and help them if necessary.
- Check their answers. Make corrections if they have made any mistakes.

**Make sentences from the table below.**

We			
They			
He			
She	wash		
Ramesh and Rita	washes	clothes	every week.
My sister and I			
I			

**Now, write the sentences.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Lesson 4

### Mother's Day

This is the fourth lesson on the theme *Me and My Family*. The lesson is about an event i.e. mother's day. The students learn to describe what happens on special days and describe what is happening in the picture. There are five topics to cover in this lesson.

1. Look at the picture and talk to your friend. (Speaking)
2. Read and answer. (Reading)
3. Make as many sentences as possible from the table. (Grammar/speaking)
4. Write the '-ing' forms of the verbs. (Vocabulary/grammar)
5. Do you celebrate Mother's Day? What do you do on the day? Write below. (Writing)

#### Objectives:

- Describe what is happening in the picture.
- Read a text about a celebration (Mother's Day) and answer the questions.
- Learn the words lunch, kitchen, fry, cook, meal, hug, gifts etc.
- Make sentences from a substitution table using present continuous structure.
- Change the verbs into their 'ing' forms.
- Write a short paragraph on celebration of a ceremony.

#### Materials:

##### Before you teach:

- Study the workbook thoroughly.

#### 1. Look at the picture and talk to your friend.

20 minutes

This is a listening and speaking task. They need to describe what is happening there in the given pictures. Follow the following steps:

- Tell the students to look at the first picture and ask these questions: How many people are there? Who is the woman? Who are the children? What is written on the wall? What are the children giving to the woman? Why? Do you give a gift to your mother? What do you give? (Elicit the answers in whole group: three people, the woman is mother, the children are the woman's son and daughter, Happy Mother's Day, they are giving presents/gifts, yes/no, a gift/a present, one at a time)
- Divide the students in pairs and ask them to talk about the picture. Move around the class and make sure that they are talking to each other about the pictures.
- Tell them to look at the second picture and ask the questions one at a time. Elicit the answers too: Who are they? (a family), What is the father doing? (sweeping the floor), What is the mother doing? (She is digging the field/she is working in the field), What are the children doing? (playing, playing the rope).
- Tell the students to work in pairs to ask and answer the questions based on the pictures. Move around the class and help them if necessary.

Look at the picture and talk to your friend.



- a. What are the children doing?
- b. What is the woman doing?
- c. Do you give a gift to your mother?

What is happening in the picture below? Talk to your friends.



#### Integrating other subjects

- Talking about the picture can help the students learn अपूर्ण वर्तमान काल in Nepali.

#### 2. Read and answer.

60 minutes

This is a reading task. The students need to read a text about mother's day celebration and answer some comprehension questions. Follow these steps:

- Tell them that they are going to read a text about mother's day celebration. Ask them: Do you celebrate mother's day? After their answer, ask them what they do on the day. Let them answer the second question in their own language if they find it difficult to speak in English.
- Tell them to look at the picture and ask the questions: Where are they? What are they doing? Why are they cooking such foods? Who is the man? Who are the children? Elicit answers from the students. This way they will get interested in reading the text.
- Write these words on the board: lunch, kitchen, fry, cook, meal, hug, gifts and ask them to read the text to find out and underline them.
- Teach the words. Follow MFP technique. (Lunch: morning meal, kitchen: ask them to look at the picture, fry: ask do you boil the egg or fry? Cook – my mother cooks food, who cooks food at your home? Meal – when do you eat meal? I take my meal at 9 in the morning, hug – gesture with your hands, gifts – refer to the first picture in the lesson, what are the children giving the woman?) Erase the words, say the words and ask them to spell and write on the board. Drill the words.
- Tell the students to look at the task just below the reading text from a to g. Tell them to make the words from the letters and make meaningful sentences of their own. Move around the class and help them.
- Do whole class feedback, listen to the sentences of all the students. Give feedback if there are any mistakes.
- Tell them that you are going to read the text and they follow you and find the names of the children. Vary your tone while you read the sentences in inverted comma. When you finish, ask them the names of the children. (Sujan and Jenni)
- Tell the students to read the True/False statements and make sure that they understand what they mean and what they need to do.
- When they read the text and do the task, move around the class and help them in finding out the answer.
- When they finish, do whole class feedback. Ask the students to give reasons behind their answers. (Answers: a. True because Sujan wants to prepare the lunch, b. False because father says he will cut fish, c. True because the Sujan and Jenni give their mother some gifts. d. False because Jenni cooks rice.)
- Tell the students to look at the next set of tasks: complete the sentences. Do it together. Read the sentences one by one and ask them to choose the correct words for each. Ask them to give the reasons for their selection. (Answers: a. Mother's Day because the first sentence says, it is Mother's Day, b. lunch because the text says Sujan wants to prepare lunch for her family, c. vegetables because Jenni says I will wash vegetables in the text, d. Uncle because the text says Uncle joins them to have lunch in the text, e. gifts because After the mean, Sujan and Jenni give their mother some gifts) When the students say the answer, tell them to show where the answers lie in the text. This develops their skill 'retrieving information from a text'.

**Read and answer.**



It is Mother's Day. The family is in the kitchen. Sujan wants to prepare lunch for her family. "Who will help me?" Sujan asks. "I will cut and fry the fish," says father. "I will wash and cook the rice and vegetables," says Jenni. Uncle joins them to have lunch. After the meal, Sujan and Jenni give their mother some gifts and fruits. "Thank you," says mother. She gives them a big hug.

**The following words are from the text. Rearrange the letters to make words and make sentences.**

a. Inuhc – lunch: I take lunch with my family.  
 b. kchtine - \_\_\_\_\_  
 c. fyr - \_\_\_\_\_  
 d. coko - \_\_\_\_\_  
 e. mael - \_\_\_\_\_  
 f. hgu - \_\_\_\_\_  
 g. gfrts - \_\_\_\_\_

**Write 'True' or 'False'.**

a. Sujan is preparing lunch.   
 b. Sujan cuts the fish.   
 c. The girls give their mother some gifts.   
 d. Mother cooks rice.

**Choose the correct words and write in the spaces.**

a. In the story, it is ..... (Christmas/Mother's Day)  
 b. The family members are preparing ..... (dinner/lunch)  
 c. Jenni washes the ..... (vegetables/fruits)  
 d. .... joins them for lunch. (Grandma/Uncle)  
 e. They give mother some ..... (flowers/gifts)

### Integrating other subjects

- The food items mentioned in the text can be listed and the students discuss and categorize them into vegetarian and non-vegetarian food. This will help in the partial fulfilment of the learning outcome of *Serofero*: साकाहारी र मांसाहारी पौष्टिक खानेकुराको पहिचान र प्रयोग गर्न



mother's long life, give gifts to mother, clothes, sweets and chocolates etc.)

- Tell the students to include the points written on the board to write the paragraph.
- Help the students to write the paragraph. When they finish, go to the students, check their work, provide feedback and ask them to make corrections if necessary.

*Sample: Mother's Day is a popular day. We celebrate it on Baishakh. On the day, all the family members gather together. We prepare delicious food and eat together. We pray for mother's long life. We also give gifts to our mother. We give new clothes, sweets and chocolates on the day.*

#### **Integrating other subjects**

- This writing task can be given in Nepali too.

#### **Homework**

Talk to your mother. Ask why Mother's Day is celebrated and write in your exercise book.

## Lesson 5

### What Do They Do?

This is the fifth and the last lesson on the theme *Me and My Family*. The lesson is about jobs people do. There are some grammar, speaking, reading and writing tasks around the topic and the theme. There are five topics to cover in this lesson.

1. Listen and write who they are. (Listening)
2. Study the sentences. (Grammar)
3. Read and answer. (Reading)
4. Look at the examples below and compare the sentences. (Grammar)
5. Prepare a job chart of your family. (Writing)

#### Objectives:

- Listen to and write the jobs of people with the help of pictures.
- Write what people do in different job.
- Use 'a' or 'an' correctly.
- Read a text about a person's daily life and answer the questions based on the text.
- Change present simple sentences into negative.
- Prepare a job chart of family.

**Materials:** Word cards for names of profession and jobs. (Activity 1)

#### Before you teach:

- Study the workbook thoroughly.
- Get the materials ready beforehand.

#### 1. Listen and write who they are.

**50 minutes**

This is basically a listening task. At the end of the task, they need to write the names of profession to complete the sentences about the jobs people of different professions do. Follow the following steps:

- Tell the students to look at the pictures and ask: What things do you see there? Elicit the answers from the students.
- Tell them that you are going to say the sentences and they will listen to you and write the missing words for each picture.
- Do the first one together. Say the sentence: Mr. Karki is a driver. Ask: Who is Mr. Karki? 'driver'. Ask the students to write 'driver' in the box below the picture.
- Tell them to listen to you and write the words (names of profession) in the boxes below the pictures. (Sentences to be read aloud: Mr. Mahato is a mechanic. Mr. Thakur is a barber. Ms. Shrestha is a dentist. Ms. Lama is an airhostess. Mr. Joshi is a shopkeeper. Mr. Singh is a doctor. Mr. Dhakal is a waiter. Mr. Tamang is a cook. Mr. Sunar is a musician. Mr. Silwal is a painter. Ms. Karki is a policewoman.) Say each sentences two times and slowly enough so the students can write the words.
- Do whole class feedback. Write all the words with correct spelling. Ask them to check if they have written the words correctly.
- Tell them to look at the pictures and ask question: What does a driver/a mechanic/a barber/a dentist/an airhostess/a shopkeeper/a surgeon/a waiter/a cook/a musician/a painter/a policewoman do?
- Tell the students that the words for different jobs are there in the grid. They can find the word horizontally and vertically. Use your hand to move in the grid so that they understand the meaning of horizontal and vertical.
- Tell them that one is done: PAINTER. Circle the word POLICEMAN vertically on the first column.
- Now, tell them to find the jobs horizontally and vertically. Move around the classroom and make sure that they are finding the words.



- Divide the students into two groups. Ask them to stand so that they all are face to face. You can use the open space in or out of the classroom. Give the words cards (names of profession) to one group and give another set of words cards (jobs people of different professions do).
- Tell the students that the group with names of professions takes their turn to read out the word another group with the job people of that profession do.
- Tell them to start. If they make any mistake, correct them.
- When they finish, tell them to complete the sentences with the names of the professions according to the clues given in the sentences. Do the first one together, ask: what is given there? ...paints pictures. Who paints pictures? Wait for the answer: painter. Tell them the full sentence: A painter paints pictures.
- Tell the students to do the rest. Move around the class and help them with the words and their spelling.
- (Answers: b. waiter c. cook d. airhostess e. barber f. dentist g. shopkeeper h. mechanic i. surgeon j. musician)

Now, find the jobs in the grid.

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

Now, write correct jobs in the spaces.

- A \_\_\_\_\_ paints pictures.
- A \_\_\_\_\_ serves food.
- A \_\_\_\_\_ cooks food.
- An \_\_\_\_\_ works on a plane.
- A \_\_\_\_\_ cuts hair.
- A \_\_\_\_\_ looks after our teeth.
- A \_\_\_\_\_ sells goods.
- A \_\_\_\_\_ mends engines.
- A \_\_\_\_\_ does an operation.
- A \_\_\_\_\_ composes music.

### Integrating other subjects

- This task can be helpful in partial fulfilment of the learning outcome of *Serofero*: समुदायका विभिन्न व्यक्तिहरूले गर्ने श्रमको सम्मान गर्ने ।

## 2. Study the sentences.

35 minutes

This is a grammar task. The students need to learn the use of 'a' or 'an' and complete the sentences with 'a' or 'an'. Follow these steps:

- Tell them to study the given sentences. They show the use of a or an.
- Read out the sentences one by one with correct pronunciation. Write the phrases with a in one column and an in another column. Pronounce the words just after them. Ask: Can you count: driver/bus/artist/picture/ nurse/pilot/ aeroplane/airhostess, waiter/restaurant?
- This helps them to understand that a/an is used before countable nouns. Say all the nouns one by one after a/an so that they learn that 'a' is used before consonant sound and 'an' before vowel sound.
- Tell them that 'a/an' means one.
- Tell them to look at the task from a – k and fill in with a or an.
- Move around the class and check that they are doing the task correctly.
- Do whole class feedback. If they have any mistake, clarify.
- (Answers: a. a b. an c. an d. a e. a f. an g. an h. a i. an j. an k. an)

### Study the sentences.

- Ram is a driver. He drives a bus.
- He is a artist. He paints pictures.
- She is a nurse. She looks after patients at hospitals.
- Nirna is a pilot. He flies a aeroplane.
- She is a airhostess. She serves food.
- He is a waiter. He works in a restaurant.

Now, complete the sentences with a or an.

- There is \_\_\_\_\_ book on the desk.
- She's reading \_\_\_\_\_ old comic.
- They've got \_\_\_\_\_ idea.
- He's drinking \_\_\_\_\_ cup of coffee.
- The girl is \_\_\_\_\_ pilot.
- Kathmandu has \_\_\_\_\_ airport.
- This is \_\_\_\_\_ expensive bike.
- Look! There's \_\_\_\_\_ bird flying.

30 My English (class)

- My father is \_\_\_\_\_ honest person.
- My friend likes to be \_\_\_\_\_ astronaut.
- I want to be \_\_\_\_\_ artist.

## 3. Read and answer.

60 minutes

This is a reading task. In this task, the students read a text about a farmer and his daily life. Follow the following steps for this task:

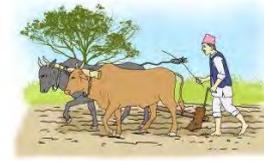
- Tell them to look at the pictures and ask the questions: Who is the man? (a farmer) What is he doing? (ploughing the field.) Who is the woman? (the farmer or man's wife) What is she doing? (working in the field). Is the work easy or difficult? (easy/difficult;ask the students to give reasons).

- Tell the students to read the text and find the names of the man and the woman. (Ram Karki and Bimala)
- Tell them that you will read the text and ask question at the end of each sentences. Tell them to listen to you attentively and answer the questions.
- Read the text and ask questions at the end of each sentence. (Questions: Who is Ram Karki? Where does he live? Who does he live with? Do they have children? Where do they work? When do they get up? How long do they work in the field? When do they stop work? What do they do at 10 am? Do they have meal together? Do men and women eat together? Why do they stop work at midday? Do the children help them? Do they eat together in the evening? When do they go to bed? Do they make plan for the next day?) Elicit the answers to these questions from the students. This helps them to comprehend a reading text.
- Tell the students to read the questions from a to e and make sure that they understand the questions.
- Tell them to read the text and find the answers. Move around the class and make sure that they are reading and finding out the answers to the questions.
- Do whole class feedback. If they have different answers, have some discussion and refer them to the part of the text where the answer lies. (Answers: a. in a small village near Kathmandu, b. with his wife and children, c. in the fields/in a farm, d. to take meal/for meal, e. at midday)
- Make sure that all the students have written the correct answers in their workbooks.

**Read and answer.**

**A Day in the Life of a Farmer**

- What is the man doing?
- Is his work easy or difficult?



Ram Karki is a farmer in a small village near Kathmandu. He lives with his wife, Bimala and his children. They work in the fields everyday. Ram and Bimala get up every morning at 4:00 am. They work in fields from 7:00

am to 6:00 pm. At 10:00 am, they always stop the work for meal. They take meal together. Men and women usually eat together. They stop work for a rest at midday when the Sun is very hot. In the afternoon, their children help them. In the evening, the family eats together. They often go to bed at around 9:00 pm. They make plans for another busy day on the farm.



**Answer the following questions.**

- Where does Ram Karki live?  
\_\_\_\_\_
- Who does he live with?  
\_\_\_\_\_
- Where do they work?  
\_\_\_\_\_
- Why do they stop the work at 10:00 am?  
\_\_\_\_\_
- When do they stop the work for a rest?  
\_\_\_\_\_

**Integrating other subjects**

- The discussion about the profession of the man and the woman in the reading text can help in the partial fulfilment of the learning outcome of *Serofero*: समुदायका विभिन्न व्यक्तिहरूले गर्ने श्रमको सम्मान गर्न ।

**4. Look at the examples below and compare the sentences. 15 minutes**

This is a grammar task. The students need to learn to change the present simple sentences into negative. Follow the steps for this activity:

- Tell them that they are going to study the pairs of some sentences.
- Write the pairs of sentences from the workbook on the board. Underline the verbs (affirmative and negative) in both sentences. Tell them the verbs with 's' or 'es' require does and not and the verbs without 's' or 'es' require do and not. For other verbs like is, am and are take not.
- Give some contextual examples so that they understand the meaning of negative sentences. (I am a teacher. I am not a doctor. *Showing a boy*: He is a boy. He is not a girl. *Showing the door*: That's a door. That's not a window.)
- Tell the students to read the sentences from a – e and tell them the task. Show the verbs in each sentence. Ask: Which verbs have 's' or 'es'? Remind them to use *does* and *not*. Which verbs do not have 's' or 'es'? Remind them to use *do* and *not*. For other verbs, they directly use *not*.

**Look at the examples below and compare the sentences.**

- He is a tall boy. He isn't a tall boy.
- Ram works in the field. Ram doesn't work in the field.
- They work together. They don't work together.
- They take meal together. They don't take meal together.
- They eat together. They don't eat together.

**My English Grade 7**

**Now, change the following sentences into negative.**

- She makes all her money by herself.  
\_\_\_\_\_
- I walk to school.  
\_\_\_\_\_
- Nita drives to work.  
\_\_\_\_\_
- Driving is a dangerous job.  
\_\_\_\_\_
- They are doing their work.  
\_\_\_\_\_

- Tell them to change the sentences into negative. Move around the class and monitor their work. Help the students if necessary.
- When they finish, do whole class feedback. Discuss each sentence. (Answers: a. She does not make all her money by herself. b. I do not walk to school. c. Nita doesn't drive to work. d. Driving is not a dangerous job. e. They are not doing their work.)

### 5. Prepare a job chart of your family.

20 minutes

This is a writing task. The students need to prepare a job chart of their family. Follow the steps for this activity:

- Tell them that they are going to prepare a job chart of their family.
- Tell them that you are preparing your family's job chart as an example.
- Draw the following table on the board.

Prepare a job chart of your family.

Mother	
Father	
My grandfather	
My grandmother	
Me	
My brother	
My sister	

Father	<i>Say my father is a farmer and write Farmer.</i>
Mother	<i>Say my mother is also a farmer and write Farmer.</i>
Me	<i>Say I am a teacher and write Teacher.</i>
My wife	<i>Say my wife is a nurse and write Nurse.</i>
My brother	<i>Say my brother is a shopkeeper and write shopkeeper.</i>
My sister	<i>Say my sister is a doctor and write doctor.</i>

- Ask: How many members are there in the family? Who are they? What do they do? They need to say the jobs their family do.

#### Integrating other subjects

- The making of list of the jobs can help in the partial fulfilment of the learning outcome of *Serofero*: समुदायका विभिन्न व्यक्तिहरूले गर्ने श्रमको सम्मान गर्न ।

### Homework

Prepare a job chart of your family. (Workbook.)

## 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. 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. Tell them to say one rhyming word for each word. You read the word there in the workbook one by one and the students say one rhyming word for each. Score 1/2/3 or 4 as appropriate in the record sheet.

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

This task is to be done by the students individually but in whole group. Make sure all the students have their workbook and pencils. Tell them that you are going to read a text, they will listen and write the missing words.

#### Listening text

Ram Karki is a farmer in a small village near Kathmandu. He lives with his wife, Bimala and his children. They work in the fields every day. Ram and Bimala get up every morning at 4:00 am. They work in the fields from 7:00 am to 6:00 pm. At 10:00 am, they always stop the work for meal. They take meal together. Men and women usually eat together. They stop work for a rest at midday when the Sun is very hot. In the afternoon, their children help them. In the evening, the family eats together. They often go to bed at around 9:00 pm. They make plans for another busy day on the farm.

### 3. Work in pairs. Take turns to talk about your family members and their work.

This task is to be done in pairs. Invite two students at a time. Make sure that you have portfolio of both the students with score sheet. Ask them to talk to each other about their family members. Tell them that they need to talk about what job each member of the family does. Listen to their talk. Score 1/2/3 or 4 as appropriate in their record sheet.

### 4. Listen to your teacher and sing the chant.

This task is to be done individually on one-on-one basis. Invite the students individually, and ask them to sing the song after listening to you. Listen to them carefully and notice the pronunciation. Score 1/2/3 or 4 as appropriate in their record sheet.

### 5. Pronounce the following words.

This task is to be done individually on one-on-one basis. Invite the students individually, and ask them to read the words. Listen to them carefully and notice the pronunciation. Score 1/2/3 or 4 as appropriate in their record sheet.

### 6. 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.

### 7. Put these words in the alphabetical order.

This is the writing test. The students need to write the words in the given space in alphabetical order. Tell the students to write the words in alphabetical order.

### 8. Put these words in the alphabetical order.

**Assessment 1**

- Say the rhyming words for these.  
a. pig      b. fame      c. ball      d. say  
e. cold      f. mine      g. purse      h. good
- Listen to the recording and complete the sentences.  
a. Ram Karki lives with his ..... and children.  
b. Ram and his wife get up at .....
- Work in pairs. Take turns to talk about your family members and their work.
- Listen to your teacher and sing the chant.  
Mummy and daddy love me.  
Grandpa and granny love me.  
I love my brother, he loves me.  
I love my sister, she loves me.  
Mummy and daddy, grandpa and granny,  
Brother, sister and me,  
Together we make a family.  
A happy-happy family.  
A happy-happy family.
- Pronounce the following words.  
a. tall      b. slim      c. Russian      d. lunch  
e. gift      f. enjoy      g. prepare      h. barber
- Read the following text and answer the questions.  
Hello! My name is Ana. I am eight years old and I am from the

USA. I'm going to introduce you to my family.  
My mother's name is Laura and my father's name is Peter. My mother has got blonde hair and she is very kind. My father is tall and slim and he is very funny.  
My parents have got three children. They are my brother Tim, my baby brother David and me. Tim is a sweet boy who loves playing and being with me all the time. He is only three years old. David is a seven-month baby. He likes being at my father's lap.

- Find and write the meanings of the words from a dictionary.  
a. blonde .....  
b. slim .....  
c. funny .....
- Answer the following questions.  
a. Where is Ana from?  
b. Who is David?
- Put these words in alphabetical order.  
family, mother, boy, children, pet
- Look at the picture and describe.



This is the writing test. The students need to write a description of the given picture. Tell the students to look at the picture and write its description in the given space there in the workbook.

*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.

<b>Number of lessons:</b> 5(Lesson 6 to 10)	
<b>Soft skills:</b> Active listening, Collaboration, Communication	
<b>Total working hours:</b> 15	
<b>Language function</b>	Talking about future, Apologizing, Telling the time
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and complete</li><li>• Listen and sing</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Talk about the best friend</li><li>• Talk about pictures</li><li>• Talk about breakfast</li><li>• Telling time</li><li>• Apologising</li><li>• Take part in conversations</li><li>• Talk about holiday activities</li></ul>
<b>Vocabulary</b>	Shopping, share, behave, colony, chat, weekend, competition, toy, get up, leave, reach, porridge, sausage, sandwich, omelette, late, cheese, salad, shower, throw, understand, help, feel, visit, crafts, water park, museum, dough, observe, attractive, monsoon, sow, amazing, gather, hide, seek shut, hint, look for, nowhere etc.
<b>Reading</b>	<ul style="list-style-type: none"><li>• A text about daily routine</li><li>• A text about the activities done with the best friend</li><li>• A text about breakfast</li><li>• A text about summer holiday</li><li>• A text about the activities children did on a Saturday</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• A paragraph on daily routine</li><li>• A paragraph on the best friend</li><li>• A paragraph on breakfast</li><li>• A paragraph on spending holidays</li><li>• A paragraph about the activities done on a Saturday</li></ul>

## Lesson 6

### Pari's Daily Routine

This is the first lesson on the theme *My Daily Life*. The lesson talks about daily activities. The students will practise different language skills in this lesson.

This lesson includes five topics.

1. Listen and sing. (Listening and speaking)
2. Read the given time. (Speaking)
3. Ask and answer. ((Listening and speaking)
4. Read and answer. (Reading)
5. Write a paragraph about your daily routine. (Writing)

#### Objectives:

- Listen to the teacher and sing a song.
- Tell the time of a clock.
- Read a text and do comprehension activities.
- Write a daily routine.

**Materials:** A clock/ a model of a clock (for task 2 and 3)

#### Before you teach:

- Study the workbook thoroughly.
- Learn to sing the rhyme.
- Have the material ready.

### 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:

- Ask the students to look at the pictures and ask what they see. (Elicit: A girl is waking up. She is brushing her teeth. She is washing her face. She is having breakfast. She is going to school. She is playing with her friends. She is going back to her home.)
- Sing the rhyme yourself doing actions.
- Sing the rhyme again and ask the students to repeat after you.
- After the students learn to sing, let them sing themselves in chorus. 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.
- Write the words/phrases get up, brush, wash, go, play and come back on the board and get the students read them correctly.
- Ask them to find these words/phrases in the song/rhyme and underline it.
- Write a sentence 'I get up at six o'clock.' On the board using the phrase 'get up'. Say, "I get up at six o'clock."
- Ask them what time they get up in the morning. Tell them to say in the same as you have said.
- Tell them to use other words/phrases and talk about themselves in the same way.

**Listen and sing**

Get up fast  
Doo doo doo doo doo  
Get up fast.  
Brush my teeth  
Doo doo doo doo doo  
Brush my teeth.  
Wash my face  
Doo doo doo doo doo  
Wash my teeth.  
Have a breakfast  
Doo doo doo doo doo  
Have a breakfast.  
Go to school  
Doo doo doo doo doo  
Go to school.  
Say hello  
Doo doo doo doo doo  
Say hello.  
Play with friends  
Doo doo doo doo doo  
Play with friends.  
Come back home  
Doo doo doo doo doo  
Come back home.



**Underline these words/phrases in the song.**

get up brush wash go play come back

**Now, talk to your friends.**

Example: I get up at six o'clock.

#### Integrating other subjects

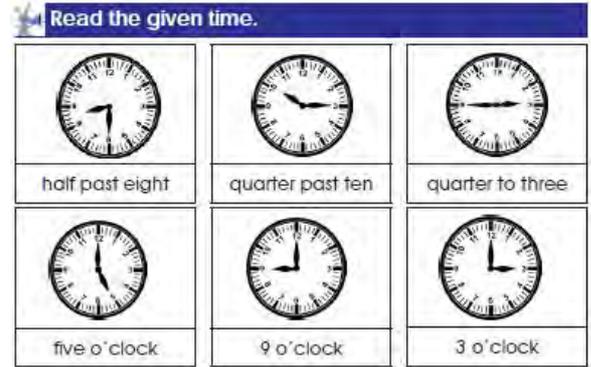
- The teacher can discuss the activities shown in the picture with the students so that it partially fulfils the learning outcomes of *Serofero*: शरीरका अंगहरू सफा राख्ने बानीको विकास गर्न, शरीरका लागि आराम, निद्रा र व्यायामको सन्तुलन मिलाउन ।

## 2. Read the given time.

25 minutes

This is a listening and speaking task. This task focuses on telling the time. Follow the steps for this activity:

- Ask the students to look at the picture and say what they see. (Elicit: clocks.)
- Ask them to read the time given under each clock. Help them if they cannot.
- Show these and other times on the real clock and ask them to say the time. (Get them to practice: half past, quarter past, quarter to, etc.)
- Tell them that fifteen minutes past is quarter past, 30 minutes past is half past and 15 minutes remained to... is quarter to.
- Once they learn to say the time of clock, ask them to say in a complete sentence. (For example: It is half past eight.)
- Then ask them to write the time given in the book in complete sentences as in the example.
- Move around the class and see if the students have done the activity correctly. If they have made any errors, provide feedback.



Now, make sentences using them.

- It is half past eight.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Integrating other subjects

- The students can be asked to look at the clocks and say and write the times shown in the pictures. This activity fulfils the achievement of Mathematics: घडी हेरी घण्टा, मिनेट र सेकेण्डमा समय भन्न र लेख्न ।

## 3. Ask and answer.

25 minutes

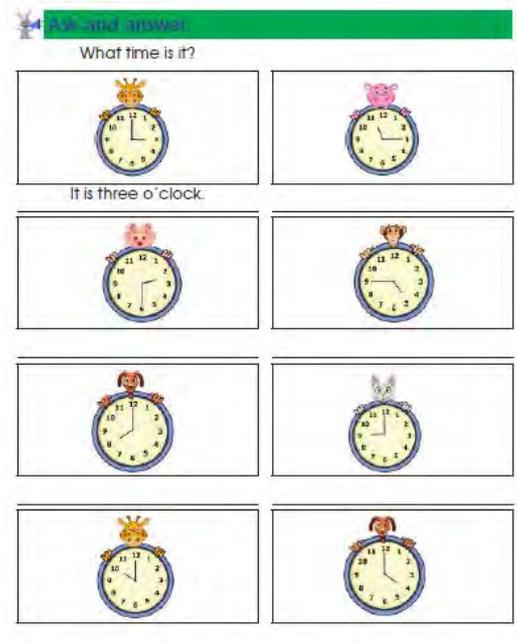
This is a listening and speaking task. The students will ask and answer the time of the clock. Follow the steps for this activity:

- Ask the students to look at the picture and say the time. Discuss in the whole class.
- Tell them to look at the first picture and ask: What time is it?
- Encourage them to tell the time.
- Elicit: It is three o'clock.
- Repeat the similar procedure for other pictures too. You may also use the real clock for the purpose.
- Invite two students (a girl and a boy) in front of the class and ask them to ask and answer the time of the second clock in the picture. For example:

Boy: What is the time?

Girl: It is quarter past eleven.

- Divide the students in pairs. Ask them to ask and answer the time taking turns.
- Move around the class, observe if they are doing the task correctly, and help them if they need any.



### Integrating other subjects

- The students can be asked to look at the clocks and say and write the times shown in the pictures. This activity fulfils the achievement of Mathematics: घडी हेरी घण्टा, मिनेट र सेकेण्डमा समय भन्न र लेख्न ।

- This activity can be done in Nepali too where students ask and answer about time in Nepali.

**4. Read and answer.**

**70 minutes**

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

- Tell the students to look at the pictures and ask: What do you see in the pictures? (Elicit: A girl is getting up in the morning. She is taking breakfast. A girl is going to school. Two girls are talking on the way. A girl is going back home from school. )
- Tell them that you will read the text and they will repeat after you.
- 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 few students in front of the class and ask them to read some parts of the text. Ensure that the students are reading correctly. Other students will follow them.
- Discuss the text asking questions from the text. Elicit the answers orally. For example:
  - ✓ What is the name of the girl? (Pari)
  - ✓ What time does she get up in the morning? (At six o'clock)
  - ✓ What does she do before having breakfast? (Washes face, brushes teeth and combs her hair.)
  - ✓ What time does she go to school? (At half past nine)
  - ✓ When does her school start? (At ten o'clock)
  - ✓ What does she do at 4:30? (Returns home.)
  - ✓ What does she do after she returns home? (Does homework and plays with friends.)
  - ✓ What does she do just before she goes to bed? (Brushes her teeth.)

- Ask them to read the text silently and write the answers to the questions.
- Move around the class and facilitate them in writing the answers.
- Check their answers and provide feedback when they finish the task.

**Answers:**

- At six o'clock
- Bread and milk
- On foot
- Six hours
- No, she doesn't.

**Integrating other subjects**

- The students can be asked to talk about what they do from morning to evening on a day. The activities they do can be categorized into शरीरलाई सफा राख्न गरिने क्रियाकलाप र व्यायामसम्बद्ध क्रियाकलाप । यो क्रियाकलापले सेरोफेरो विषयका सिकाइ उपलब्धिहरू : शरीरका अंगहरू

**Read and answer.**

**Pari's Daily Routine**

This is Pari. She is eight years old. She wakes up at six o'clock everyday. She washes her face. She brushes her teeth. She combs her hair. Then, she has her breakfast. She generally takes bread and milk for breakfast. She wears uniform after the breakfast.



At half past nine, she leaves home for school. She goes to school on foot. It takes her 15 minutes to get to school. The school starts at ten o'clock. Her lessons begin at quarter past ten. She has five lessons a day. At four o'clock, the lessons are over.

She returns home at 4:30 p.m. She changes her school uniform and takes a rest. She plays with her friends after doing homework. She takes dinner with her family at 7:30. Her mother prepares the meal. She usually listens to music and watches television. She brushes her teeth again. She goes to bed at 9:30.

**Answer the following questions.**

- When does Pari get up?  
\_\_\_\_\_
- What does she have for breakfast?  
\_\_\_\_\_
- How does she go to school?  
\_\_\_\_\_
- How many hours does she spend at school?  
\_\_\_\_\_
- Does she read and write after dinner?  
\_\_\_\_\_



## Lesson 7

### My Best Friend

This is the second lesson on the theme *My Daily Life*. The lesson focuses on describing people. The students will practise different language skills in this lesson.

This lesson includes seven topics.

1. Listen and complete. (Listening)
2. Learn the words and complete the sentences. (Vocabulary)
3. Ask and answer. (Listening and speaking)
4. Read and answer. (Reading)
5. Study the following sentences. (Speaking)
6. Who is your best friend? Write a short paragraph about him/her. (Writing)
7. Do it yourself. (Project work)

#### Objectives:

- Listen to the teacher and complete sentences.
- Take part in short conversations.
- Learn the words and use them in the sentences.
- Read a text and do comprehension activities.
- Learn the use of is/am/are and has/have.
- Write a paragraph about the best friend.

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

#### Before you teach:

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

#### 1. Listen and complete.

15 minutes

This task focuses on listening skill. Follow these steps:

- Show the pictures and ask the students what they see in the pictures. (Elicit: Two boys are walking together. Two girls are playing skipping. A boy and a girl are eating snacks. A boy and a girl are carrying shopping bags.)
- 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:

Gopal is my best friend. We go to school together.

Rina is my best friend. I play skipping with her.

Pemba is my best friend. I share my snacks with him.

Nabina is my best friend. We go shopping together.

- Tell them that you are going to read out the sentences again. This time they will write if they have missed to write or they will 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, and let the students say the words.

**Listen and complete.**

 <p>Gopal is my best _____ We go to _____ together.</p>	 <p>Rina is my _____ friend. I play _____ with her.</p>
 <p>Pemba is my best friend. I _____ my snacks with him.</p>	 <p>Nabina is my best friend. We go _____ together.</p>

Who is your best friend? What do you do with your best friend?  
Tell your friends.

- If they have written wrong words, tell them to look at the picture. Make sure that the students have written the correct spelling.
- Invite some of the students in front of the class and ask: Who is your best friend? What do you do with your best friend?
- Form pairs, and ask them to talk about their best friend and what they do with him/her.
- Encourage them to speak and provide your feedback after their responses.

**Integrating other subjects**

- The students can be asked to discuss why the activities shown in the second and the third picture are important to their life. This should lead to the conclusion that they are necessary to maintain balance. The discussion can contribute for the fulfilment of the learning outcome of *Serofero*: शरीरका लागि आराम, निद्रा र व्यायामको सन्तुलन मिलाउन ।

**2. Learn the words and complete the sentences. 20 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 word cards of the words in the box one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss about the meaning of the words.
- After this, ask them to complete the sentences using the words from the box.
- They will do the task individually.
- Once they finish the task, check their answers and provide necessary feedback.

**Learn the words and complete the sentences.**

share, behave, colony, chat, weekend, competition, toy

- Have a nice .....
- We have a handwriting ..... today.
- Roshan plays with his .....
- I ..... this room with my brother.
- Our teachers ..... well with us.
- Sara and Alam live in the same .....
- I like to ..... with friends.

**Now, make your own sentences.**

- share
- toy
- chat
- competition
- behave

**Answers:**

- weekend
- competition
- toy
- share
- behave
- colony.
- chat

- Now, ask them to make their own sentences using the words from the box. They will do the task individually.
- Move around and help them do the task.
- Once they finish, check their sentences and provide feedback.

**3. Ask and answer. 20 minutes**

This is a listening and speaking task. The students will ask and answer the time of the clock. Follow the steps for this activity:

- Ask the students to look at the picture and say the time. Discuss in the whole class.
- Tell them to look at the first picture and ask: When do you get up? Get them to say, "I get up at seven o'clock."

**Ask and answer**

When do you get up?



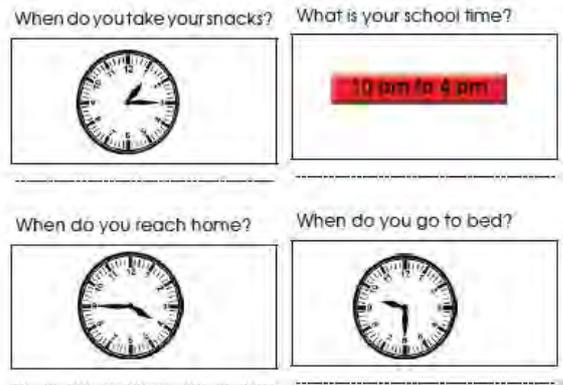
I get up at seven o'clock.

When do you leave home for school?



I leave home for school

- Repeat the similar procedure for the second picture, too.
- Invite two students (a girl and a boy) in front of the class and ask them to talk about the first two pictures as you did before. One will ask and the other will answer.
- Divide the students in pairs. Ask them to ask and answer in the same way for other pictures.
- Move around the class and ensure that they are doing the task correctly.
- Help them if they need any.



#### Integrating other subjects

- Asking and answering about time by looking at the clocks can help the students achieve the learning outcome set in Mathematics: घडी हेरी घण्टा, मिनेट र सेकेण्डमा समय भन्न र लेख्न ।
- यो क्रियाकलाप नेपाली विषयमा पनि गराउन सकिन्छ, जसमा विद्यार्थीहरूले समयको बारेमा प्रश्न सोध्न र समय बताउन सिक्छन् ।

#### 4. Read and answer.

60 minutes

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

- Tell the students to look at the pictures and ask: What do you see in the pictures? (Elicit: Two girls are walking together. The girls are playing together. They are doing homework together.)
- Ask: Who can they be? (Elicit: Best friends.)
- Ask them to guess what they are going to read about? (Elicit: Alia's best friend.)
- Tell them that you will read the text and they will repeat after you.
- 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.
- Ask them to read the first two paragraphs of the text loudly.
- Once they finish reading, ask some questions which they will answer orally.

#### Questions:

- ✓ What is the name of Alia's best friend? (Hana)
- ✓ How old is she? (Nine)
- ✓ Do they live in the same house? (No. They live in the same colony.)
- ✓ Do they sit together in the classroom? (Yes, they do.)
- ✓ What do they play together? (skipping)
- ✓ What do they share together? (their snacks)
- Tell them to read the remaining part of the text aloud and ask the following questions.

#### Questions:

- ✓ What do Alia and Hana talk about when they walk home? (their homework)

#### Read and answer.

#### Alia's Best Friend

Alia is nine years old. She has many friends. Do you know who her best friend is? Her best friend is Hana. She is also nine years old. They are in the same class. They live in the same colony. They are always together.



They go to school together. They sit on the same bench. They

sometimes play skipping. They sometimes just sit and chat. They share their snacks.



They always walk home together. They talk about their homework. They help each other to do homework. They often talk on the phone before they go to bed.



They like to spend free time together. Weekend is their fun time. They play games.

They have a drawing competition. Hana is good at drawing and painting. They sometimes go to market. They watch television. They both love music. They sometimes go to cinema with their parents. Their parents call them twin sisters.

#### Match with the correct endings.

##### Column A

- Alia's best friend
- Alia and Hana
- They have a phone call
- They have a drawing competition
- Their parents call them

##### Column B

- twin sisters.
- is Hana.
- on Saturday.
- before they go to bed
- live in the same area.

- ✓ What do they do before they go to bed? (talk on the phone.)
- ✓ When do they have fun? (in the weekends)
- ✓ Who is good at painting? (Hana)
- ✓ Who do they go to the cinema with? (their parents)
- Tell them that there are two reading comprehension exercises which they will do one after another.
- First, ask them to read the text silently and match the correct endings to the sentences given there in the column A.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, conduct a whole class feedback session.

Answer the following questions.

- a. What do Alia and Hana play at school?  
\_\_\_\_\_
- b. How do they do their homework?  
\_\_\_\_\_
- c. Who is good at painting?  
\_\_\_\_\_
- d. How do their parents behave them?  
\_\_\_\_\_
- e. Why are Alia and Hana always together?  
\_\_\_\_\_

Answers:

- a. ii. is Hana.
  - b. v. live in the same area.
  - c. iv. before they go to bed.
  - d. iii. on Saturday.
  - e. i. twin sisters.
- Tell them to read the text silently again and write the answers to the questions given there.
  - They will do the task individually.
  - Move around the class and provide necessary help when they do the task.
  - Once they finish the task, check their answers and provide feedback.

Answers:

- a. Skipping
- b. Help each other.
- c. Hana
- d. Like twin sisters
- e. Because they are best friends.

### 5. Study the following sentences.

30 minutes

This is a speaking task. The students will learn the use of is/am/are and has/have. Follow the steps below.

- Ask the students to read the sentences aloud.
- Help them if they cannot.
- Focus on is/am/are and has/have. Discuss on their use.
- Tell them that 'is' and 'has' are used with singular subjects, 'are' and 'have' are used with plural subjects and 'am' is used with I.
- Now, divide the students into the groups of four or five.
- Tell them to work in groups and make as many sentences as they can.
- Ask the group leader to say the sentences.
- Provide feedback.



Study the following sentences.

- a. Alia **is** nine years old.
- b. She **has** many friends.
- c. They **are** in the same class.
- d. They **have** many toys.
- e. I **am** a student.

Now, make as many sentences as possible.

I	is	a good boy.
He	am	a singer.
She	are	football players.
They	has	fifty rupees.
	have	



## Lesson 8 My Breakfast

This is the third lesson on the theme *My Daily Life*. The lesson focuses on breakfast. The students will practise different language skills in this lesson.

This lesson includes six topics.

1. Look at the pictures and read. (Listening, speaking and reading)
2. Learn what they are saying. (Listening and speaking)
3. Read the food items. Then ask and answer. (Listening and speaking)
4. Read and answer. (Reading)
5. Study the following table. (Speaking)
6. What do you eat for breakfast? Write a paragraph. (Writing)

### Objectives:

- Talk about pictures.
- Talk about breakfast.
- Apologise.
- Take part in short conversations.
- Read a text and do comprehension activities.
- Learn the present and the past form of the verbs.
- Write a paragraph about what they eat in breakfast.

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

### Before you teach:

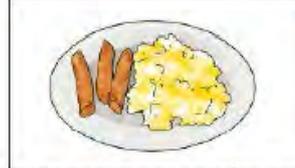
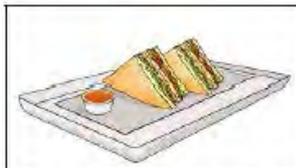
- Study the workbook thoroughly.
- Have the materials ready.

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

**20 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: porridge, chicken sausage, sandwich, omelette, bread, and rice.)
- 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.
- Invite some students in front of the class and ask him/her to share what they take for breakfast.
- Ask the students to share what they take for breakfast with their partners.

Look at the pictures and read	
 <p style="text-align: center; font-size: small;">I eat porridge for breakfast.</p>	 <p style="text-align: center; font-size: small;">I eat chicken sausage for breakfast.</p>
 <p style="text-align: center; font-size: small;">I take peas and sandwich for breakfast.</p>	 <p style="text-align: center; font-size: small;">I take a masala omelette for breakfast.</p>
 <p style="text-align: center; font-size: small;">I have bread and omelette for breakfast.</p>	 <p style="text-align: center; font-size: small;">I have rice for breakfast.</p>
<p style="color: #f08080; font-weight: bold;">What do you take for breakfast? Talk to your friends.</p>	

### Integrating other subjects

- The students can be asked what they eat at their home. The discussion can be further lengthened which of the foods they eat are healthy. This can help to partially fulfil the learning outcome of *Serofero*: रोग लाग्नबाट बच्न र स्वस्थकर बानी अवलम्बन गर्न ।

## 2. Learn what they are saying.

20 minutes

This is a listening and speaking task. Students will practise the conversations related to apologising. Follow these steps:

- Ask the students: When do you say sorry? How do you say it?
- Encourage them to speak and elicit their responses.
- 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 a student in front of the class. Ask him/her to play the role of Bijaya and you act the role of the teacher. Act out the dialogue from the workbook.
- Divide the students in pairs. They will take turns to act as Bijaya and the teacher. Tell them to act out the dialogue.
- Move around the class and observe them.

### Learn what they are saying.



Now, practise the following dialogue.

Bijaya : Excuse me! May I come in?  
 Teacher : Why are you late, Bijaya?  
 Bijaya : I'm sorry. I got stuck in a traffic jam.

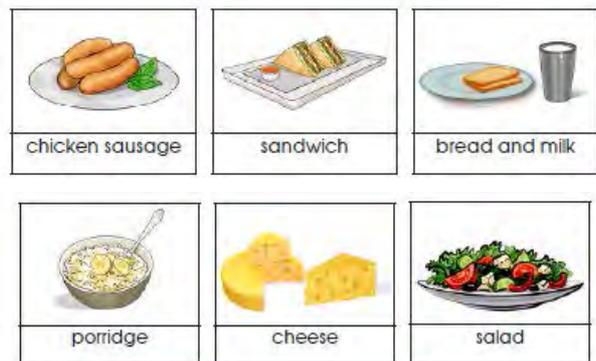
## 3. Read the food items. Then ask and answer.

25 minutes

This is a listening and speaking task. The students will ask and answer the name of the food items. Follow the steps for this activity:

- Ask the students to look at the picture and say what these things are. Discuss in the whole class. (Elicit: chicken sausage, sandwich, bread and milk, porridge, cheese and salad.)
- Write them on the board and conduct a drill practice so that they learn the spelling and pronunciation.
- Show the picture cards/word cards and ask them to say/read the name of the food item.
- Invite two students (a girl and a boy) in front of the class and ask them to act out the dialogue given in the book.
- Ask other students also to work with their partners and act out the conversation.
- Move around the class, listen to them and provide feedback.
- Tell them that they are going to do next activity. Tell them that they have to use the words given in the exercise and make sentences of their own.
- Ask them to read the words and discuss the meaning of the words.
- Ask the students to use the words in their own sentences.
- Move around the class and ensure that they are doing the task correctly.
- Once they finish the task, check their answers and provide feedback.

### Read the food items. Then ask and answer.



Now, make sentences using these words.

- breakfast: \_\_\_\_\_
- shower: \_\_\_\_\_
- throw: \_\_\_\_\_
- understand: \_\_\_\_\_
- help: \_\_\_\_\_
- feel: \_\_\_\_\_

### Integrating other subjects

- The students can be asked to talk about the healthiness of the foods shown in the pictures. This can help to partially fulfil the learning outcome of *Serofero*: रोग लाग्नबाट बच्न र स्वस्थकर बानी अवलम्बन गर्न ।

### 4. Read and answer.

60minutes

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

- Tell the students to look at the pictures and ask: What do you see in the pictures? (Elicit: The mother has given food to her son. The son does not like the food and throws it out of the window. The food falls on a lady. She comes and talks to the boy's mother.)
- Tell them that you will read the text and they will repeat after you.
- 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.
- Ask them to read the story loudly.
- Once they finish reading, ask some questions which they will answer orally.

### Questions:

- ✓ Who is telling the story? (Rupesh)
- ✓ Where is he from? (Dharan)
- ✓ Does he like to wake up early? (No, he doesn't.)
- ✓ What was there for breakfast? (A plate of porridge)
- ✓ Why does he hate porridge? (He doesn't like the taste.)
- ✓ Did he eat the porridge? (No, he threw it out of the window.)
- ✓ What did the woman have on her head? (Porridge)
- ✓ Does he eat porridge these days? (Yes, he does.)

- Tell them that they are going to do the exercise. There are two exercises. They will do the exercises one by one.
- Ask them to read the text silently and find out whether the sentences given in the exercises are true or false.
- Tell them to write 'True' for true and 'False' for the false statements.
- Once they finish, ask them to share their answers. Ask them why a particular statement is true or false.

### Answers:

- a. True

### Read and answer.

#### My Breakfast

Hi! I'm Rupesh. I live in Dharan with my parents and a lovely cat.

I like a lot of things but I don't like to get up very early in the morning. It is difficult for me. Now, let me tell you a story.

One morning, my mum called me for breakfast. I took a quick shower. I combed my hair and went to the kitchen. I saw a plate of porridge on the table. I hate the porridge because I don't like the taste. I ate fruit salad and drank a glass of milk. When my mum went out of the kitchen, I threw the porridge out of the window. When my mum returned, there was no porridge. She smiled and I was happy. Suddenly, somebody knocked at the door. My mum opened the door. She saw a woman with the porridge on her head! My mum understood everything. She said, "Sorry." She helped the woman clean her head. I felt bad. Nowadays, I eat porridge.



### Write "True" for true and "False" for false statements.

- a. Rupesh has a cat at his home.
- b. He combed his hair after breakfast.
- c. He hates eating porridge.
- d. His mother helped the woman clean her head.
- e. He laughed at the woman.

### Answer the following questions.

- a. Where does Rupesh live?  
\_\_\_\_\_  
\_\_\_\_\_
- b. Why didn't he like mornings?  
\_\_\_\_\_  
\_\_\_\_\_
- c. What did he eat for breakfast?  
\_\_\_\_\_  
\_\_\_\_\_
- d. What did he throw out of the window?  
\_\_\_\_\_  
\_\_\_\_\_
- e. Why did his mother say 'sorry' to the woman?  
\_\_\_\_\_  
\_\_\_\_\_
- f. How did his mother help the woman?  
\_\_\_\_\_  
\_\_\_\_\_
- g. What change did the event bring in Rupesh?  
\_\_\_\_\_  
\_\_\_\_\_

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

- Tell them to read the text silently and write the answers to the questions given in the exercise.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, conduct a whole class feedback session.

**Answers:**

- a. Dharan
- b. He doesn't like to get up early.
- c. Fruit salad and milk
- d. Because the porridge that Rupesh threw fall on her head.
- e. By cleaning her head
- f. Rupesh eats porridge nowadays.

**5. Study the following table. 30 minutes**

This is a speaking task. The students have to learn the present and the past forms of the verbs. Follow the steps below.

- Show the table or the chart of the present and the past forms of the verbs.
- Read verbs aloud and ask them to repeat after you.
- Tell them to read the verbs in the table silently and learn the present and the past forms of them.
- Once they learn, ask them to change the sentences in the exercise into past.
- Tell them to change only the verbs that are highlighted.
- They will do the task individually.
- Once they finish, conduct a whole class feedback session.

**Study the the following table.**

present	past	present	past
call	called	tell	told
comb	combed	say	said
hate	hated	take	took
smile	smiled	see	saw
open	opened	go	went
play	played	eat	ate
start	started	throw	threw
do	did	understand	understood
get	got	feel	felt
make	made	run	ran

**Now, change the verbs in the following sentences into past.**

- a. Babita and Yogita **play** games.  
\_\_\_\_\_
- b. Phudoma and her brother **eat** breakfast together.  
\_\_\_\_\_
- c. They **go** to market.  
\_\_\_\_\_
- d. We **see** a tiger in the zoo.  
\_\_\_\_\_
- e. I **throw** a ball up.  
\_\_\_\_\_
- f. He **takes** a shower in the morning.  
\_\_\_\_\_
- g. They **understand** the lesson well.  
\_\_\_\_\_
- h. I **feel** very hot.  
\_\_\_\_\_
- i. My father **runs** in the morning.  
\_\_\_\_\_

**Integrating other subjects**

- The discussion on the present and past forms of the verbs in English can be linked with their counterparts of Nepali language. This helps the students learn about वर्तमानकाल and भूतकाल in Nepali.

**6. What do you eat for breakfast? Write a paragraph.**

**25 minutes**

This is a writing task. The students have to write a paragraph about what they eat for breakfast. Follow the steps below.

- Ask the students to say what they eat for breakfast. Tell them to make a list.
- Ask them if they eat the same food for breakfast everyday.
- If they eat different foods, tell them to mention the day and food.
- Ask them why they eat those food items as breakfast.
- After this, ask them to write a paragraph about the foods they eat for breakfast.
- Write a sample paragraph about what you eat on the board.

**What do you eat for breakfast? Write a short paragraph.**



I get up at six o'clock in the morning. After I get freshen up, I have my breakfast. I take milk and bread mostly. Sometimes I eat eggs. I also take tea and biscuits. I take roasted corn during the summer season.

- Now, ask them to write a similar paragraph.
- Once they complete the task, check their answers and provide feedback.

Integrating other subjects

- The students can be asked to write the task in Nepali language too.

## Lesson 9 Summer Holiday

This is the fourth lesson on the theme *My Daily Life*. The lesson focuses on spending holidays. The students will practise different language skills in this lesson.

This lesson includes seven topics.

1. Read what they do in the summer/winter holiday. (Listening and speaking)
2. Listen and act. (Listening and speaking)
3. Match the words with their meanings and say. (Vocabulary)
4. Colour the map and write directions.
5. Read and answer. (Reading)
6. Study the following sentences. (Speaking)
7. What do you do during summer/winter holidays? Make your activity list. (Writing)

### Objectives:

- Talk about holiday activities.
- Talk about future.
- Take part in short conversations.
- Learn the meaning of the words and use them in sentences.
- Read a text and do comprehension activities.
- Use future tense.
- Write a paragraph about winter/summer holiday plan.

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

### Before you teach:

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

### 1. Read what they do in the summer/winter holiday.

20 minutes

This is a speaking task. Students will talk about the summer/winter holidays. Follow these steps:

- Ask the students to guess what the people in the picture are talking about.
- Encourage them to speak and elicit their responses.
- 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 some students in front of the class. Ask them to read the expressions in the speech bubbles.
- Ask the whole class what they do during their summer/winter holidays.
- Encourage them to speak. Write their responses on the board and ask them to see what other friends do during summer/winter holidays.



### Integrating other subjects

- The students can be asked to talk about what they do on their holidays in Nepali too.

## 2. Listen and act.

20 minutes

This is listening and speaking task. Students will practise the conversations where people are talking about their future holiday plans. Follow these steps:

- Ask the students to guess what the people in the picture are talking about.
- Encourage them to speak and elicit their responses.
- 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 repeat after you.
- Invite a pair of students (two girls) in front of the class. Ask them to play the role of Rabina and Shilpa. Tell them to act out the dialogue between Rabina and Shilpa given in the book.
- Divide the students into pairs. They will take turns to act as Rabina and Shilpa. Tell them to act out the dialogue.
- Move around the class and observe if they are doing the activity correctly.

### Listen and act.

What will they do in the coming holiday?



Now, practise the following dialogue.

- Rabina : Hello.  
 Shilpa : Hello. Can I talk to Rabina, please?  
 Rabina : This is Rabina speaking. Who is this?  
 Shilpa : Hi! Rabina. This is Shilpa. Can we go shopping on Saturday?  
 Rabina : Sure! I will come.  
 Shilpa : Great! See you on Saturday.  
 Rabina : See you. Bye!

## 3. Match the words with their meanings and say.

30 minutes

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

- Show the word cards of the words observe, attractive, monsoon, sow, amazing, and experience one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss on the meaning of the words.
- After this, ask them to match the words with their meanings.
- They will do the task individually.
- Once they finish the task, ask them to exchange the workbooks with each other and check the answers.
- Answers:  
 observe - see or notice something  
 attractive - good looking  
 monsoon - a period of heavy rain  
 sow - put seeds in the ground  
 amazing - wonderful
- Now, ask them to fill in the blanks choosing the words from the text.
- Tell them that they are going to use the words given in the table.
- They will do the task individually.
- Move around the class and provide necessary help.
- Once they finish the task, ask them to share their answers and give feedback.

### Match the words with their meanings and say.

observe	put seeds in the ground
attractive	wonderful
monsoon	good looking
sow	a period of heavy rain
amazing	see or notice something

Choose the correct words from the box and fill in the blanks.

monsoon, attractive, amazing, experience, sow, observe

- Amar looks \_\_\_\_\_ in Sherpa dress.
- Farmers \_\_\_\_\_ seeds in their fields.
- You are an \_\_\_\_\_ dancer.
- I am here to \_\_\_\_\_ green fields.
- This is a \_\_\_\_\_ season.
- We learn through \_\_\_\_\_.

Now, use the words to make your own sentences.

- observe
- attractive
- experience
- monsoon
- plant
- amazing

- Answers:
  - a. attractive
  - b. sow
  - c. amazing
  - d. observe
  - e. monsoon
  - f. experience
- Now, ask them to use the words in their own sentences.
- They will do the task individually.
- Move around the class and help them if they need any help.
- Once they finish the task, ask them to share their answers and give feedback.

#### 4. Read and answer.

60 minutes

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

- Tell the students to look at the pictures and ask them to recognise the places. (Elicit: tea garden and paddy field.)
- Ask them to guess what the text is about. (Elicit: summer holidays.)
- Tell them that two people are talking about their summer holidays. Ask them to guess these people. (Elicit: Anil for the first text and Bishal for the second text.)
- Tell them that you will read the text and they will repeat after you.
- Read the text slowly but correctly (with correct pronunciation, stress and intonation).
- Ask them to read the first part of the text loudly and then ask the following questions orally.

#### Questions:

- ✓ Why does Anil enjoy summer holidays? (He doesn't need to go to school. He gets up late. He meets friends and plays with them.)
- ✓ Where does he always go in summer holidays? (Nepalgunj)
- ✓ Why does he go there? (There is his *Mamaghar*.)
- ✓ Where did he go last summer? (Ilam)
- ✓ What did he enjoy there? (Tea garden)
- ✓ Where will he go this summer? (Lumbini)
- Tell them to read the next part of the text aloud and ask the following questions.

#### Questions:

- ✓ When does Bishal have summer holidays? (June to July)
- ✓ What do his parents do? (They are farmers.)
- ✓ What do the villagers do in the monsoon season? (They plant rice.)
- ✓ How do the men and women enjoy in the field? (They throw mud at each other.)
- ✓ What did Bishal do last year in the summer holidays? (He spent the holidays with his parents in the field.)
- Tell them that there are three exercises in this text. Tell them to read the text silently and do the first exercise that is completion.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.

Read and answer.	
Summer Holiday	
 <p>I enjoy summer holidays. Do you? I don't need to go to school. I get up late. I meet my friends and play with them.</p> <p>I always go to Nepalgunj. There is my <i>Mamaghar</i> (maternal uncle's home). I stay there for one week. I spend time with my parents. We go to different places of Nepal. Last summer, we visited Ilam. I enjoyed the tea garden. We observed sunrise and sunset from Shree Antu. It was really beautiful. We had delicious local food in homestay. It was my new experience.</p> <p>I will visit Lumbini this summer. (Anil)</p>	 <p>I love summer holiday. Do you? I take care of my young sister. I meet my friends and play with them.</p> <p>It starts in June and ends in July. It is the busy time for farmers. My parents are farmers.</p> <p>It is a monsoon season. The villagers are busy. They plant rice. They help each other. The men usually plough the field. The women usually plant the paddy. They throw mud at each other and enjoy. They also sing <i>Asare Geef</i> (traditional folk song). This is simply amazing.</p> <p>Last year, I spent my holiday with my parents in the field. I will do the same this summer too. (Bishal)</p>

- Once they finish the task, ask them to share their answers and provide feedback.

**Answers:**

- friends
- Nepalgunj
- food
- sister
- Asare Geet*

- Now, tell them to write the words given in the exercise in the alphabetical order. Tell them to write in ABC... order according to the first letter of the words.
- They will do the task individually checking the first letter.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, ask them to share their answers. Provide necessary feedback.
- **Answers:**  
**amazing, busy, delicious, garden, holding, monsoon, plough, sunrise**
- Now, tell them to read the text silently and do the third exercise. They will write the answers to the questions given there.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, ask them to share their answers. Provide necessary feedback.

**Answers:**

- Ilam
- Sunrise and sunset
- Lumbini
- Farming (They are farmers.)
- They throw mud at each other and sing *AsareGeet*.
- Yes, he does.

**5. Study the following sentences. 20 minutes**

This is a speaking task. The students have to learn the future forms of the verbs. Follow the steps below.

- Read the sentences aloud and ask them to repeat after you.
- Tell them to read the sentences themselves. Ask them to pay special attention to the highlighted parts.
- Tell them that the highlighted part is used to talk about future.
- Tell them to look at the table. Ask them to make sentences and say orally. Tell them to pick one of the subjects from the first column, will from the second and one of the endings from the last column.
- Listen to their answers and provide feedback.

**Fill in the blanks with correct words.**

- Anil plays with his \_\_\_\_\_ on summer holiday.
- Anil's Mamaghar lies in \_\_\_\_\_.
- Anil enjoyed the taste of local \_\_\_\_\_ in Ilam.
- Bishal takes care of his younger \_\_\_\_\_.
- Men and women sing \_\_\_\_\_ while planting rice.

**Write the words in alphabetical order.**

sunrise, busy, holding, monsoon, plough, amazing, garden, delicious

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Answer the following questions.**

- Where did Anil go last summer?  
\_\_\_\_\_
- What did Anil and his parents watch from Shree Antu?  
\_\_\_\_\_
- Where will Anil go this summer?  
\_\_\_\_\_
- What do Bishal's parents do?  
\_\_\_\_\_
- How do people enjoy in the paddy field?  
\_\_\_\_\_
- Does Bishal enjoy the holiday?  
\_\_\_\_\_

**Integrating other subjects**

- The students can be asked to talk about what they will do in future in Nepali. This helps them learn the verb form of Nepali language in future tense.

**Study the following sentences.**

- I **will get up** early in the morning tomorrow.
- Sarita **will go** to Dang next week.
- They **will come** here in two hours.
- Tom **will arrive** in the evening.
- Shall we meet** on Friday?

**Now, make as many sentences as possible from the table.**

I		buy books tomorrow.
He	will	visit Godawari on Saturday.
She		do homework tomorrow morning.
They		return home next week.



## Lesson 10

### Saturday

This is the fifth and the last lesson on the theme *My Daily Life*. The lesson focuses on the activities. The students will practise different language skills in this lesson.

This lesson includes seven topics.

1. Listening and sing. (Listening and speaking)
2. Listen and act. (Listening and speaking)
3. Match the words with their meanings and say. (Vocabulary)
4. Colour the map and write directions.
5. Read and answer. (Reading)
6. Put the verbs from the box in correct places. (Speaking)
7. Write. (Writing)

#### Objectives:

- Listen to the teacher and sing a rhyme.
- Talk about activities done on Saturdays.
- Talk about past.
- Take part in short conversations.
- Learn the meaning of the words and use them in sentences.
- Read a text and do comprehension activities.
- Learn the singular and plural forms of verbs.
- Write a paragraph about what they did on the last Saturday.

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

#### Before you teach:

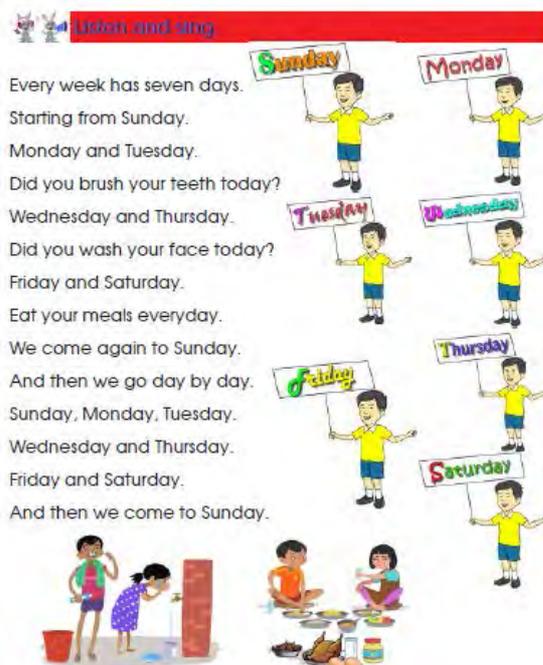
- Learn to sing the rhyme.
- Study the workbook thoroughly.
- Have the materials ready.

#### 1. Listen and sing.

20 minutes

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

- Ask the students to look at the pictures and ask what they see. (Elicit: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. A boy and a girl are eating food. A boy is brushing teeth. A girl is washing her face.)
- Sing the rhyme yourself doing actions.
- Sing the rhyme again and ask the students to repeat after you.
- After the students learn to sing, let them sing themselves in chorus. 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.
- Ask them to say the name of seven days orally. Ask them to spell the name of days, too.
- Listen to their responses and provide feedback.



#### Integrating other subjects

- The students can be asked to discuss about the relationship between days, what comes after what, and the relationship among second, minute, hour, day, month and year to help them achieve the learning outcome set in Mathematics: समयका एकाइहरूबिचको सम्बन्ध भन्न र लेख्न (वर्ष, महिना, हप्ता, दिन, घण्टा, मिनेट र सेकेण्ड)

## 2. Listen and act.

25 minutes

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

- Ask the students to look at the picture and say what the people in the pictures did on Saturday. (Elicit: A family had food in a restaurant. A girl cleaned her room. A boy had his hair cut. The children had fun in the park.)
- Read the sentences given under each picture and ask the students to repeat after you.
- Tell them to read the sentences aloud themselves.
- Ask the students to read the activities given in the table and discuss if they are familiar with those activities.
- Divide the students into pairs and ask them to say what they did yesterday using the activities given in the box.
- Move around the class and help them if they need any help.

### Listen and act.

What did you do on Saturday?



I had dinner at a restaurant.



I cleaned my room.



I had my hair cut.



I visited a children's park.

Practise in pairs/groups.

woke up early	met the head teacher after the class	visited Nagarikot
played tennis on Friday	bought new shoes	watched TV
went to bed early	did some exercises	travelled to Kathmandu

I woke up early yesterday morning.

### Integrating other subjects

- The activities given in the boxes can be taken for the discussion to decide which of them help them balance among rest, sleep and exercise. This activity helps in partial fulfilment of the learning outcome: z/L/sf nflu cf/fd, lgb|f / Jofofdsf] ;G'tng ldnfpg .

## 3. Match the words with their meanings.

20 minutes

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

- Show the word cards of the words: gather, hide, seek, shut, hint, look for and nowhere one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss on the meaning of the words.
- After this, ask them to match the words with their meanings.
- They will read the meaning and do the task individually.
- Once they finish the task, ask them to exchange the workbooks with each other and check the answers.
- **Answers:**  
gather - come together  
hide - go somewhere  
seek - ask for  
shut - close  
hint - clue  
look for - search  
nowhere - not in any place
- Now, ask them to use the words in their own sentences.
- They will do the task individually.

### Match the words with their meanings.

Words	Meaning
gather	close
hide	clue
seek	not in any place
shut	come together
hint	go somewhere
look for	ask for
nowhere	search

Now, use the words to make your own sentences.

- gather
- curtain
- seek
- shut
- look for
- nowhere
- agree

- Move around the class and help them if they need any help.
- Once they finish the task, ask them to share their answers and give feedback.

#### 4. Read and answer.

60 minutes

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

- Tell the students to look at the pictures and ask: What do you see in the pictures? (Elicit: The children are playing.)
- Tell them that you will read the text and they will follow you looking at the text.
- 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.
- Ask them to read the first two paragraphs of the text loudly.
- Once they finish reading, ask some questions which they will answer orally.

#### Questions:

- ✓ Who were classmates? (Bikash, Manika, Sandesh and Nisha)
- ✓ How did they spend the whole day? (Playing)
- ✓ What did they play in the morning? (*Skipping and Chor-police*)
- ✓ Who prepared lunch for them? (Nisha's mum)
- Tell them to read the remaining part of the text aloud and ask the following questions.

#### Questions:

- ✓ What did they play after lunch? (Hide and seek)
- ✓ Where did Bikash find Sandesh? (Under the bed)
- ✓ Where did Manika hide herself? (Behind the curtain)
- ✓ Where was Nisha? (Under the bed)
- ✓ What did they do at last? (They played the number game.)
- ✓ Who guessed the right number? (Nisha)
- ✓ What was the right number? (Sixty one)
- Tell them to read the text silently and do the exercises. There are two exercises. They will do one by one.
- The first one is 'True' or 'False'. Ask them to read the text and find out whether the statements are true or false.
- Ask them to write 'True' in the box if the statement is true and 'False' if it is false.
- Once they finish, conduct a whole class feedback session and provide feedback.

#### Answers:

- True
- True

#### Read and answer.

#### Saturday

Bikash, Manika, Sandesh and Nisha are classmates. They gathered at Nisha's house. They played together all day because it was Saturday.



They played outside in the morning. They played skipping and *Chor-police*. They ate lunch at 11:30 a.m. Nisha's mom made their favourite items.

They played hide and seek in the house after lunch. Bikash shut his eyes and others ran to hide. He began to look for them. He found Sandesh under the bed. Manika was behind the curtain. But her feet were out of the curtain. Nisha was nowhere. At last, they noticed her under the bed. Then they didn't know what to do. "Let's play the number game," Bikash said. They agreed and played.



- Bikash: What number am I thinking of?  
 Manika: Is it forty?  
 Bikash: No, you are wrong.  
 Sandesh: Is it seventy five?  
 Bikash: No. Do you need any hint? Ok, it is between sixty and seventy.  
 Nisha: Hmm, is it sixty?  
 Bikash: No, but you are very close.  
 Nisha: I know. It is sixty one.  
 Bikash: Yeah! You are right. Good job!

#### Write "True" for true and "False" for false statements.

- Nisha and her friends played the whole day.
- They played *chor-police* in the morning.
- Manika's mother cooked food for them.
- Sandesh hid behind the curtain.
- Manika guessed the right number.

#### Answer the following questions.

- Who gathered at Nisha's house?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Where did they play in the morning?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Who closed the eyes to play hide and seek?  
 \_\_\_\_\_  
 \_\_\_\_\_

- c. False
- d. False
- e. False
- Now, they will do the next exercise. Ask them to read the text and the questions silently and write answers to the questions.
- Move around the class and help them in doing the task.
- Once they complete the task, ask them to share their answers and provide feedback.
- **Answers:**
  - a. Bikash, Manika, Sandesh and Nisha
  - b. Outside
  - c. Bikash
  - d. Change the question and make 'Who hid under the bed?' (Sandesh and Nisha)
  - e. The number game
  - f. Four

- d. Who hid in the box?  
\_\_\_\_\_
- e. What game did they play at last?  
\_\_\_\_\_
- f. How many games did they play altogether?  
\_\_\_\_\_

### Integrating other subjects

- The pictures of the reading text can be taken for the discussion on why they are important for them. This helps in fulfilling the learning outcome set in *Serofero* र शरीरका लागि आराम, निद्रा र व्यायामको सन्तुलन मिलाउन ।

## 5. Put the verbs from the box in correct places. 25 minutes

This is a speaking task. The students have to learn the singular forms of the verbs. Follow the steps below.

- Show the table and ask them to read the verbs.
- Help them if they cannot.
- Tell them to read singular form of the verbs given in the box.
- Tell them we add 's' or 'es' to make the verbs singular.
- Ask them to write the verbs from the box in the table.
- They will do the task individually.
- Once they finish, conduct a whole class feedback session.
- Ask them to study the table and learn the singular form of the verbs.
- Once they learn, ask them to fill in the gaps with the correct forms of the verb from the bracket. That means they have to write either singular form or the base form of the verbs.
- They will do the task individually.
- Once they finish, conduct a whole class feedback session and provide feedback.

### Put the verbs from the box in correct places.

pushes, catches, searches, finishes, punishes, wishes, washes, brushes, watches, reaches, teaches, touches

verbs	singular forms	verbs	singular forms
watch		push	
catch		brush	
reach		wash	
teach		wish	
touch		finish	
search		punish	

Now, fill in the gaps with the correct forms of verbs.

- a. John ..... English in a school. (teach)
- b. We ..... school at quarter to ten. (reach)
- c. I ..... my teeth two times a day. (brush)
- d. My father ..... my clothes. (wash)

### Integrating other subjects

- This task can be taken as the basis to teach the students the concept of एकवचन and बहुवचन ।

## 6. Write. 30 minutes

This is a writing task. The students have to write a paragraph describing the activities they did last Saturday.

- Ask the students to say what they did last Saturday. Tell them to make a list as shown in the example.
- Help them to make a list if needed.
- After this, ask them to write a paragraph using the activities from the list.



## 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 repeat the rhyming words after him.

This is a listening task. It can be done in groups or individually. Here, you will read the rhyming words and the students will repeat after you. Score 1/2/3 or 4 as appropriate in the record sheet.

1. Listen to the teacher and repeat the rhyming words after him.
2. Listen to the teacher and complete the sentences.
  - a. Pari wakes up at .....
  - b. She takes ..... after combing her hair.
  - c. She eats bread ..... for breakfast.

#### Rhyming Words

wear - where, say -play, bed - head, town - brown, door - four, bird - third, moon - noon

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

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

#### Listening text

This is Pari. She is eight years old. She wakes up at six o'clock every day. She washes her face. She brushes her teeth. She combs her hair. Then, she has her breakfast. She generally takes bread and milk for breakfast. She wears uniform after the breakfast.

#### Answers:

- a. six/six o'clock
- b. her breakfast
- c. and milk

### 3.Say:

This is a speaking test. It is to be done on one-to - one basis. Ask each student to answer the questions one by one. Score 1/2/3 or 4 as appropriate in the record sheet.

### 3. Say:

- a. What did you do yesterday?
- b. What are you doing now?
- c. What will you do tomorrow?

### 4. Read the text and complete the sentences.

Bikash, Manila, Sandesh and Nisha are classmates. They gathered at Nisha's house. They played together all day because it was Saturday. They played outside in the morning. They played skipping and Chor-police. They ate lunch at 11:30 a.m. Nisha's mom made their favourite items.

- a. Sandesh and Nisha are .....
- b. They gathered at Nisha's house on .....
- c. They played ..... in the morning.
- d. They had lunch at .....

### 5. Find and write the meanings of these words.

- a. breakfast:
- b. chat:
- c. observe:
- d. hide:

### 4. Read the text and complete the sentences.

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 sentences with the information from the text. Check their answers and score 1/2/3 or 4 and record in the record sheet.

#### Answers:

- a. classmates
- b. Saturday
- c. outside
- d. 11:30 a.m.

### 5.Find and write the meanings of these words.

This is the vocabulary test. Tell them to look for the meanings of these words in a dictionary and write the meaning. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

**6. Look at the pictures and write a story.**

This is the writing test. Tell them to at the pictures and write a story on the basis of the pictures. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

*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.*

6. Look at the pictures and write a story.



Luna woke up at 6 o'clock in the morning. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Theme: My School

This theme is common in three subjects: *Serofero*, 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> 5 (Lesson 11 to 15)	
<b>Soft skills:</b> Flexibility and adaptability, responsibility, decision-making skill, taking initiatives	
<b>Total working hours:</b> 15	
<b>Language function</b>	Asking for and giving permission Interrupting or getting attention Congratulating and praising
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and write</li> <li>• Listen and sing a rhyme about school</li> <li>• Listen and act</li> <li>• Listen and practice</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Look at the pictures and talk how people travel</li> <li>• Listen and act</li> <li>• Talk in pairs</li> <li>• Look at the pictures and read</li> <li>• Look at the pictures and discuss</li> </ul>
<b>Vocabulary</b>	Study, do homework, put on school uniform, computer room, library, science laboratory, canteen, staff room, rest room, playground, hostel, English class/mathematics class, art class/dance class, notice, slides, monkey-bar, sandbox, merry-go-round, seesaw, swing, congratulations, rules
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A text on which two students describe the things around their school</li> <li>• A personal letter about school</li> <li>• Simple messages on noticeboard</li> <li>• A simple story having taken an initiative</li> <li>• A text with a description of rules at school</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A paragraph about the things you like doing in your school</li> <li>• A reply letter</li> <li>• Simple messages</li> <li>• A description of events at school</li> <li>• Completion of sentences with 'must' and 'mustn't'</li> </ul>

## Lesson 11 Going to School

This is the first lesson on the theme *My School*. The lesson presents the different language learning tasks in the context of what children do before going to school and when they are at school. This lesson includes five topics:

1. Listen to your teacher and write numbers a, b, c .... under the correct picture. (Listening)
2. Look at the picture and talk about how people travel. (Speaking)
3. How do they go to school? Tell your friends. (Speaking)
4. Read and answer. (Reading)
5. Write a short paragraph about the things you like doing in your school. (Writing)

### Objectives:

- Listen to the teacher and number the picture related to what teacher says.
- Say the means of transportation.
- Talk about how people travel using the adverbs of frequency.
- Read a short text and do comprehension tasks.
- Write a paragraph about the things they like doing in their school.

**Materials:** Flashcards containing the activities that you do before going to school, flashcards related to means of transportation, cards with the adverbs of frequency written on them (always, usually, sometimes, never)

### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.
- Learn the tune of the song.

### 1. Listen to your teacher and write the numbers a, b, c... under the correct pictures. 30 minutes

This is a listening task. The students will be able to number the correct picture based on the expressions the teacher says. Follow the following steps:

- Begin the lesson introducing the theme. Talk about the pictures of the theme page. Ask them what they are related to. Ask additional questions to discuss: *Do you enjoy your time at school? Why (not)? What do you like the best at school? What do you hate the most? Do you have any interesting stories in or about your school?* Conclude the initial discussion that there are five lessons on this theme which are completely based on and around the context of school in general.
- Now tell the students that they are beginning the lesson 11 'Going to School' in particular.
- Introduce daily routine vocabulary that you do before going to school using flashcards. Show them the first flashcard, e.g. 'Have a bath'. You may also like to mime the action. Say, 'I have a bath when I get up at 6.' Encourage choral repetition, then individual repetition. You may need to say the model sentence a few times before getting them to repeat it.
- Ask them 'What about you? What time do you get up and bathe?' Elicit answers from different children in the class. You could also ask, 'What time do you get up on Saturday and Sunday?' to get a variety of answers, and this often generates real interest from the students about their classmates!
- Present the other flashcards in the same way. Stick them on the board as you present each one. The children will by now have exchanged quite a lot of information about their daily routines before going to school and they will have discovered what each other generally do before they go to school.  
The flashcards are: a. *Have a bath*. b. *Study the lesson*. c. *Do my homework*. d. *Eat my meal*. e. *Comb my hair*. f. *Put the books in the bag*. g. *Put on my school uniform*.

Listen to your teacher and write the numbers a, b, c... under the correct pictures.

a. Have a bath	
b. Study the lesson	
c. Do my homework	
d. Eat my meal	
e. Comb my hair	
f. Put the books in the bag	
g. Put on my school uniform	

What do your friends do before you go to school? Ask your friends and write in the table below.

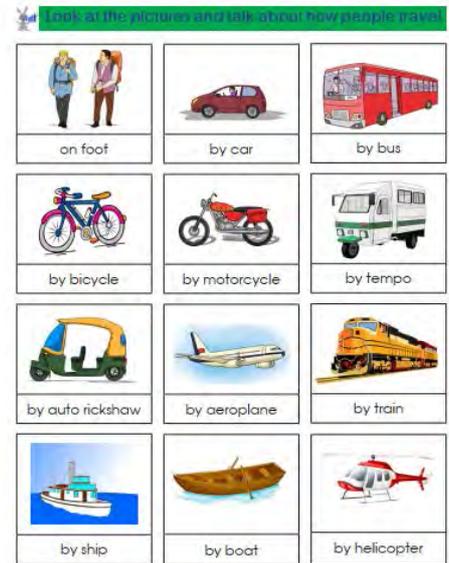
Name: .....	Name: .....	Name: .....

- Now ask the students to move around the class and talk to any three of your friends. Tell them to ask the question: *What do you do before you go to school?* Write your friend's name and the things they do before going to school. Use the table given in the workbook to record and write.
- Monitor the activity and provide feedback if any.

## 2. Look at the pictures and talk about how people travel. 35 minutes

This is a speaking task. The students will learn the means of transportation people use for travelling. Follow the following steps:

- Start the lesson with a short whole-class discussion about traveling. Ask students where they have travelled before. How did they get there? What forms of transportation are available today? This conversation will help to frame the lesson for students.
- Introduce the means of transport through mime or gestures or actions whichever is possible. For example, you can act out of walking, mime the sound of a bike and act out the action of accelerating, act of driving a bus, act out of flying a plane etc. Ask the students to guess what transport it is, display the flashcard and write the word on the board next to it. Model the pronunciation.
- Invite a student to come to the front of the class and mime or make gestures or show actions of one of the means of transport for the class to guess.
- Now put the students into small groups. They take turns to mime a transport for the rest of the group to guess.
- Ask the students to look at the pictures in the workbook. Show the pictures and make sentences using the word/phrases given there. For example: *I go to school on foot. I go to my mamaghar by car. I go to school by bus. We travel to America by aeroplane. I go to my friend's house by bicycle. I go to the market by bike. I go to chabahil by tempo. We travel by auto rickshaw/train/boat/ship/helicopter.* Ask the students how people travel. They will use these words/phrases in their sentences.
- Ask students to pick two destinations. One should be very far away, and one should be closer. Ask students to draw two pictures: One will depict travelling to their far off destination while the other will depict travelling to the nearer one. Their pictures should be realistic, but creative. The idea here is to make sure they understand the practicality of travelling. For example, they won't travel by car to America! Display students completed work around the room.
- Now ask the students to look at the grouping task given in the workbook. Ask them to group these means of transport under the correct groups. Help them if necessary.



Now, put those different means of transport under the correct groups.

Land	Water	Air
car		

## 3. How do they go to school? Tell your friends. 35 minutes

This is a speaking task. The students will practise telling how people travel using the adverbs of frequency. Follow the following steps:

- Show the cards with the adverbs of frequency written on them (always, usually, sometimes, never) and say as many sentences as possible using them one by one. Elicit the use of 'always', 'usually', 'sometimes' and 'never'. Limit the use of sentences in the context of school. For example: *I always go to school. I always do my homework. I always respect my teacher. I always do classwork. I usually go to school with my father. I usually carry tiffin. I usually come back home at 4:10. I sometimes go to school by bicycle. I*

	always	usually	sometimes	never
Raksha				
Kailash				
Ruby				
Nisha				

Example:

Raksha always goes to school by car. She never goes to school on foot.

sometimes miss the school bus. I never go to school on holiday. I never fight with anyone at school, etc.

- Elicit that 'always' is used when we do something at all times; on all occasions. 'Usually' is used when we do something under normal conditions; generally. 'Sometimes' is used when we do something occasionally, rather than all of the time. 'Never' is used when we don't do something at all.
- Ask the students to look at the workbook. Ask them to see both the row and column. Point to the row and column of Raksha and read the example sentences. Explain how they have to make sentences using these clues.
- Invite one of the students and ask him/her to say how Kailash goes to school to the whole class. Ask him/her: How does Kailash go to school? The student answers using 'usually' and 'sometimes'. Help him if necessary. Follow the same procedure to 'Ruby' and 'Neha'. The sentences they use are: *Kailash usually goes to school by bus. He sometimes goes to school by bicycle. Ruby always goes to school by bicyce. She never goes to school by auto rickshaw. Neha always goes to school on foot. She sometimes go to school by motorcycle.*
- Put the students in pairs. Ask them to take turns to ask and answer how these people go to school. Monitor the class while they do this. Help if necessary. They will

#### Integrating other subjects

- The teacher can ask the students how they go to school. Based on their answers what safety measures should they take to avoid accidents. This can help achieve the learning outcome of *Serofero: JolStut ;/Iffsf pkfox; ckgfpg*.

#### 4. Read and answer.

45 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: Who are they? Let them think about the question and answer. Elicit that they are Rupa and Harka.
- Ask the students to look at the first two words in each column and read. Ask them to guess what the numbers (8, 9) indicate. Ask them if they are their classes or age. Elicit that it is the age of Rupa and Harka. Rupa is eight years old and Harka is 9.
- Read the text on the page. Tell them to follow you with their fingers when you read the text. At the end of each sentence you read, ask questions about the information it contains. This helps them to comprehend the text.
- Put the students in pairs and ask them to read a sentence turn by turn. i.e. one reads the first sentence and the other the second and so on. This helps them to develop their reading fluency.
- Make a group of five and name them A, B, C, ..... Ask all the groups to read the text and write 5 questions to ask to other groups. Tell them that they are going to play a quiz. Tell them that they also should know the answer.
- Conduct the quiz. A asks a question and B answers. If B says the wrong answer or passes, it goes to C and so on. Award the mark to the group who answers right. Conduct it in 3 rounds. The team to score the highest is the winner.
- Ask the students to read and do the tasks. The students do this individually. The information to complete is: *a. Mathematics b. chess c. computer d. the snack*. Similarly numbers *a, b* and *d* are correct. Numbers *c* and *e* are false statements.

#### Read and answer.

	
<p>Rupa, 8: There are many things I love at school. I have many friends. I like being with them very much. My classes in school are also fun and interesting. Mathematics is my favourite subject. I love doing mathematics. English and Nepali are also not difficult for me.</p> <p>I am not very good at outdoor sports like football and volleyball. I play chess with my friends. Of course, there are some things I don't like.</p> <p>Some of my classmates are always talking. Some rules in school are very strict. We can't go to school without school uniforms.</p>	<p>Harka, 9: The best thing about my school is computer lab. There are many computers in the lab. I enjoy practicing computer in school. Sometimes, I play video games on computer.</p> <p>I'm good at all subjects. My favourite subject is English. I like singing songs. I also like listening to them. I love creative arts. At the snacks break, I always go to the playground to play football with my friends.</p> <p>We must wear school uniform everyday. I think it's a good thing but most students don't like it very much. I don't like when teachers give me lots of homework.</p>

#### Complete the sentences.

- Rupa's favourite subject is .....
- Rupa plays .....
- Harka's school has a ..... lab.
- Harka plays football at ..... break.

#### Put a tick (✓) for the true and a cross (X) for the false statements.

- Rupa likes talking to classmates.
- English is an easy subject for Rupa.
- Rupa likes her friends who always talk in the classroom.
- Harka loves music and arts.
- Harka likes doing lots of homework.

- Tell them why each statement is true or false.

**Integrating other subjects**

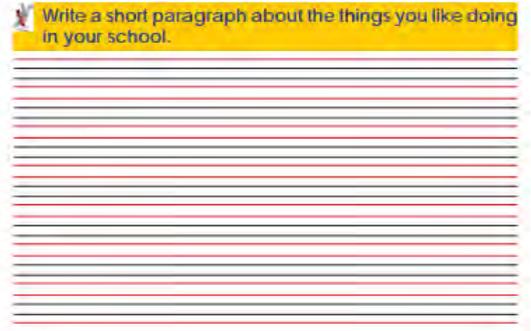
- Linking the reading text, the teacher can ask the students to list the activities they do at school. This helps the students partially achieve the learning outcome of *Serofero*:  
विद्यालयमा निश्चित समयमा गरिने क्रियाकलापहरू बताउन ।

**4. Write a paragraph about the things you like doing in your school. 35 minutes**

This is a writing task. The students write a paragraph about the things they like doing in their school.

Follow the steps for this activity:

- Tell the students that you want to tell them about what you like doing in your school. Explain about what you like doing in your school.
- Put the students in pairs and ask them to list out what they like doing in their school. Write some clues on the board: *About subjects, about games, about teacher's and student's behaviours, about school rules, about school facilities and so on.* Help them when necessary.
- When they prepare some point note, ask them to write the full sentences and prepare a paragraph.
- Check their writing and provide necessary feedback.



**Integrating other subjects**

- This task can also be given in Nepali.

## Lesson 12 About My School

This is the second lesson on the theme *My School*. The lesson presents different language tasks to help students practise different language skills about schools in particular. The lesson includes the following topics:

1. Listen and sing. (Listening and speaking)
2. Listen and act. (Listening and speaking)
3. Work in pairs and talk. (Speaking)
4. Listen to your teacher and write the correct words below the picture. (Listening)
5. Read and answer (Reading)
6. Write a reply letter to Reshma describing about your own school. (Writing)

### Objectives:

- Listen and sing the song with correct rhymes and rhythms.
- Listen and act the conversation.
- Ask for permissions and respond to them.
- Listen and name the different places of a school.
- Read the letter and do comprehension tasks.
- Write a reply to a letter describing their school.

**Materials:** 'Yes card/No card',

### Before you teach:

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

## 1. Listen and sing.

40 minutes

This task focuses on listening and speaking skills. The students will be able to sing the song with appropriate rhyme and rhythms. Follow these steps.

- Tell the students to look at the pictures. Point to each picture one by one and ask: *Who are the people in the picture? Where are they? How can you say that they are at school? What are they doing in the first/second/third picture? Do you also do these in your school? How do you feel when you do these? What things do you like doing the most at school? When do you do these things?* Encourage the students to speak on these questions. Differentiate the questions and instructions for their understanding. Elicit the answers when the students respond to these questions based on the pictures.
- Sing the song line by line. Ask them what action or gesture could be for each line, explaining any unknown words (The unknown words may be: *round and round, marching, hold hand, skipping, singing, climbing, riding a bike, being sad*). Do the actions the line of the songs indicates where possible. For example, *while singing the line 'round and round the playground, you can act as if you are moving around with your hand or with your body. In other lines, you can act out by holding hands/skipping in a ring/singing/climbing a frame/riding a bike etc. You can act out being sad when school ends.*
- Sing/play the same song to your students again with actions/movements and facial expressions. It's better to sing it yourself so that the students focus on you and the actions. Let them just listen and watch, but if they start trying to copy the actions that's OK.
- Practise the song with actions together. Repeat the corresponding lines from the song as you demonstrate each action, but the students should just focus on practising the actions.
- Sing the song again. First, just encourage them to do the actions while you sing. Once they can do the actions, encourage them to sing along!
- Practise the song, doing the actions. Once they have mastered the song, try and sing in a round!

**Listen and sing**

**Round and Round**

Round and round the playground,  
Marching in a line,  
I'll hold your hand,  
You hold mine.

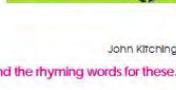
Round and round the playground,  
Skipping in a ring,  
Everybody loves it,  
When we all sing.

Round and round the playground,  
That's what we like:  
Climbing on the climbing frame,  
Riding on the bike.

Round and round the playground,  
All together friends,  
We're sad, sad, sad  
When the school day ends.

John Kitching



Now, discuss in pairs/groups and find the rhyming words for these.

a. line: mine	b. ring: .....	c. like: .....
d. friends: .....	e. bad: .....	f. round: .....

- On the white board, write the words 'cat' and 'bat.' Ask students what they notice about these words. Elicit that they have the same ending sounds. Now tell students you will say two other words and would like them to tell you what they notice. Say 'true' and 'through.' Finally, write the words 'true' and 'through' on the board and ask students what they notice. They should recognize that these words aren't spelled the same. Circle back to rhyming and tell them that rhyming words don't have to look the same but always sound the last ending sound the same.
- Do a read aloud with some rhyming words so that they will get the concept clear. For example, cat/hat, see/be, mix/six, game/name etc. Assess students' understanding of rhyming. Ask them to 'Yes' if they rhyme and 'No' if they don't. Use these pairs: fish/wish, horse/cow, top/mop, king/ring, on/off, stamp/lamp, big/small, nose/rose, dry/fry etc.

Do the following pairs rhyme?	'Yes' or 'No'?
fish/wish	
horse/cow	
top/mop	
king/ring	
on/off	
stamp/lamp	
big/small	
nose/rose	
dry/fry	

- Now ask the students to read the song in pairs, discuss and find the rhyming words of the given words. Help them if necessary. Tell their rhyming words from the song. They are: a. line/mine b. ring/sing c. like/bike d. friends/ends e. bad/sad f. round/playground

#### Integrating other subjects

- The teacher makes the list of activities given in the song and asks the students which of them they do at what time. The discussion on this can help achieve the learning outcome of *Serofero*: विद्यालयमा निश्चित समयमा गरिने क्रियाकलापहरू बताउन ।

## 2. Listen and act.

20 minutes

This task focuses on listening and speaking skills. The students will listen and act out the conversation to realize the exponents of asking for permissions and responding to them. Follow these procedures:

- Tell the students that you are acting out the conversation and they will listen to you. Then, act out the conversation. Ask the students to listen and point to each line you are reading/ acting out. Chorus the conversation with them so that they will grasp the correct stress and intonations of the given exchanges.
- Put the students in pairs and ask them to take turns to practise the conversation. Once they act out the role of 'Ramu', then they swap the role and act out the role of 'Mother'. Move around the class to help and check their conversation.
- Point to all the questions in the conversation and ask what they have begun with. Read these questions and elicit that they have begun with 'May/Can I ....?' Explain that these questions are used for asking permissions and we use 'May/can i....' for asking permissions. Also show the replies to these questions and elicit them so that the students roughly realize the questions asking for permission and their responses.



#### Listen and act

Ramu : Mum, may I go to school now?  
 Mother : Oh, well, it's 9:30 now. Go and put on your uniform.  
 Ramu : May I take water in a new water bottle?  
 Mother : Yes, of course! But don't forget to bring it back.  
 Ramu : Ok, mum. Can I go to school by bicycle?  
 Mother : No, you can't. It's raining outside.  
 Ramu : (looking outside) Oh, yes! It's raining. Can I take your umbrella then?  
 Mother : Mmm ...Ok yes, you can.  
 Ramu : Thanks mum. Bye!

## 3. Now, work in pairs and talk.

35 minutes

This task focuses on speaking skill. The students practise the language of asking for permissions and responding to them. Follow these procedures:

- Tell one of the students to leave the class and come after one minute. When he/she goes out, tell the class to listen and notice what he/she will ask for coming into the class. (The student may say 'May I come in sir?' and the teacher may say 'Yes, come in.')

**Now, work in pairs and talk.**

- A: May I/Can I use your computer?  
 B: Yes, of course.  
 Sure  
 No, I'm sorry.
- |                        |                             |
|------------------------|-----------------------------|
| a. use your computer   | b. go to the library        |
| c. ask a question      | d. write on the board       |
| e. open the door       | f. drink water              |
| g. sit next to her     | h. go to the teacher's room |
| i. clean the classroom | j. join the assembly        |
| k. plant trees         | l. water the plants         |

- Now ask another student to come to the front and ask him to ask the question given in the example and you may respond to it. Ask him to repeat the same questions three times using 'May' and you respond differently. For example:

Student: May I use your computer?  
 You : Yes, of course.  
 Student: May I use your computer?  
 You : Sure.  
 Student: May I use your computer?  
 You : No, I am sorry. I am working on it now.

Elicit that these are the questions for asking permissions and you are giving permissions or denying it.

Ask him/her to ask the same question again three times using 'Can' in place of 'May' and respond in the same way. Elicit that we can also use 'Can' for asking permissions.

- Tell the students that they are going to play a game in the class. The half of the class asks for permissions and the remaining half responds to it based on the card shown by the teacher. Tell them that if the teacher holds 'Yes card', they have to respond positively to give permissions and if the teacher holds 'No card', they have to respond negatively to deny permissions. Tell them that they have to use the clues from the workbook.
- Ask half of the students to say a question and you hold the 'Yes card/No card' randomly and let the remaining half respond to it. Do one for a model. Then repeat the process and practise in all situations given in the workbook. Help them in asking and responding correctly. This will make the students confident in using the exponent for asking for and giving/denying permissions.
- Put the students in pairs and ask them to ask and answer in turns to these situations. Move around the class and check if they are doing well.
- Now ask them to work in the same pairs. Ask them to look at the pictures and predict what questions for permission are asked. Also ask them to see the clues in the box and decide. Tell them to practise asking for permissions based on the pictures and the given clues.
- Invite some of the students to the front and ask them to say the correct questions for permissions.

**Now, make correct questions for permission. Use the clues.**

put my paper in the dustbin	turn the lights on
do homework in the class	have my breakfast
see your answer	clean the board

**Integrating other subjects**

- Based on the first picture, the students can ask the students to discuss the activities that they can do to keep the school clean. This helps in achieving the learning outcome of *Serofero*: विद्यालय हाताको सरसफाइ कार्यक्रममा सहभागी हुन ।

**4. Listen to your teacher and write the correct words below the pictures. 20 minutes**

This task focuses on listening skills. The students will be enabled to write the correct words related to different places of a school when the teacher utters these words. Follow these procedures:

- Show pictures (Page 80). Ask them if they can identify the items. Elicit the words for these pictures. Chorus these words three times so that they will internalize the correct pronunciations. Make the meaning clearer.
- Tell the students to look at the pictures and list of their names. Study these items for two minutes. Then ask them to close the book and ask them to say the words without looking at the book. Enlist all they remember on the words. Ask them to say the spellings when they are being enlisted on the board.
- Tell the students that you are telling these words randomly and they have to identify the picture related to the word and write below the correct pictures.
- Say the words aloud so that they will listen to them and ask the students to write the words below the correct pictures. Do this when they are confident enough to write the correct spellings. Check their writings. You can let the pairs check the spellings too.

Listen to your teacher and write correct words below the pictures.

computer room	library	classroom
science laboratory	canteen	staff room
Head teacher's office	restrooms	playground

#### Integrating other subjects

- Based on the relevant pictures in this task, the teacher can ask the students to discuss how they properly use the materials/things at school. This activity can help in achieving the learning outcome of *Serofero*: विद्यालयमा भएको खेलसामग्री, पुस्तकालय तथा बुक कर्नरमा भएका सामानको जतनसाथ प्रयोग गर्न ।

## 5. Read and answer.

45 minutes

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

- Ask the students to put their hands up if they have ever received a personal letter. Ask for one or more volunteers to talk about how they felt to receive the letter. Here are some initial questions that may help: *What was in your mind as you read the letter? Did you keep the letter to read again? Did you share your letter with anyone? Did you write back?*
- Ask some more questions for whole class or group discussions: *Can the class describe any differences between the handwritten letter and an email? Do the children think there is ever a time when only a handwritten letter will do? Ask the class if they have any other experiences of writing and sending letters. .*
- Tell them that they are going to read a letter for reading comprehension. First, preview and show the different components of a letter from the one given in the workbook.

Read and answer.

Jaljala, Udayapur  
25 Magh, 2076

Hello Reetul

My name is Reshma Chaudhary. I am writing this letter to describe my school: Shree Janata Secondary School. It's in Tryuga Municipality-6, Jaljala, Udayapur.

I like my school. It is one of the oldest schools in Udayapur. It is well known for good results. The teachers in this school are nice. We have lots of activities in school, so we never get bored.

There are interesting places to go. There is a big playground. Pupils play football, volleyball and other sports there. There is a library with lots of books. Pupils can select their favourite books and read them. In the library, there are some newspapers and children's magazines.

There are classrooms from pre-primary to grade 12. The classrooms are big and comfortable. We have separate office rooms for head teacher and teachers. There are science and maths labs. There is a computer room. There is a seminar hall for training.

My school starts at 10 a.m. and ends at 4 p.m. I always attend my school. I take part in all the activities in school.

These are all about my school. Please, write to me about your school too.

Your friend,  
Reshma

- Show 'Jaljala, Udayapur' on the top right corner and elicit that the sender's address should always appear on the top right hand corner of the page. (It can also be on the top left corner but here to familiarize one of the formats, it is said so.)
- Likely show 'Hello Reetu!' and ask who Reetu is, sender or receiver. Elicit that Reetu is the person to whom this letter is written to (or the receiver). Introduce that this is greetings or salutation and there are several variations that can be used depending on how well you know the person like: Dear Reetu, Hi Reetu, Greetings, etc.
- Introduce the body part. Elicit that in this letter Reshma is writing a description of her school.
- Also show 'Your Friend, Reshma' and elicit that this is a complimentary closure. Explain that Complimentary close have a short comment, for example Love, Lots of love, With thanks, See you soon etc.

- Read the letter line by line. Ask the questions about the information each line contains. Introduce the new vocabulary.
- Put the students in pairs. Ask them to read the sentences in turn. Tell them that one will read a sentence and the other will check him/her and also help in need. Then, another will read the next sentence while the first will check and help in need. Follow this process to all the text. In this way, they will practise paired reading.
- When the students finish reading in pairs, ask them to see the first task and explain what they have to do. After this, ask them to work in the same pairs and ask to find what Reshma's school has and what her school doesn't have. Tell them to do the first task. For the correct understanding, they have to tick for *library, seminar hall, staff room and playground*. They have to cross for *hostel, school canteen, gym hall and music hall*.
- Tell them to work in the same pairs and ask them to do the second task. Help them to find the answers. The answers are: a. *Reshma* b. *Triyuga Municipality-6, Jaljale, Udayapur* c. *good results* d. *six hours* e. *seminar hall*
- Read the answers for them so that they can check whether they have written correctly.

Put a tick (✓) for what Reshma's school has and a cross (X) for what her school doesn't have.

library <input type="checkbox"/>	music room <input type="checkbox"/>
school canteen <input type="checkbox"/>	playground <input type="checkbox"/>
seminar hall <input type="checkbox"/>	gym hall <input type="checkbox"/>
hostel <input type="checkbox"/>	staff room <input type="checkbox"/>

Complete the sentences according to the text.

- The letter is written by ..... on 25<sup>th</sup> Magh 2076.
- The school is located in .....
- The school is famous for .....
- Reshma spends ..... hours at school.
- The school uses ..... for training.

#### Integrating other subjects

- Based on the list of different places of school (in the question section of reading), the teacher can ask the students which of them they have in their school, what activities are done there?, what accidents may occur there?, how can they be safe, how can they best utilize the resources etc. This helps in achieving the learning outcomes of *Serofero*: घर तथा विद्यालय र समुदायमा हुने दुर्घटनाहरूका कारण र यिनीहरूबाट बच्ने उपाय बताउन, विद्यालयमा भएको खेल सामग्री, पुस्तकालय तथा बुक कर्नरमा भएका सामानको जतनसाथ प्रयोग गर्न ।

### 6. Write a reply letter to Reshma describing about your own school. 20 minutes

This is a writing task on which students write a reply letter to Reshma describing their own school. Follow the following procedures:

- Review the parts of a letter first. For this, stick a blank sheet of a chart paper on the board. Tell them that they are about to write a reply letter to Reshma. Point to the top right corner of the chart paper and ask what has to be written there while writing a letter. Elicit that the sender's address and the date are written. Show how they are written. Then remind them that they are writing this letter to Reshma. Therefore, write 'Dear Reshma' as a greeting or salutation. Then tell them about the opening sentences and its body parts. As you are writing this letter describing your own school, describe it orally so that students get some ideas about how to write it. Also show how you write the complimentary closing and signature on the chart paper i.e. Love, Lots of love, With thanks, See you soon. . Discuss all about these things so that the students will understand the framework of the letter more clearly. Tell them to take the letter given at 'Read and answer' as a model.
- Ask the students to write the letter individually. Assign the remaining task as the homework but don't forget to check the homework the next day and provide feedback.

Write a reply letter to Reshma describing about your own school.

#### Integrating other subjects

- This task can also be set in Nepali.

### 7. Homework

- Give the task of writing a reply letter to Reshma as homework.

## Lesson 13

### Around My School

This is the third lesson on the theme *My School*. The students will practise different language skills through the language tasks designed within the context around the school. The lesson includes the following topics:

1. Look at the pictures and read. (Speaking)
2. Listen and act. (Listening and speaking)
3. Listen and practise. (Listening and speaking)
4. Read and answer (Reading)
5. Write three simple messages to paste on the noticeboard. (Writing)

#### Objectives:

- Talk about different classes they have at school.
- Use the expression of interrupting or getting attention.
- Read the notices and do comprehension tasks.
- Write simple notices.

**Materials:** School timetable of your time, notice/message cut-outs

#### Before you teach:

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

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

30 minutes

This task focuses on speaking. The students will be able to name different subjects and classes they have at school. Follow these steps.

- Show an image of a filled-in school timetable of Grade 3 of your time on the board. For this, you have to make your own on newsprint or chart paper so that all of them can see it. Ask them what they think it is.
- Explain that this was your timetable when you were at school! Say that these are the subjects of your time for Grade 3. You can tell them which were your favourite subjects and which subjects you didn't like. Explain any subjects which they don't know.
- Ask the students if they can name the subjects of their class. Elicit that they have the subjects: *English, My Nepali, My Mathematics, Our Surroundings, Local curriculum subject etc.* Ask them which subject they like the most and why.
- Now tell them to look at the pictures in the workbook and ask: *What are these pictures about? Are they related to the same class? (Pointing to the first picture) What is this madam writing? Is she writing in Nepali or in English? Which class is it then?* Ask about all pictures in the same way and elicit these classes. Ask them if they have all these classes at your school.
- Explain the class you like the most and why. Have a quick vote for their favourite class. Ask them why they like these classes.



Which class do you like? Why? Talk to your friends.

### 2. Listen and act.

35 minutes

This task focuses on listening and speaking skills. The students will listen and act the expressions of interrupting or getting attention first. Then, they will practise using the expressions of interrupting or getting attention. Follow these procedures:

- Pretend that you 'cough' and say 'Excuse me!' Pretend to sneeze and say 'Excuse me'. Pretend that you bump someone and say 'Excuse me'. Pretend that you lost the duster and say 'Excuse me, where is my duster?' Pretend that you forgot one of the students' names and say 'Excuse me, what's your name?' Write all these expressions on the board. Chorus these expressions with students.

- Explain that by saying “excuse me,” we are letting people know that we did not mean to interrupt or bother them. It is also used when we make mistakes.
- Ask the students to look at the bubbles and listen to when you read. Read the bubbles correctly with correct stress and intonation. Say that 'Excuse me/Hello' here is used for getting attention to something. Drill these expressions.
- Put the students in pairs and ask them to practise acting these expressions.
- Write these expressions on the board and ask the students to practise saying these:
  - Excuse me, it's my tie.
  - Excuse me, I am sorry to disturb you.
  - Excuse me, what time is it?
  - Hello, class, we are going out to play now!
  - Excuse me, don't disturb me. I am reading.
- Talk about the context these expressions are used in. You can role-play or make your students role-play in these context and use these expressions.



### 3. Listen and practice.

35 minutes

This task focuses on listening and speaking skills through the practice of the conversation given in the workbook. Follow these procedures:

- Tell the students to look at the picture and ask the questions: *Who are they? Where are they? What can/can't you do there? Do you have this in your school? Do you go there? Why do you go there?* Seek the answers to these questions from the students.
- Tell the students to quickly go through the conversations and underline the expressions for interrupting or getting attention. They will underline 'Excuse me,' in two places there. Review the use of it with some other examples.
- Then tell the students that this is the conversation taken place in a library and they will practise this conversation in pairs.
- Read/act out the conversation first with correct stress and intonation so that they will learn how to do this. The students listen to the teacher and point to where he/she is reading.
- Invite two students in front of the class and tell one to act librarian and the other as Mohan and read the conversation.
- Next, ask the students to practise the conversation in pairs.
- Ask some pairs to act out the conversation to the whole class.

Librarian : Excuse me, can I help you?  
 Mohan : Yes, I want to ask you a question.  
 Librarian : Sure. What is it?  
 Mohan : Well, can you tell me where I can find the children's stories?  
 Librarian : On your right side in the corner, Mohan.  
 Mohan : Thank you sir, I will find it.  
 Librarian : It's quite right.  
 Mohan : Excuse me, I'd like to borrow this book. Is it alright?  
 Librarian : Yes, of course, Mohan. I am glad to lend you this book.  
 Mohan : Thank you very much. Good-bye, sir.  
 Librarian : Good-bye, Mohan.

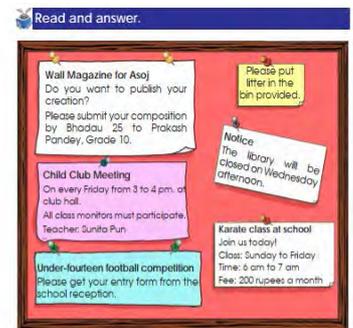
### 4. Read and answer.

45 minutes

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

- Tell them to look at the pictures and preview the outlook. Ask them the questions one by one: *What is it? Where do we find this? What does it contain? What do they tell us? Is this in our school? Where is it?* Seek the answers of these questions one by one and elicit: *This is a noticeboard. We find it in every office and public place. It contains notices. They provide us with some information. Yes, there is a noticeboard at our school. It is near/.....*
- Tell the students to count the number of notices it contains. Read their topics. Point to the topics when you read. Ask them what each notice is about.

- Read the notices one by one. Read the first notice and ask the students about the information it contains. For example, read the topic 'Wall Magazine for Asoj' and ask questions: *What is this notice for? Which month is it going to be published?* Read the remaining part of the notice and ask about other information: *When to submit the composition? Who to submit? Who is Prakash Pandey? Etc.* Discuss about all the information. Follow this process to all the notices so that the students will understand them. Introduce the vocabulary when they across.
- Ask the students to read the notices and answer the questions. First check they understand all the questions. Then, they can read and answer the questions.
- Check their answers when they finish and provide necessary feedback. The correct answers to these questions are: *a. A student should pay 200 rupees a month for Karate class. b. The students can put the litter in the bin. c. No, they can't go to the library on Wednesday. d. The class monitor should go to the club hall for child club meeting. e. We can submit our creation for the wall magazine by Bhadau 25. f. The students should contact at the reception to get the entry form for under-14 football competition.*



Answer the following questions.

- How much should a student pay for Karate class?  
\_\_\_\_\_
- Where can the students put the litter?  
\_\_\_\_\_
- Can the students go to the library on Wednesday?  
\_\_\_\_\_
- Where should the class monitors go for Child Club meeting?  
\_\_\_\_\_
- When should you submit your creation for the wall magazine?  
\_\_\_\_\_
- Why should the students contact at the reception?  
\_\_\_\_\_

### 5. Write three simple messages to paste on the noticeboard.

35 minutes

This is a writing task on which students describe one of the events that happened at their school. Follow the following procedures:

- Tell the students that they are going to write simple messages or notices. Divide the students into small groups of 4 or 5 students. Distribute each group the cut-outs of two messages. Ask them to discuss in the group and rearrange the words to form two messages.

#### Cut-outs

- at the office/visitors/All/must register
  - A red watch/at the playground/Please contact/is found/to the office.
  - wear/Please/properly/masks
  - the schools/classrooms/and/keep/Please/clean
  - You/pluck the flowers/shouldn't/from the school garden
  - open/Admissions/Grade 1-9/for
- Ask the volunteer from each group to write down the notice on the board. Discuss the task. The notices are to be formed as:
    - All visitors must register at the office.
    - A red watch is found at the playground. Please contact to the office.
    - Please wear masks properly.
    - Keep the school and classrooms clean.
    - You should not pluck the flowers from the school garden.
    - Admissions open for Grade 1-9.
  - Now, tell the students to draw these notices as attractive as they can so that they can paste it on the noticeboard. Ask them to draw on A4 size photocopy paper. Allow them to use pencils, colours and whatever styles they like to make it attractive and catchy. Give each student to draw any three of the messages. When they draw, see their works and praise for encouragement.

Write three simple messages to paste on the noticeboard.



#### Integrating other subjects

- The teacher can ask the students to write messages in English. They should write any message focusing on: घर तथा विद्यालय र समुदायमा हुने दुर्घटनाहरूका कारण र यिनीहरूबाट बच्ने उपाय, व्यक्तिगत सुरक्षाका उपायहरू, विद्यालयमा भएका सामग्रीको जतनका साथ प्रयोग, विद्यालय हाताको सरसफाइ आदि। This activity helps students achieve different learning outcomes of *Serofero*.



## 2. Listen and act.

40 minutes

This task focuses on listening and speaking skills. Firstly, the students will listen and act the conversations to internalize the exponents of congratulating. Then, they will practise congratulating someone for his/her success and achievement in the given situation. Follow these procedures:

- Ask the students: *Have you ever won medals or prizes in games, music, quiz, drama or any other competitions? Did anyone congratulate you? What did they say? How do people congratulate in Nepali?* Encourage them to speak and seek their answers. They might say: *Congratulations! Well done! etc.* Drill their pronunciation.
- Tell them to suppose that you got the best teacher's award in school and ask: *How do you congratulate me?* The students may say 'Congratulations!'
- Tell the students there are four dialogues in which the exponents of congratulations are used. Act out the given dialogues. The students will listen and point out the lines.
- Invite eight students to the front of the class with their workbook and pair them up. Ask each pair to stand in four different places face to face. Ask each pair to act out one of the dialogues. Ask the remaining students to listen carefully without looking at the workbook. When a pair acts out, ask the remaining students: *Who congratulated? Whom does he/she congratulate? What did he say? Why did he/she congratulate?*  
Elicit answers and explain how to congratulate someone.
- Divide the students in pairs and ask them to act out all four dialogues.
- Now, tell them that they have to make similar conversation in the given situations. Write the first situation (i.e. you stood first in the poem competition.) on the board and show how they have to talk in pairs. Invite one of the better students to the front for this. Read all other situations one by one as if it's you to have these and and ask them how they congratulate you. For example, Say 'I stood first in the poem competition!' The students will congratulate you. Help them at the beginning. Model this till they are confident in congratulating in these situations.
- Tell the students to talk in pairs. Move around the class and monitor them. Help them if necessary.
- Ask the students to complete the dialogue with the expressions from the box. Let them discuss in pairs first to complete them. When they complete, read the dialogue with the expressions from the box so that the students check whether they have completed with the correct expressions. The correct answers according to the order of blank space are: my good news, No, congratulations! Thank you, enjoy.
- Ask the students to act out the conversation in the same pairs. When they finish the act out, ask the students why Anup congratulated Sonu.

Listen and act	
Teacher : Congratulations! Geeta, you have got the highest grade in English.	Surya : Congratulations on your 7 <sup>th</sup> birthday., Yamuna!
Geeta : Thank you, sir. I had done really well in the unit test.	Yamuna : Thank you, Surya. Surya : You look beautiful in that dress.
Teacher : You did a very good job.	Yamuna : Thank you.
Geeta : Thank you, sir.	
Uncle : I heard you won the prize in poem competition. Is it true?	Som : Well done! That was an excellent speech!
Rojina : Yes, uncle.	Binita : Thank you very much, Som.
Uncle : Congratulations for getting the prize, Rojina.	Som : It was very good. We really enjoyed it.
Rojina : Thank you very much, uncle.	Binita : Thanks!

### Now, talk in pairs.

- You stood first in the poem competition.
- You passed grade two with good grades.
- You are selected as a school captain.
- Your uncle got a job.
- You won the quiz contest.
- You got a scholarship from school.

Now, complete the dialogue with an appropriate expression from the box and practise in pairs.

enjoy	my good news	Congratulation
No	Thank you	
Sonu : Hi, Anup! Have you heard .....		
Anup : ....., Sonu. I haven't heard anything yet.		
Sonu : My father came home after five years.		
Anup : Really?		
Sonu : Yeah! I am really happy.		
Anup : .....		
Sonu : ....., very much.		
Anup : Now, you can ..... your time with your father.		
Sonu : Sure!		

## 3. Read and answer.

45 minutes

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

- Tell them to look at the pictures and ask these questions: Where are they? What are they doing? Why couldn't both play the swing? Elicit their names.
- Read the story with correct pronunciation and ask the students to point out the lines you are reading.

- Ask the students to discuss in pairs and match the words with their meanings. Explain in sentences how they are used.

Words	Meanings
take turns	find an answer
get off	trouble
sad	quick to understand
problem	do something one after another
solve	climb down
clever	unhappy

- Read the text line by line again with the students. Ask them questions and discuss the information each sentence carries. This helps them understand the text. When all text is explained in this way, tell the summary of the events.
- Now, tell the students to read the text individually and put the events in correct order. Ask them to write 1 to 6 in the box given.
- Read the sentences in order so that they will check their task of ordering. The correct order of the events are:
  - Bindu was playing the swing first.
  - Indu counted 100.
  - Bindu didn't get off the swing.
  - Indu tried to solve the problem herself.
  - Bindu let Indu play the swing.
  - The teacher congratulated Indu.

#### Read and answer.

Indu and Bindu were friends. They were playing on a swing in the playground. There was only one swing. So, they had to take turns to play. They made a rule: "When we count 100, we have to give turns to others."

It was Bindu's turn to play on the swing first. Indu counted 100. Bindu did not get off the swing. "You counted too fast, it's still my turn," Bindu said. Indu was sad. She wanted a turn on the swing, too! What could she do?



Indu wanted to solve the problem herself. "Bindu, I feel sad because you did not leave me after 100 seconds. Will you please get off?" Indu asked. Finally Bindu got off the swing. Indu was happy because she solved her problem all by herself!

When the break was over, they went back to their classes. Indu talked to the teacher about this. "Congratulations!", the teacher said to Indu. "You are so clever. You solved the problem yourself."

Put the events from the story in order. Write 1 to 6 in the box.

- Bindu let Indu play the swing.
- Indu counted 100.
- The teacher congratulated Indu.
- Bindu did not get off the swing.
- Bindu was playing swing first.
- Indu tried to solve the problem herself.

#### 4. Describe one of the events that happened at your school. 45 minutes

This is a writing task on which students describe one of the events that happened at their school. Follow the following procedures:

- Divide the students into three or four groups. Distribute a set of sentence strips to each group. Tell them that they have to read it, then discuss in the group and order the events written on it. Give them 10 minute time for it. Make sure that the strips are to be distributed in random order. The sentence strips and their order are:
  - Our school organized a school day/sports competition on Magh 26.
  - It was organized at the school playground.
  - All students and their parents came to the program.
  - In the program, there were many sports like volleyball, football, chess, table tennis, basketball and race.
  - The winners of these sports got prizes and shields.
  - At last, the school head teacher congratulated all the winners.
- Tell the groups to share the order of the events. Tell them that they can do the writing task in the same way. They can add more sentences based on the clues given in the box.
- Take the strips back and ask the students to write the description. Move around the class and help if necessary.

#### Describe one of the events that happened at your school. You can use the following clues.

school day/sports competition	school playground
all students and their parents	many sports like volleyball, football, chess, table tennis, basketball, race
winners	congratulate the winners
prize and shields	

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#### Integrating other subjects

- This task can be set in Nepali subject too where students can write a text describing past events.

## Lesson 15

### School Rules

This is the fifth and last lesson on the theme *My School*. This lesson presents the language and contexts of school rules in general. The students will practise different language skills through the following tasks presented around the lesson theme:

1. Look at the pictures and discuss. (Speaking)
2. Read and answer. (Reading)
3. Complete the sentences with 'must' or 'mustn't'. (Writing)
4. Make a poster on "Our Classroom Rules" and then paste it on the classroom wall. (Writing/Project work)

#### Objectives:

- Talk about what they can/can't do at school.
- Read a short text and do comprehension tasks.
- Complete the sentences with 'must' or 'mustn't'.

**Materials:** Pictures containing school rules (given in task 4)

#### Before you teach:

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

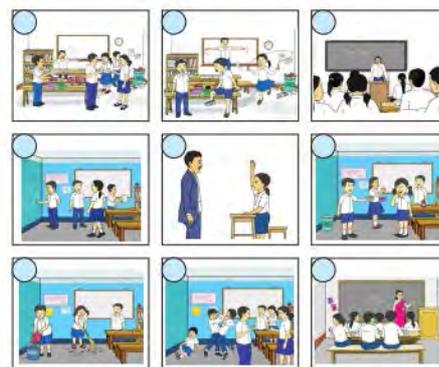
### 1. Look at the pictures and discuss.

50 minutes

This task focuses on speaking. The students will practise saying what they can/can't do at school. Follow these steps.

- Ask the students to call out any class rules they can think of. Possible answers can be: 'Arrive on time', 'Don't eat inside the class', 'Do the assigned classwork', 'Listen to your teacher', 'Actively participate in class discussion', 'Keep the classroom clean', 'Don't bully others' etc. Divide the board into two columns and while students tell their answers, write down the positive sentences on the left and the negative sentences on the right.
- Now, ask the students to read all the sentences. When they read all the sentences once, ask them to say what they can do in the class and what they can't. Model how to say this first based on the sentences on the board: *I arrive on time. I don't eat inside the class. I do the assigned classwork. I listen to my teacher. I actively participate in class discussion. I don't bully others.*

Look at the pictures and discuss.  
Tick (✓) for what you can and cross (X) for what you can't do in class.



What other things can/can't you do in the classroom? Discuss with your friends.

- Tell the students that there are certain classroom rules based on which we can do certain things in the class and we can't do certain things there. Now tell them to observe the given pictures (on the workbook) and ask them to tick (✓) for what they can do in class and cross (X) for what they can't do in their class. Tell them that they have to tick or cross inside the circle given on the left top of each picture. Show one of them. When they finish this, show the pictures one by one and discuss to find out if they are right.
- Show the pictures one by one and ask: *What are the students doing in this picture?* Ask the students to observe the pictures and say what the students are doing there. Point out each action portrayed in the picture, then ask and discuss whether that is good and we can do that in our class. The action shown in the pictures are:
  1. In the first picture, the students are not sitting in their seats. They are shouting and talking.
  2. In the second picture, students are playing inside the class and one of the boys is standing on the bench.
  3. In the third picture, the teacher is teaching and the students are listening to him attentively.
  4. In the fourth, a student is writing on the wall.
  5. In the fifth picture, the students speak with their raised hands one by one.

6. In the six pictures, the students are eating inside the class.
7. In the seventh picture, the students are cleaning their classroom.
8. In the eighth picture, the students are fighting.
9. In the last picture, one of the girls is using her mobile phone in class while the teacher is teaching.

- Ask the students to sit in pairs and talk about what other things they can/can't do in the classroom. Tell them that they have to say as they have previously practised based on the list on the board.
- Monitor the class to check whether they talk as instructed around the subject matter.
- When they finish talking, ask them to write five sentences about the things they do and five sentences about the things they don't do in the classroom. Check their writing and provide necessary feedback.

Now, write ten sentences about the things you do and you don't do in the classroom.

I do		I don't	
1.	I respect teachers and classmates.	1.	I don't chew gum in the class.
2.	_____	2.	_____
3.	_____	3.	_____
4.	_____	4.	_____
5.	_____	5.	_____

## 2. Read and answer.

45 minutes

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

- Tell the students to look at the pictures and preview the first and second sentences of each paragraph. Ask these questions: Who are they? Where are they from? Are they students of the same school? Elicit their names and the places they are from.
- Read out the text with correct pronunciation and ask the students to point out the lines you are reading. Tell the students that they are reading the text about their school rules.
- Read the text line by line again with the students. Ask them questions and discuss the information each sentence carries. This helps them understand the text. Introduce the vocabularies that are new to them.
- Tell the students to read the first paragraph again individually and underline the sentences with 'must' and 'mustn't'. Ask them to observe the use of them. Explain that 'must' means to do something because it is allowed and 'mustn't' is a short form of 'must not' which means that you can't do something because it is not allowed.
- Now, tell the students to read the text again and find the information to complete the table. Make sure they understand the task.
- Ask the students to write the answers based on the given text. Move around the class and help the students if they need any. When they finish, do whole class feedback for all the blank space information.
- Write the word 'parent' on the board. Tell them that you are showing how you make other different words rearranging the letters that are in the word 'parent'. (Parents: *part, ant, art, rent, are, rat, pants, neat, tea, near, seat, etc.*)
- Now tell them to look at instruction and clarify that they have to make as many words as possible rearranging the letters from these words.
- Put students in groups (4 or 5 in number) and ask each group to discuss and make as many words as possible from the words (*corridor, headmaster, teacher, assembly*). Give them five-minute time

### Read and answer.



Hi! My name is Rinku. I live in Lahan. There are many rules in my school. We must keep our classroom clean. We must do our homework. We must not run in the corridors. We mustn't eat junk foods in school. But, we must wear uniform. If we break the school rules, we are fined.

Hello! I am Mina. I live in Dhunche. We must follow a lot of rules in our school. We mustn't fight in school. We must arrive school on time. If we are late, the headmaster calls our parents. We must study hard and do our homework.



Hi, my name is Binod. My school is Janajyoti School. We must listen to our teachers and obey them. We must be polite to all friends. We mustn't be late for school. We mustn't take mobile phones to our school. We must join the assembly.

Fill in the table.

Pupils	Must	Mustn't
Rinku	a. Keep the classroom clean. b. _____	a. _____ b. _____
Mina	a. _____ b. _____	a. _____ b. _____
Binod	a. _____ b. _____	a. _____ b. _____

Make as many words as possible from these words.

- a. corridor: rid, .....
- b. headmaster: .....
- c. teacher: .....
- d. assembly: .....

for it. They do in their exercise book. When the time finishes, ask which group has formed how many words from these words. Ask them to share and check if the words are correct.

- The possible words are:
  - corridor:** *rid, cord, door*
  - headmaster:** *head, master, hear, tree, arm, dead, dear, steam, stream*
  - teacher:** *teach, tea, hear, heat, rat, hat, chat, art, cat*
  - assembly:** *as, sea, ass, yes, meal, base, ease, mess, lass,*
- Ask the individual students to do the task in their workbook.

Integrating other subjects

- The teacher can ask the students they must do or mustn't do at school. The discussion on different activities helps the students become cultured/disciplined.

**3. Complete the sentences with 'must' or 'mustn't'. 45 minutes**

This is a writing task on which students complete the given sentences with 'must' or 'mustn't'. Follow the following procedures:

- Tell the students that you are showing the picture flashcards that show some school rules and they have to read the correct school rules related to the picture. You can provide the students with the sentence worksheet or you can write these sentences on the board so that students choose and read the sentences related to the picture the teacher shows. The sentences are: *a. You must be on time. b. You must listen to the teacher. c. You mustn't use your phone in class. d. You mustn't run in the corridors. e. You must do your homework.*
- The pictures to be shown are:

Complete the sentences with "must" or "mustn't".

- You ..... complete your project work on time.
- When you are absent, you ..... inform your class teacher.
- You ..... cross the street when the lights are red.
- You ..... wear dirty clothes.
- You ..... study all the subjects.
- You ..... eat fruits and vegetables everyday.
- You ..... keep the board untidy after writing.
- You ..... sleep eight hours a day.



- Show the pictures and the students read the correct sentences. After they are able to say these school rules, ask them to study the use of 'must/mustn't'. Explain that 'must' is used when you can do something and it is allowed and 'mustn't' is used when you can't do something because it is not allowed. Provide other examples.
- Tell the students to see the writing task and explain what they have to do. Discuss and show doing one or two for them so that they are confident in doing the task.
- When they finish, tell them the answers to check themselves. The answers are: a. *must* b. *must* c. *mustn't* d. *mustn't* e. *must* f. *must* g. *mustn't* h. *must*.

**4. Make a poster on "Our Classroom Rules" and then paste it on the classroom wall. 40 minutes**

This is a writing task. The students are required to make a poster entitled "Our Classroom Rules" on a chart paper. Ask them to make the poster as attractive as possible. Ask them to use the message given in the workbook. Additionally, the students can draw the relevant pictures to accompany these messages if they can. As this is a creative task, the model varies. Assess the poster on the basis of their creativity.

Make a poster on "Our Classroom Rules" and then paste it on the classroom wall. You may use the following points in your poster.

- keep the classroom neat and clean.
- throw rubbish into bins.
- obey teachers and be polite to the classmates.
- be on time to class.

Integrating other subjects

- This task if done in both English and Nepali language help the students be creative and precise in delivering message.

### 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 recording and answer the questions.

This task is to be done by the students individually but in a whole group. Record the text on your mobile beforehand. Tell them that you are going to play the recording; they will listen and answer the questions.

##### Text for recording:

Hi! My name is Rinku. I live in Lahan. There are many rules in my school. We must keep our classroom clean. We must do our homework. We must not run in the corridors. We mustn't eat junk foods in school. But, we must wear uniforms. If we break the school rules, we are fined.

1. Listen to the recording and answer the questions.
  - a. Who is the speaker?  
.....
  - b. What do they must do? Write one thing.  
.....
  - c. When are they fined?  
.....

#### 2. Work in pairs. Talk to your friend in the following situations.

This task is to be done in pairs. Put the students in pairs. Invite the pairs one by one and ask to talk in the given situations. Listen if they can talk correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

2. Work in pairs. Talk to your friend in the following situations.
  - a. You want to use your friend's pencil.
  - b. Your friend has won the prize.
  - c. You want your friend to wear uniform.
  - d. You want your friend not to make noise in the classroom.

#### 3. Look at the picture and describe it.

This task is to be done by the students individually. Invite the students one by one, ask them to look at the picture and describe it. Listen if they can describe it correctly, naming the playground instruments correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

3. Look at the picture and describe it.



4. Say two things:
  - a. What did you do at school yesterday?
  - b. How do you come to school?

#### 5. Read the text and write 'True' or 'False' for the given statements.

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' for the given statements. Move around the class to make sure that they are not copying from others.

5. Read the text and write 'True' or 'False' for the given statements.

Indu and Bindu were friends. They were playing on a swing in the playground. There was only one swing. So, they had to take turns to play. They made a rule: "When we count 100, we have to give turns to others."

It was Bindu's turn to play on the swing first. Indu counted 100. Bindu did not get off the swing. "You counted too fast, it's still my turn," Bindu said. Indu was sad. She wanted a turn on the swing, too! What could she do?

Indu wanted to solve the problem herself. "Bindu, I feel sad because you did not leave me after 100 seconds. Will you please get off?" Indu asked. Finally Bindu got off the swing. Indu was happy because she solved her problem all by herself!

  - a. Indu and Bindu go to the same school.
  - b. Indu played the swing first.
  - c. Indu counted too slow.
  - d. The teacher helped them solve the problem.

**6. Write a short message to your friend. Tell him/her to attend the school at 9 o'clock for a dance practice tomorrow.**

This is the writing test. The students are required to write a short message to their friend telling them to attend the school at 9 o'clock for a dance practice tomorrow. Ask the students to write. Check their writing and mark.

6. Write a short message to your friend. Tell him/her to attend the school at 9 o'clock for a dance practice tomorrow.

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*When all the students finish, collect the workbooks. Get assessment 3 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 three subjects: *Serofero*, 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> 6 (Lesson 16 to 20)	
<b>Soft skills:</b> Application, decision making, Respect for others, Communication, Collaboration, Reading maps	
<b>Total working hours:</b> 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 sing</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Talk about pictures</li> <li>• Talk about the seasons</li> <li>• Give directions</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Plural form of nouns</li> <li>• Compound words</li> <li>• Words related to direction and location</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A story of a magic tree</li> <li>• A text of description of people</li> <li>• A text on seasons</li> <li>• A text about location of Pashupatinath Temple</li> <li>• A story of friendship</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A description of a picture</li> <li>• A description of a friend</li> <li>• A paragraph on favourite season</li> <li>• Giving directions</li> <li>• Describing location</li> </ul>

## Lesson 16

### The Magic Tree

This is the first lesson on the theme *Our Environment*. The lesson talks about describing places or things. The students will practise different language skills in this lesson.

This lesson includes six topics.

1. Look at the pictures and discuss. (Listening, speaking)
2. Listen and say. (Listening and speaking)
3. Learn these words. (Vocabulary)
4. Read and answer. (Reading)
5. Write the plurals. (Vocabulary)
6. Look at the picture and describe it. (Writing)

#### Objectives:

- Describe places and things using adjectives.
- Learn the words and use them in the sentences.
- Read a text and do comprehension activities.
- Write the plural forms of nouns.
- Write a description of a picture.

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

#### Before you teach:

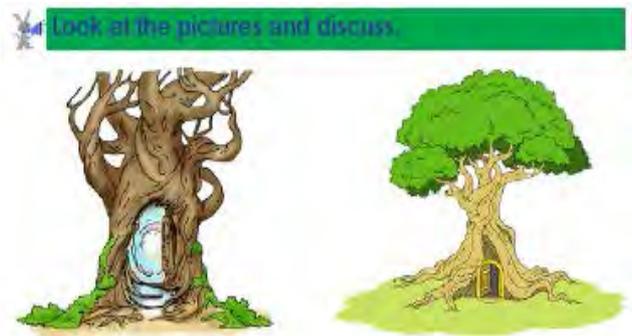
- Study the workbook thoroughly.
- Have the materials ready.

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

10 minutes

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

- Show the pictures and ask:
  - ✓ What do you see in the picture? (Elicit: trees.)
  - ✓ How are these trees? (Elicit: big.)
  - ✓ Are they similar to other trees that you see? (Elicit: no.)
  - ✓ How are they different? (Elicit: These are thick. They have doors in them. Light is coming out from the first tree. Etc.)
- Ask them if they have seen such trees before. Listen to their answers.
- Now tell them that these are magic trees.
- Invite a few students in front of the class and ask him/her to talk about the pictures. Other students will listen to them.
- Provide necessary feedback after they talk.



#### 2. Listen and say

25 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: There is a woman in the garden. There are beautiful flowers. There is a pond. There are butterflies. Etc.)
- Ask them what the woman says. (Elicit: I like this place. There are beautiful flowers.)
- Invite some students and ask them to talk about the other pictures in the same way. Other students will listen to them.

For example:

- ✓ high mountains: I like this place. There are high mountains.
- ✓ a big city: I like this place. It is a big city.
- ✓ a green forest: I like this place. There is a big forest.



✓ an old house: I like this place. There is an old house.

- Listen to their responses and provide necessary feedback.
- Now divide the students into pairs. Ask them to talk about the pictures in the same way taking turns.
- Move around the class and see if the students have done the activity correctly. If they have made any errors, provide feedback.

Now, talk about the following pictures.



(high mountains)



(a big city)



(a green forest)



(an old house)

### Integrating other subjects

- This task can be done in Nepali too. When they talk about the given pictures, they develop their speaking skill.

### 3. Learn these words.

25 minutes

This task focuses on vocabulary. The students will learn the words so that it helps in the comprehension of the reading text. They will also learn to use the right adjectives to describe some the places/things. Follow these procedures:

- Show the word cards of the words trunk, sign, tired and magic one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss about the meaning of the words with the help of the pictures.
- After this, ask them to complete the sentences below the pictures using the words from the box. Tell them that they can take the help of the pictures.
- They will do the task individually.
- Once they finish the task, check their answers and provide necessary feedback.
- After this, tell them that they are going to do the next task.
- Write the words in the first box on the board (in a column).
- Read these words and ask them to repeat after you.
- Discuss the meanings. Tell them that these are describing words. They describe people, places, things or animals.
- Now write the words in the next box on the board in the next column.
- Read the words and the students will repeat them after you.
- Ask them which describing word describes the places given there. Discuss for a while.
- Ask the students to write the describing word and the place it describes together. Do the first one together with the students as an example.
- Ask them to do the remaining themselves. They will do individually.
- Move around the class and facilitate the students in doing the task.
- Once they finish, ask them to share their answers and provide your feedback.

Learn these words.

trunk, sign, tired, magic

Now, complete the following sentences with the help of the pictures.



The man is doing a ..... trick. There is a ..... to stop.



The boy is ..... The bird is on the ..... of the tree.

Choose one word from each box and write them together.

thick, beautiful, high, tall, long

garden, house, river, forest, hill

a. thick forest

- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

- Tell the students to look at the pictures and ask: What do you see in the pictures? (Elicit: A boy is standing in front of a magic tree. The boy is inside the magic tree. The children are singing and dancing.)
- Tell them that you will read the text and they will repeat after you showing the words.
- 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.
- Ask questions in each paragraph to check their understanding. For example, in the first paragraph you can ask: Where was the tree with a sign? What was written in the sign? (Elicit: in the middle of the park, I am a magic tree.)
- Similarly make some questions for the rest of the paragraphs and ask the students after reading the paragraphs.
- Invite a few students in front of the class and ask them to read some parts of the text. Ensure that the students are reading correctly. Other students will follow them.
- Tell the students that there are two tasks to be done in this task; the first one is arranging the sentences in order and the second one is question answer.
- Ask the students to look at the exercise and read the questions.
- Tell the students to read the sentences in the first task.
- Ask them to read the text silently and put 1 to 5 in the correct boxes to keep them in order. Tell them to write 1 in the box if the sentence comes first and in the same way they will write 5 for the last one.
- They will do this task individually.

**Answer:**

- a. There were toys and chocolates. - 3
- b. He tried magic words. - 2
- c. The boy saw a magic tree. - 1
- d. The boy had a party. -4
- e. The door opened. -3
- Move around the class and help the students if it is needed.
- When they finish, ask them to share their answers and provide feedback to them.
- After this they will do the next task which is question answer.
- Tell them to read the text silently and write the answers to the questions. This task is also done individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, conduct a whole class feedback session.

**Read and answer.**



Long time ago, a little boy was walking in a park. In the middle of the park, there was a tree with a sign on it. The sign said "I am a magic tree. Say the magic words and you will see." The boy tried to guess the

magic words. He tried abracadabra and many more. But they did not work.

He became tired. He sat on the floor, saying: 'Please, dear tree!' and a big door opened in the trunk. It was dark inside but there was a sign. It said 'Carry on with your magic.'



Then the boy said 'Thank you, dear tree!' With this, the inside of the tree became bright. There was a path. He walked along the path. He saw many toys and chocolates.



The little boy called all his friends to the magic tree. They had the best party ever. This is why people always say 'please' and 'thank

you'. They are the magic words.

**Write 1 to 5 to put the following sentences in the correct order.**

- a. There were toys and chocolates.
- b. He tried magic words.
- c. The boy saw a magic tree.
- d. The boy had a party.
- e. The door opened.

**Write short answers to these questions.**

- a. Where was the magic tree?  
\_\_\_\_\_
- b. Did the boy easily find the magic tree?  
\_\_\_\_\_
- c. Where did the boy see the chocolates and the toys?  
\_\_\_\_\_
- d. What are the magic words?  
\_\_\_\_\_

**Answers:**

- a. In the park
- b. Yes [Note: Skip this question.]
- c. Inside the magic tree
- d. Please and thank you

**5. Write the plurals. 30 minutes**

This task focuses on the plural form of nouns. Follow these steps for this task:

- Ask the students to read the nouns in the box. If they cannot, help them.
- Now ask them to write the plural forms of these nouns.
- Do the task with the whole class and let them write the words in the box.
- Once they write, ask them to read for a while.
- After they complete reading, ask the plural form of these nouns randomly.

Write the plurals.			
Singular	Plural	Singular	Plural
toy	toys	child	children
box		foot	
bench		mouse	
book		sheep	
baby		woman	
house		man	
word		head	
picture		nose	
chick		year	
ear		temple	

**Integrating other subjects**  
• This task can also help the students learn एकवचन and बहुवचन in Nepali.

**6. Look at the picture and describe it. 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 can you see in the picture? Who are these people in the picture? (Elicit: beautiful village, green forest, high mountains, high hills, a school, fields, students etc.)
- Tell them to say some sentences orally about the picture. Provide your feedback.
- Encourage them to speak and explore as many things as possible.
- Tell them to write the description of the picture on the basis of the discussion.
- Move around the class and help them to write the description.
- Once they complete the task, ask them to share their answers and provide feedback.

Look at the picture and describe it.



Below the picture are several horizontal lines for writing.

**Integrating other subjects**

- This picture can be taken as the basis for discussion about keeping the surroundings clean, causes of pollution, environmental cleanliness. The task can help to partially fulfil the learning outcomes of *Serofero*: विद्यालय, घर, छरछिमेक र टोलको सरसफाइमा सहभागी हुन, आफ्नो वरपरको वातावरण प्रदूषणका कारणहरू पहिचान गर्न, वातावरणीय स्वच्छताप्रति सजग रही प्रदूषण रोक्न सहयोग गर्न ।
- The task of writing can be given in Nepali too.

## Lesson 17

### How Do They Look?

This is the second lesson on the theme *Our Environment*. The lesson focuses on describing people. The students will practise different language skills in this lesson.

This lesson includes six topics.

1. Observe the pictures and talk about the differences. (Listening, speaking)
2. Learn the following words. (Vocabulary)
3. Listen and say. (Listening and speaking)
4. Look at the picture and choose the correct options. (Speaking)
5. Read and answer. (Reading)
6. Write the description of your friend. Make notes first. (Writing)

#### Objectives:

- Describe people using adjectives.
- Learn the words and use them in the sentences.
- Read a text and do comprehension activities.
- Write a description of a friend.

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

#### Before you teach:

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

### 1. Observe the pictures and talk about the differences. 10 minutes

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

- Show the pictures and ask the students to find out the differences.
- Divide the students into groups of four or five. They will discuss and mark the differences. Tell them to find at least five differences.
- If they feel any difficulty, help them by giving hints like glasses, hair, book cover, clothes, etc.
- Once they finish, ask each group to share the differences.

Observe the pictures and talk about the differences.



- Listen to them and provide your feedback.
- (Elicit: The boy in the first picture is wearing glasses but the boy in the second picture is not wearing it. The girl in the first picture has long hair but the girl in the second picture has short hair. The cover of the book that the girl is reading in the first picture is red but it is green in the second picture. The boy is wearing blue shirt and brown shorts in the first picture but he is wearing pink shirt and green shorts in the second picture. The girl is wearing pink and yellow dress in the first picture but she is wearing blue dress in the second picture.)

### 2. Learn these words. 20 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 word cards of the words attractive, introduce, own, travel and strange one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss about the meaning of the words.
- After this, ask them to complete the sentences using the words from the box.

Learn the following words.

attractive   introduce   own   travel   strange

Now, use the above words in the sentences below.

- a. I like roses. They are very \_\_\_\_\_.
- b. When we meet new people, we \_\_\_\_\_ each other.
- c. They are businessmen. They \_\_\_\_\_ their business.
- d. He visits many places. He likes to \_\_\_\_\_.
- e. I have not seen tigers before. They are \_\_\_\_\_ to me.

**Note:** Change the order of the words in the box.

- They will do the task individually.
- Once they finish the task, check their answers and provide necessary feedback.

- **Answers:**
  - attractive
  - introduce
  - own
  - travel
  - strange

### 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 first picture. Tell them that you will read her description and they will listen to you.
- Read the description correctly and the students will listen to you.
- Now ask them to read the description themselves and move round the class and check and help them with new vocabulary.
- Now ask them to look at the second picture. Discuss about the description given about her.
- Invite a student and ask him/her to describe the girl using the clues given there. For example:

Nima is a girl. She is seven years old. She has small and dark eyes. She has long wavy hair. She is tall. She is a good girl.

- Ask some other students to describe the girl and the whole class will listen to them. Provide your feedback if needed.
- Write your description on the board after the students describe it.
- Repeat the similar procedure for the next description too.
- After this, divide the students into pairs. Ask them to describe the people in the picture to each other. They will take turns to do so.
- 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.

Listen to your teacher describing a person below.

Gauri is a girl. She is 7 years old. She has big eyes and long straight hair. She is tall and slim. She is a good girl.



Now, describe the following people in the same way.

Name: Nima  
Age : 7 years  
Eyes: small, dark  
Hair: long, wavy  
Height: tall



Name: Phurba  
Age : 8 years  
Eyes: big, blue  
Hair: dark, curly  
Height: short



### 4. Look at the picture and choose the correct options.

20 minutes

This is a speaking task. The students have to choose the correct describing word and say the sentences. Follow the steps for this activity:

- Get these pictures photocopied and cut them into different pieces if possible. (If not use the pictures from the workbook.)
- Tell the students that they have to pick up a card and say a sentence choosing the correct describing word given there.
- Ask each student to pick up a card (or assign the picture from workbook) and say the sentence there choosing the correct describing word. For example: If a student picks up the first picture, s/he will say, "I have got straight hair."

**Note:** Accept any answer in number 3 as the picture is not clear.

- Continue the process until the every student in the class gets the chance.
- Listen to their responses and provide feedback.



#### Look at the picture and choose the correct options.

1. I have got... hair. a. curly b. straight 	2. Mr. Karki is... a. thin b. fat 
3. The woman is .... a. tall b. short 	4. Mr. John is... a. thin b. fat 
5. She has got... hair. a. dark b. blonde 	6. I have got... face. a. a round b. an oval 
7. Her hair is ..... a. silky b. wavy 	8. His face is ..... a. round b. oval 
9. He is ..... a. weak b. strong 	10. Her nose is ..... a. pointed b. flat 

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

- Tell the students to look at the pictures and ask: Who is the person in the picture? (Elicit: Principal or a teacher.)
- Tell them that you will read the text and they will repeat after you marking the words in the text.
- 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.
- Ask them to read the first part of the text loudly.
- Once they finish reading, ask some questions which they will answer orally.

**Questions:**

- ✓ Who is the first guest? (Miss Chandani)
  - ✓ Where is she from? (Jhapa)
  - ✓ How old is she? (25)
  - ✓ How are her eyes? (Blue and attractive)
  - ✓ How is her body (physical appearance)? (Tall and slim)
  - ✓ What is she fond of? (Playing all kind of sports)
  - ✓ How was her hair when she was a student? (Long dark hair)
  - ✓ How is her hair now? (Medium-length brown hair)
  - ✓ What type of food does she like? (Homemade food)
  - ✓ What does she do? (Owns her own business)
  - ✓ What is she wearing? (Black pants and a blue T-shirt)
- Tell them to read the second part aloud and ask the following questions.

**Questions:**

- ✓ Who is the next guest? (Mr. Tharu)
  - ✓ Where is he from? (Kanchanpur)
  - ✓ How old is he? (45)
  - ✓ What is his job? (Doctor)
  - ✓ How does he spend most of his time? (Working)
  - ✓ How is his hair? (Wavy)
  - ✓ What does he wear? (Glasses, an old hat, a blue suit and a red tie)
- Tell them to read the text silently and complete the table with the information from the text. They will write the information of Miss Chandani in the first column and Mr. Tharu in the next column. They will do the task individually.
  - Move around the class and provide necessary help when they do the task.
  - Once they finish the task, conduct a whole class feedback session.

**Answers:**

Name	Ms. Chandani	Mr. Tharu
Address	Jhapa	Kanchanpur
Occupation	Business	Doctor
Age	25	45

**Read and answer.**



Dear students! Let me introduce our guests of the day. The first is Miss Chandani from Jhapa. She is a nice woman of 25. Her eyes are blue and attractive. She is tall and slim. She is fond of playing all kinds of sports. When she was a student like you, she had long dark hair. Now, she has got medium-length brown hair. She really likes homemade food. She owns her own business. In a few minutes, she will talk to you on the internet. She is wearing black pants and a blue T-shirt.



Now, let me introduce our next guest. He is Mr. Tharu from Kanchanpur. He is a doctor. He works in a hospital there. He loves travelling. He travels a lot and meets many people. He loves his work. He spends most of his time working. At the first sight, he looks strange. He has wavy hair. He wears thick glasses and an old hat. He is wearing a blue suit and a red tie. He is 45 but he looks old.

Complete the table below.

Name	Ms. Chandani	Mr. Tharu
Address		
Occupation		
Age		
Physical appearance		
Hair		
Clothes		

Physical appearance	Tall and slim	Strange
Hair	Medium - length brown	Wavy
Clothes	Black pants and a blue T-shirt	An old hat, a blue suit and a red tie

**6. Write a description of your friend. Make notes first.**

**30 minutes**

This is a writing task. The students have to write some sentences about their friends with the help of the figure given there. Follow the steps below.

- Ask the students to look at the figure given in the exercise and make notes about one of their friends.
- Ask them to write all the information asked there.
- Write the information of your own friend as a model for them.
- After this, ask them to write a description of their friend on the basis of the note they have made.
- Write a sample of your friend on the board which the students will read and follow as a model.

Gopi is my friend. He is from Gorkha. He is 30 years old. He is tall and fat. He has dark hair. He has dark eyes. He wears a red T-shirt and blue jeans. He likes to do cycling. He dislikes playing video games.

- Now, ask them to write a similar paragraph about their friend.
- Move around the class and help them to write the description.
- Once they complete the task, check their answers and provide feedback.

**Integrating other subjects**

- This writing task can be given in Nepali too.

Write a description of your friend. Make notes first.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for writing practice.

## Lesson 18

### Seasons

This is the third lesson on the theme *Our Environment*. The lesson focuses on seasons. The students will practise different language skills in this lesson.

This lesson includes five topics.

1. Look at the picture and discuss. (Listening, speaking)
2. Listen and sing. (Listening and speaking)
3. Learn the following words. (Vocabulary)
4. Read and answer. (Reading)
5. What is your favourite season? Write a paragraph. (Writing)

#### Objectives:

- Describe the pictures.
- Listen to a song and sing it.
- Talk about seasons.
- Match the words with pictures.
- Read a text and do comprehension activities.
- Write a paragraph on favourite season.

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

#### Before you teach:

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

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

15 minutes

This task focuses on speaking and listening skill.

Follow these steps.

- Show the pictures one by one and ask: What do you see in the picture?
  - ✓ **First picture:** People are planting rice. It is summer.
  - ✓ **Second picture:** The weather is lovely. It is autumn.
  - ✓ **Third picture:** The trees are brown and yellow. The leaves have fallen down. It is winter.
  - ✓ **Fourth picture:** There are beautiful flowers. It is spring.
- Tell them that these pictures show the four seasons: summer, autumn, winter and spring.
- Write the seasons on the board. Conduct a drill practice so that the students will learn the name of the seasons with the correct spelling and pronunciation.



#### 2. 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 yourself showing the pictures indicating different seasons. (For example, when you are saying 'winter', show the second picture.)

- 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. Discuss what happens when season changes (weather changes, rain falls, snow falls, leaves fall, flowers grow, etc.).
- Tell the students to talk to the next page. Ask them to look at the picture and tell the season the picture shows. (Elicit: Summer.)
- Invite two students in front of the class. They will act out the conversation given in the book. One will act as 'A' and the other as 'B'.
- Ask the students to look at the other pictures and tell the seasons indicated by the picture. (Elicit: Autumn, winter and spring.)
- Now divide the students into pairs. Ask them to talk about these pictures taking turns. One will ask: **What season is it?** The other will answer, **"It is ....."** and gives the reason.
- Move around the class and observe their activities. Provide help if they need any.



**Listen and sing.**

Winter, spring, summer, fall  
 There are seasons, four in all.  
 Weather changes, sun and rain and snow,  
 Leaves fall down and flowers grow.  
 Winter, spring, summer, fall  
 There are seasons, four in all.  
 Look outside and you will see  
 Just what season it will be!



(Source: verywellfamily.com)

**Read the conversation below.**

A : What season is it?  
 B : It's summer. It's hot.



**Now, talk to your friends about the seasons in the pictures.**



#### **Integrating other subjects**

- The teacher can talk about Nepali seasons too.

### **3. Learn these words.**

**15 minutes**

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

- Show the word cards of the words **sweater**, **scarf**, **fireplace** and **heater** one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss about the meaning of the words.
- After this, ask them to look at the pictures and identify them.
- After this, ask the students to match the words with the picture.
- They will do the task individually.
- Once they finish the task, ask them to share their answers and give feedback.

Learn the following words.

sweater scarf fireplace heater

Now, match the pictures with the suitable words.



### **4. Read and answer.**

**80 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: It is winter. People are sitting around the fire.)

**Note:** Discard the second picture. It is mistakenly printed here.

- Tell them that you will read the text and they will repeat after you.
- 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.

- Ask them to read the first paragraph of the text loudly.
- Once they finish reading, ask some questions which they will answer orally.

**Questions:**

- ✓ How many seasons are there? (Four)
- ✓ What are they? (Winter, spring, summer, autumn)
- ✓ What happens when seasons change? (Weather changes.)
- Tell them to read the second paragraph aloud and ask the following questions.

**Questions:**

- ✓ When do leaves fall? (In autumn)
- ✓ What happens to the plants in autumn? (Turn brown.)
- Tell them to read the third paragraph aloud and ask the following questions.

**Questions:**

- ✓ Which season is cold? (Winter)
- ✓ What happens in the mountain areas in winter? (It snows.)
- ✓ What clothes do we wear in winter? (Sweaters, jackets, gloves, scarf, etc.)
- ✓ What do we use to keep us warm? (Heaters)
- Tell them to read the last paragraph aloud and ask the following questions.

**Questions:**

- ✓ Which season is difficult for birds to find food? (Winter)
- ✓ How can we help them? (By giving birdseeds)
- Tell them to read the text silently and write the answers to the questions given in the exercise.
- Ask one of the students to read the question and make it clear.
- Follow the same procedure for the rest of the questions too.

- Now ask them to answer the questions. They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, conduct a whole class feedback session.

**Answers:**

- Weather changes.
- Late in autumn
- Brown
- Sweaters, jackets, gloves and scarf
- Using heaters./Sitting near fireplaces
- Yes

**5. What is your favourite season? Write a paragraph. 30 minutes**

This is a writing task. The students have to write a paragraph about their favourite season. Follow the steps below.

- Ask the students what their favourite seasons are.
- Ask them to write all the information about their favourite season.
- Ask them why they like that season.

**Read and answer.**

There are four seasons. They are winter, spring, summer and autumn. We experience all four seasons in a year. When seasons change, weather also changes. We can also see the change in our surroundings.

Late in the autumn, the days get shorter and nights get longer. It goes dark earlier in the evening. The air gets colder. Leaves fall from the trees. Plants turn brown.

Winter is cold. It snows in the mountain areas. We wear warm clothes like sweaters and jackets to save us from cold. We wear gloves and scarfs. We can stay inside and read books. We can use heaters to keep us warm. Some houses have fireplaces in them. The family members sit around it and talk about their day in the evenings.

Animals also feel cold in winter. Some animals sleep all winter. It is difficult for birds to find food. We can give them birdseeds to eat. They will thank us for it.



**Answer the following questions.**

- What change happens when seasons change?  
\_\_\_\_\_
- When are the days shorter than nights?  
\_\_\_\_\_
- How do the trees look in autumn?  
\_\_\_\_\_
- What clothes do we wear in winter?  
\_\_\_\_\_
- How do people keep them warm in winter?  
\_\_\_\_\_
- Do animals also feel cold in winter?  
\_\_\_\_\_

- Write a sample paragraph about your favourite season on the board.

Autumn is my favourite season. It is not cold. It is not hot. There is Dashain. There is Tihar. I get holidays. I go out to play. I fly kites. I like this season.

What is your favourite season? Write a paragraph.

Below the banner are 15 horizontal lines for writing, each consisting of a solid black top line, a dashed red middle line, and a solid black bottom line.

- Now, ask them to write a similar paragraph about their favourite season.
- Move around the class and help them to write.
- Once they complete the task, check their answers and provide feedback.

**Integrating other subjects**

- The teacher can ask the students to do this writing task in Nepali too.

## Lesson 19

### Let's Talk About Directions

This is the fourth lesson on the theme *Our Environment*. The lesson focuses on directions. The students will practise different language skills in this lesson.

This lesson includes seven topics.

1. Look at the picture and discuss. (Listening, speaking)
2. Listen and say. (Listening and speaking)
3. Learn the following words. (Vocabulary)
4. Colour the map and write directions.
5. Read and answer. (Reading)
6. Make compound words. (Vocabulary)
7. Look at the map. Complete the directions to get to school from home. (Writing)

#### Objectives:

- Identify the directions.
- Give directions.
- Learn the words and use them in the sentences.
- Read a text and do comprehension activities.
- Combine two words and make compound words.
- Write the direction to get to a place.

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

#### Before you teach:

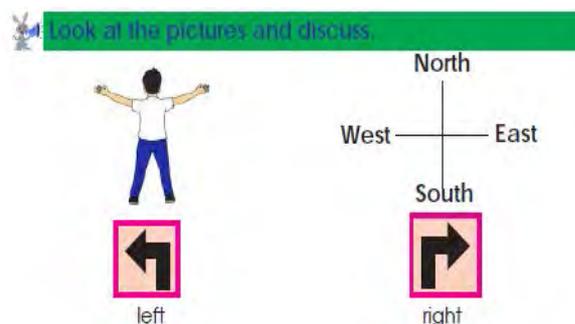
- Study the workbook thoroughly.
- Have the materials ready.

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

10 minutes

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

- Show the pictures of the boy and ask the students what the boy is showing.
- Discuss with them and elicit the answer direction.
- Tell them to look at the next figure. Ask them what it shows.
- Discuss and elicit that it shows four directions: north, south, east and west.
- Write them on the board. Conduct a drill practice so that the students learn the spelling and pronunciation of these words.
- After this, ask them to look at the two figures at the bottom. Ask them what these figures show.
- Discuss and elicit the first shows 'left' and the second 'right' directions.
- Ask the students to show right and left using their hands.
- Once they can identify right and left, invite a student to the front of the class.
- Tell him/her to stand facing the direction from which the sun rises. Tell them that it is east.
- Ask him/her to spread his/her arms. Tell them that his right hand points to the south and the left hand towards the north. It is west towards his back.
- Ask them to do the same and identify the directions. Provide help if needed.



#### Integrating other subjects

- The teacher can translate the directions in Nepali too. This way, the students learn to correlate Nepali and English words.

#### 2. 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: two boys are talking.)

- Ask them to guess what they are talking about. (Elicit: direction.)
- Read the sentences in the bubbles correctly and ask the students to listen to you.
- Invite two students in front of the class and ask them to have this conversation as below:

Student A: Where is your school from your home?  
 Student B: It's to the east. And yours?  
 Student A: It's to the north.



Now, have similar conversations about the following places.



- Divide the students into pairs and ask them to practise the conversation taking turns.
- Tell the students to look at the pictures and identify the places. (Elicit: hospital, river, temple and forest.)
- Invite a pair and ask them to talk ask and answer about the direction of the second picture as in the example. For example:  
 Student A: Where is the temple from your home?  
 Student B: It's to the south. And yours?  
 Student A: It's to the east.
- Ask the students to work in pairs and talk about the directions of all the places there in the same way.
- Move around the class and help them if they need any.

### 3. Learn the following words.

20 minutes

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

- Show the word cards of the words in the box one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss on the meaning of the words.
- After this, ask them to complete the sentences choosing these words.
- They will do the task individually.
- Move around the class and check if everyone is writing.
- Once they finish the task, ask them to share their answers and give feedback.

Learn the following words.

vain passerby visit stay holiday

Now, complete the sentences below using the words.

- We have a ..... in winter. So, we do not have to go to school.
- When we go to cities, we ..... in hotels.
- We ..... a place to see its beauty.
- I hit a ..... when I was cycling to school.
- A fox jumped to get the grapes. But he could not reach the grapes. It was all in .....

### 4. Read and answer.

80 minutes

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

- Tell them that you will read the text and they will repeat after you.
- Read the text slowly but correctly (with correct pronunciation, stress and intonation).
- Ask them to read the first two paragraphs of the text loudly.
- Once they finish reading, ask some questions which they will answer orally.

#### Questions:

- ✓ Where does Pema live? (In a village)
- ✓ Who does she live with? (With her family)

#### Read and answer.

Pema lives in a village with her family. Her family always travels to new places during the winter holidays. They have decided to travel to Kathmandu in this winter. It lies to the west of their village.

The holidays began. They went to Kathmandu on a bus. They stayed at a hotel. Next morning, they decided to visit Pashupatinath temple which lies in the east of Kathmandu.

Mum told Dad that they would really need a map. Dad said they would be able to find their way around without the map. They walked for two hours but did not reach the temple. They asked a passerby. He said, 'Walk straight for five minutes and turn right.' They did but all in vain.

Mum became angry and said, 'I told you so!' She ran into one of the stores and came out with a city map. After looking at it for about two minutes, Mum knew where to go. They walked for ten minutes and the temple was on their left.

- ✓ When does her family travel? (During the winter holidays)
- ✓ Where have they decided to travel this winter? (To Kathmandu)
- ✓ Which direction does Kathmandu lie from her village? (West)
- ✓ Where did they stay in Kathmandu? (At a hotel)
- ✓ Which place did they decide to visit in Kathmandu? (Pashupatinath Temple)
- ✓ Which direction does Pashupatinath Temple lie in Kathmandu? (East)
- Tell them to read the remaining part of the text aloud and ask the following questions.

**Questions:**

- ✓ Did they have a map? (No)
- ✓ Did they find the temple easily? (No)
- ✓ Who bought the map? (Pema's mother)
- ✓ Did the map help them reach the temple? (Yes)
- There are two reading comprehension exercises in this text. Tell them to read the text silently and do the first exercise that is true or false.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, ask them to share their answers. Ask them the reason why a particular statement is true or false.

**Answers:**

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

- Now, tell them to read the text silently and do the second exercise. Tell them that they will write the answers to the questions given there.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, ask them to share their answers. Provide necessary feedback.

**Answers:**

- a. At a hotel
- b. Travel to new places.
- c. No, they didn't.
- d. Because Pema's father did not like to take the help of a map.
- e. So that they could find the temple.
- g. A map is a good thing to take with when we go to new places.

**5. Colour the map and write directions.**

**30 minutes**

This is a writing task. The students have to colour the map first then they have to complete the sentences writing the correct directions. Follow the steps below:

- Ask the students to identify the land and the water first. (Elicit: The part where tents are set is the land and the part where boats are floating is the water.)
- Ask them to colour the land green and the water blue.
- Once they colour, ask them to study the map for the second activity. Ask them to read the sentences with gaps and write north, south, east or west in each sentence and complete them.

**Write 'True' for true statements and 'False' for false one.**

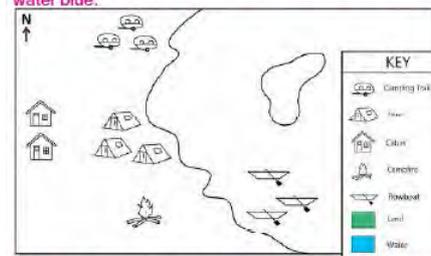
- a. Kathmandu lies to the west of Pema's village.
- b. The family went to Kathmandu by plane.
- c. They reached the temple easily.
- d. Pema's mother bought a city map.
- e. The map helped to find the temple.

**Write short answers to the following questions.**

- a. Where did they stay in Kathmandu?  
\_\_\_\_\_
- b. What does Pema's family do during holidays?  
\_\_\_\_\_
- c. Did they find the temple with the help of the passerby?  
\_\_\_\_\_
- d. Why did mum become angry?  
\_\_\_\_\_
- e. Why did mum buy the map?  
\_\_\_\_\_
- f. What lesson do you learn from the event?  
\_\_\_\_\_

- Move around the class and help them to write.
- Once they complete the task, check their answers and provide feedback.
- **Answers:**
  - a. east
  - b. north
  - c. west
  - d. south

Look at the map below. Colour the land green and the water blue.



Write north, south, east, and west to complete each sentence.

- a. The rowboats are to the \_\_\_\_\_ of the campfire.
- b. The camping trailers are to the \_\_\_\_\_ of the tents.
- c. The cabins are to the \_\_\_\_\_ of the tents.
- d. The campfire is to the \_\_\_\_\_ of the camping trailers.

#### Integrating other subjects

- The students while colouring learn creativity.
- When the students finish, the teacher can use the painted pictures to ask questions focusing the learning outcomes of *Serofero*: वातावरणीय स्वच्छताप्रति सजग रही प्रदुषण रोक्न सहयोग गर्न, आफ्नो वरपरको वातावरण प्रदुषणका कारणहरू पहिचान गर्न, विद्यालय, घर, छरछिमेक र टोलको सरसफाइमा सहभागी हुन ।

### 6. Make compound words.

15 minutes

This is a vocabulary task. The students have to make compound words by combining two words. Follow the steps below:

- Ask the students what their favourite seasons are.
- Ask them to read the first example. And do similar for other words.
- Let them play a game. For this:
  1. Make picture word cards for the compound word and its two individual words. For example, sunlight, sun, and light.
  2. Do this for all compound words.
  3. Next, flip the cards facedown.
  4. Students take turns flipping over three cards, saying/reading each one.
  5. Finally, if they flip over the three cards that go together (sun, light, and sunlight), they get to keep them and get a point.



#### Make compound words.

- a. camp + fire = campfire
- b. sun + light = \_\_\_\_\_
- c. black + \_\_\_\_\_ = blackboard
- d. \_\_\_\_\_ + \_\_\_\_\_ = raindrop
- e. tooth + \_\_\_\_\_ = \_\_\_\_\_
- f. \_\_\_\_\_ + ball = \_\_\_\_\_

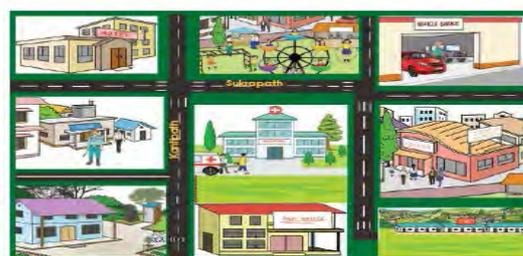
### 7. Look at the map. Complete the directions to get to school from home.

30 minutes

This is a writing task. The students have to complete the text to write the directions. Follow the steps below.

- Ask the students to look at the map.
- Tell them to identify the home and the school in the map.
- Ask them to mark the way to go to school from home.
- Now, ask them to give the direction orally. Help them if they cannot.
- After this, ask them to complete the paragraph on the basis of oral discussion.
- Move around the class and help them to write.
- Once they complete the task, conduct a whole class feedback session.
- Answer:

Look at the map. Complete the directions to get to school from home.



Come out of home and turn \_\_\_\_\_ Go \_\_\_\_\_ Kantipath. There is a police station on your \_\_\_\_\_. At the junction turn \_\_\_\_\_ Go \_\_\_\_\_ until you come to another junction. Turn \_\_\_\_\_ and then go past the cinema on your \_\_\_\_\_. The school is on your \_\_\_\_\_.

Come out of home and turn **left**. Go **along** Kantipath. There is a police station on your **left**. At the junction turn **right**. Go **along** until you come to another junction. Turn **right** and then go past the cinema on your **left**. The school is on your **left**.

## Lesson 20

### Where Are My Friends

This is the last lesson on the theme *Our Environment*. The lesson focuses on location. The students will practise different language skills in this lesson.

This lesson includes five topics.

1. Look at the picture and discuss. (Listening, speaking)
2. Listen and say. (Listening and speaking)
3. Learn the following words. (Vocabulary)
4. Read and answer. (Reading)
5. Describe the pictures using the suitable words given below. (Writing)

#### Objectives:

- Describe the pictures.
- Talk about locations.
- Learn the words which help in the comprehension of the reading text.
- Read a text and do comprehension activities.
- Describe location using prepositions.

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

#### Before you teach:

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

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

15 minutes

This task focuses on speaking and listening skill.

Follow these steps:

- Show the objects in the picture one by one and ask: What is it? Or, what are these? (Elicit the name of the object. For example computer.)
- Ask them where the particular object is when they name the objects. For example: When they say computer, ask them where it is. Elicit: It is on the table.)
- Talk about the other objects in the same way and elicit their locations.
- Later, divide the students into pairs and ask them to talk about the objects in the same way. One will ask: **Where is .....**? and the other will answer, "**It is on/in/under.....**".
- Write the name of the object they find on the board and encourage them to identify other objects and talk in the similar way.
- Move around the class and help them if needed.

#### Look at the picture and discuss.



- a. What do you see?
- b. Where are they?

### 2. Listen and say

25 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: a boy and a girl are talking. A horse is jumping.)
- Ask what the boy is saying. (Elicit: Where is the horse?)
- Ask them: what is the answer of the girl? (Elicit: It's jumping over the fence.)
- Read the sentences in the bubbles correctly and ask the students to listen to you.



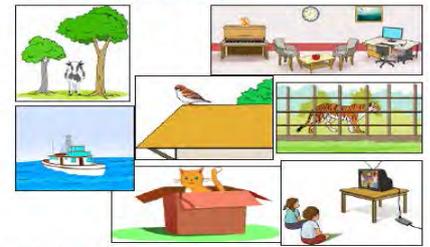
- Invite two students (a girl and a boy) in front of the class and ask them to have this conversation as below:

Boy: Where is the horse? Girl: It's jumping over the fence.
--

- Divide the students into pairs and ask them to practise the conversation taking turns.
- Tell the students to look at the pictures and ask about the location of the cow, the ship, the bird, the cats, the apple, the tiger, the television, the clock, etc. Elicit a variety of prepositions like in, on, under, between, behind, in front of, etc.)
- After discussing in the whole group, ask them to work in pairs. They will take turn to ask and answer the location of the objects in the pictures.
- Move around the class and help them if they need any.
- You can also ask about the location of the objects in the classroom like whiteboard, clock, map, books, bag, etc.
- Give feedback to their responses.
- Now, ask them to look at their books. Tell them to read the words given in the box.
- Ask them to complete the sentences there using the correct word from the box. They will do the task individually as discussed before.
- Move around the class and provide necessary help.
- Once they finish, ask them to exchange their workbooks and check each other's answers.
- **Answers:**

- a. on
- b. in
- c. under
- d. behind
- e. between
- f. in front of

Now, have similar conversations.



Fill in the blank spaces with suitable words from the box.

- |       |         |    |             |        |    |
|-------|---------|----|-------------|--------|----|
| under | between | in | in front of | behind | on |
|-------|---------|----|-------------|--------|----|
- A bird is sitting ..... the roof of house.
  - A snake lives ..... a hole.
  - The sun is hot. I am lying ..... a tree.
  - The monkey was playing ..... a house. So, I didn't see it.
  - There is a big peepa/trep ..... two houses.
  - There is a high hill ..... my village.

### 3. Learn these words. 15 minutes

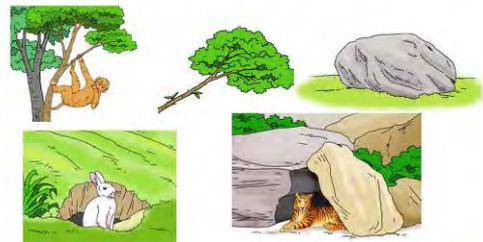
This task focuses on vocabulary. The students will learn the words so that it helps them in the comprehension of the reading text. Follow these procedures:

- Show the word cards of the words **in the box** one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss about the meaning of the words.
- After this, ask them to look at the pictures and identify them.
- After this, ask the students to write the words below the pictures.
- They will do the task individually.
- Once they finish the task, ask them to share their answers and give necessary feedback.

Learn these words.

branch	swing	burrow	heavy	den
--------	-------	--------	-------	-----

Now, write the correct words below the pictures.



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 the name of animals.)
- Then, ask them where they are. They will answer, "They are in a forest. The monkey is hanging on a branch of a tree. The rabbit is in a burrow. The frogs are on the leaves on a pond. Etc.)
- Tell them that you will read the text and they will follow you looking at the text.
- 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.
- Ask them to read the first paragraph of the text loudly.
- Once they finish reading, ask some questions which they will answer orally.

#### Questions:

- ✓ Why did the elephant walk in the forest? (To find some friends.)
- ✓ What did she ask to the monkey? ("Will you be my friend, monkey?") (Winter, spring, summer, autumn.)
- ✓ Did the monkey want to be her friend?(No)
- ✓ Why? (The elephant was too big./ The elephant could not swing on trees.)
- Tell them to read the second paragraph aloud and ask the following questions.

#### Questions:

- ✓ Who did the elephant ask to be her friend? (A rabbit)
- ✓ Did the rabbit want to be her friend? (No)
- ✓ Why? (It was too big to fit in the burrow.)
- Tell them to read the third paragraph aloud and ask the following questions.

#### Questions:

- ✓ Who did the elephant ask to be her friend? (A frog)
- ✓ What did the frog reply? (She was too big and heavy. She couldn't jump.)

- Tell them to read the fourth paragraph aloud and ask the following questions.

#### Questions:

- ✓ Did the frog want to be the elephant's friend? (No)
- ✓ Why? (Because she was too big.)
- ✓ Why were the animals running in fear? (A tiger was attacking them.)

**Note:** There should be '**she**' in '**...that he was too big.**' in the fourth paragraph.

- Tell them to read the fifth paragraph aloud and ask the following questions.

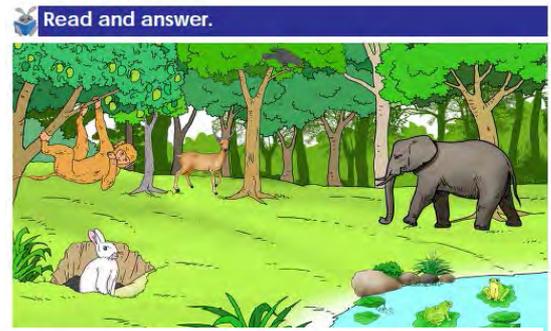
#### Questions:

- ✓ Where did the elephant go? (Tiger's den)
- ✓ What did the tiger say? ("Please leave me. I'll go away. I'll not eat your friends.)

- Tell them to read the last paragraph aloud and ask the following question.

#### Question:

- ✓ Why did the other animals become the elephant's friends at the end? (Because the elephant saved them from tiger.)



Read and answer.

Many years ago, there was a big elephant in a forest. She lived alone under a big tree. One day, she walked in the forest to find some friends. She saw a monkey on a branch of a mango tree. 'Will you be my friend, monkey?' asked the elephant. The monkey answered, 'You are too big. You can not swing on trees. So I can not be your friend.'

The elephant then came to a rabbit. The rabbit was taking rest in a burrow. The elephant said, 'Can you be my friend?' 'You are too big to fit in my burrow. You can not be my friend,' answered the rabbit.

Then the elephant met a frog. The frog was sitting on a big leaf. The elephant asked if she could be her friend. The frog said 'You are too big and heavy. You can not jump like me. I am sorry. You can not be my friend'.

A fox was hiding behind a big tree. The elephant asked him and he got the same reply that he was too big. The next day, all the animals in the forest were running in fear. The elephant asked a bear what was happening. The bear told that a tiger was attacking all the animals.

The elephant wanted to save the other weak animals. She went to the tiger's den. The tiger was in the den. The tiger saw a big elephant in front of him. The tiger said 'Please leave me. I will go away. I will not eat your friends,' And the tiger went away.

After this, the elephant went back to the other animals and told them what happened. On hearing how the elephant helped them, they became her friends.

- Tell them to read the text silently and do the exercises. There are two exercises. They will do one by one. Here, they have to write the location of the animals in the text.
- Ask them to write where the animals in the list were in the story. They will do the task individually.
- Once they finish, conduct a whole class feedback session and provide feedback.
- **Answers:**  
elephant - under a big tree  
monkey - on a branch of a mango tree  
rabbit - in a burrow  
frog - on a big leaf  
fox - behind a big tree  
tiger - in the den
- Now, they will do the next exercise. Ask them to read the text silently and tell them that they have to write answers to these questions.
- Ask them to read the question and understand and write what it says.
- Move around the class and help them in doing the task.
- Once they complete the task, ask them to share their answers and provide feedback.

**Where were these animals?**

Animals	Place
elephant	under a big tree
monkey	_____
rabbit	_____
frog	_____
fox	_____
tiger	_____

**Answer the following questions.**

- Why did the elephant walk in the forest?  
\_\_\_\_\_
- Did the monkey become the friend of the elephant? Why?  
\_\_\_\_\_
- What was the rabbit doing?  
\_\_\_\_\_
- Why were the animals running in fear?  
\_\_\_\_\_
- Did the elephant have any friends at the end?  
\_\_\_\_\_

- **Answers:**
  - To find some friends.
  - No. Because the elephant was too big and she could not swing on trees.
  - Taking rest.
  - A tiger was attacking them.
  - Yes. All the animals became her friends.

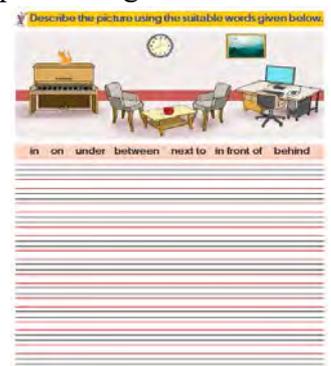
**Integrating other subjects**

- The teacher can take the picture as a basis to discuss through question answer that are related to the learning outcome of *Serofero*: आफ्नो समुदायमा भएका प्राकृतिक सम्पदाको संरक्षण र प्रयोग गर्न ।

**5. Describe the picture using the suitable words given below. 30 minutes**

This is a writing task. The students have to describe the picture using the prepositions given in the box. Follow the steps below:

- Ask the students to look at the pictures. Discuss on what objects they see and where they are orally. For example, there is an apple. It is on the table.
- Ask them to write the description talking about the objects in the picture and their location.
- Tell them to use the words from the box while doing the task.
- Move around the class and help them to write.
- Once they complete the task, check their answers and provide feedback.



Sample answer:

It is a picture of a room. There are many things in a room. There is a clock in front of the room. There is a table in the middle of the room. There is an apple on it. There are chairs next to the table. There is a piano behind a chair. A cat is sitting on the piano. There is a computer. It is on the table. ....

**Integrating other subjects**

- This writing task can be set in Nepali too.

## 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 follow his/her directions.

This is a listening task. It can be done in groups or individually. Here, you will give the direction to go to a place and the students will follow and reach to that place. Score 1/2/3 or 4 as appropriate in the record sheet.

### 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 to you and write answers. Score 1/2/3 or 4, as per their answers, in the record sheet.

1. Listen to your teacher and follow his/her directions.
2. Listen to your teacher and answer the following questions.

a. What is Mr. Tharu's job?

b. What is his hobby?

c. How old is he?

### Listening text

Now, let me introduce our next guest. He is Mr. Tharu from Kanchanpur. He is a doctor. He works in a hospital there. He loves travelling. He travels a lot and meets many people. He loves his work. He spends most of his time working. At the first sight, he looks strange. He has wavy hair. He wears thick glasses and an old hat. He is wearing a blue suit and a red tie. He is 45 but he looks old.

**Answers:** a. a doctor b. Travelling c. 45

### 3. Describe the picture orally.

This is a speaking test. It is to be done on one-to-one basis. Ask each student to describe the picture given in this task. Score 1/2/3 or 4 as appropriate in the record sheet.

### 4. Which is your favourite season? Why do you like it?

#### Talk to your friend.

This is a speaking test. It is to be done on one-to-one basis. Ask them these two questions and elicit the answers orally. Observe and score 1/2/3 or 4 and record in the record sheet.

### 5. Read the text and tick the best 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 the text and choose the correct answers from the given alternatives for each question. Check their answers and score 1/2/3 or 4 and record in the record sheet.

**Note:** There should be 'Tim' instead of 'Time' in the text.

**Answers:**

a. ii. garden b. iii. rabbit c. i. chirp

### 6. Write a short description of a famous place in your locality. Use these clues.

This is the writing test. Tell them to write a short description of a famous place in their locality. Tell them to use the questions given there as the clues in their writing. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

### 3. Describe the picture orally.



### 4. Which is your favourite season? Why do you like it?

#### 5. Read the text and tick the best answer.

Time went into the garden. He saw a bee. The bee flew to a red flower. Tim also saw a rabbit with big ears. It hopped

behind a tree. Then, he saw two birds in the tree. They were chirping in their nests. Tim was happy.

a. Where did Tim go?

i. home      ii. garden      iii. school

b. What went behind the tree?

i. bee      ii. birds      iii. rabbit

c. What did the birds do?

i. chirp      ii. fly      iii. eat

### 6. Write a short description of a famous place in your locality. Use these clues.

a. Where is it?

b. What is it famous for?

c. What things can you see there?

d. Do you like the place? Why?

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*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 Belongings

<b>Number of lessons: 3</b> (Lesson 21 to 23)	
<b>Soft skills:</b> Information management, communication and collaboration.	
<b>Total working hours: 11</b>	
<b>Language functions</b>	<ul style="list-style-type: none"> <li>• Describing objects.</li> <li>• Understanding and using numbers (fifty-one to hundred)</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and sing</li> <li>• Listen and act</li> <li>• Listen and write</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Identifying objects/clothes</li> <li>• Making sentences</li> <li>• Ask and answer</li> <li>• Picture description</li> <li>• Saying number names</li> </ul>
<b>Vocabulary</b>	Curtain, fireplace, carpet, stool, bookshelf, pencil case, decorate, globe, triangle, stapler, abacus, suit, pullover, trainer, shorts, dress, slippers, sale, belt, store
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Description</li> <li>• A text about shopping</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Questions to ask for about a town</li> <li>• Description of a classroom</li> <li>• Making sentences</li> <li>• Describing objects</li> <li>• Writing number names from 51-100</li> </ul>

## Lesson 21

### Nita's Room

This is the first lesson on the theme *My Belongings*. The whole lesson is focused about a room. The students will practise different language skills around different objects in the room. They learn to ask and answer yes/no questions about different objects too. There are six topics to cover in this lesson.

1. Listen and sing (listening and speaking).
2. Look at the pictures and say what they are. The words are in the box. (Vocabulary).
3. Read and answer (Reading).
4. Make as many sentences as possible. (Grammar)
5. Ask and answer. (Speaking/Grammar)
6. You are visitor to a town. Write questions to ask about one thing in the town. The beginnings of the questions is given below. (Writing)

#### Objectives:

- Listen and sing the song about the objects in a room.
- Identify the room objects and name them.
- Read a descriptive text about a room and do the comprehension tasks.
- Use *there is* and *there are* to talk about the things.
- Ask and answer '*is there/are there*' questions to talk about the things.
- Write questions to find out information about a place.

**Materials:** Downloaded song of listen and sing section.

#### Before you teach:

- Download the song or learn the tune 'listen and sing' of activity 1.  
<https://www.youtube.com/watch?v=tFBCeOYZFjw>
- Read the workbook and learn everything beforehand.

### 1. Listen and sing

25 minutes

This task focuses listening and speaking skill. There's also a follow up task to find out the rhyming words from the song. Follow these steps.

- Show the picture and ask the questions: What do you see in the picture? (a room). Show each item in the picture and ask: What is it? Do you have it in your room?
- Tell them that you are going to sing/play the song for them while they just listen.
- Sing or play the song for the first time. They just listen and look at the lines.
- Tell them to sing the song together with you. Play/sing the song together with the students.
- Tell them that you are going to stop at the end of each line. Sing/Play the song line by line and the students follow you/the song.
- Finally ask them to sing the song by themselves.
- Invite 1/2 students to sing the song for the whole class.
- Show the things in the picture: mirror, dog, clock, spider, purple carpet, hamster, hook, sofa etc. and ask them to repeat after so that they learn the pronunciation and their meaning.
- Tell the students to read the words at the bottom of the page and ask them to find out the rhyming words from the song. Give them one example of rhyming words: cat and bat. Remind them that the rhyming words have the same sounds at the end.  
(Answers: fog – dog, bat – cat, door – floor, hook – book, wall – ball)

**listen and sing.**



In my room, there is a mirror and a dog.  
And there is a little spider on the clock.  
In my room, there is a window and a door.  
And there is the purple carpet on the floor.  
In my room, there is a chair and a cat.  
And there is a little hamster on the bed.  
In my room, there is a table and a book.  
And there is a yellow jacket on the hook.  
In my room, there is a sofa and a ball.  
And there is a funny picture on the wall.



**Find the rhyming words for these and practise in pairs.**

- fog   - bat   - door   - hook   - wall

**2. Look at the pictures and say what they are. The words are in the box. 25 minutes**

This task focuses on vocabulary from the reading sections. The students identify the objects in the pictures. The words are there in the box. Follow these procedures:

- Tell the students that they are going to match the words with the pictures given there.
- Write the words: curtain, fireplace, carpet, bookshelf, stool, coffee table on the board.
- Show each picture one by one and talk about them and ask: what's it in the picture?/Name this picture. While talking about the things in the pictures, ask the questions like: Do you have this in your home? What's the object called in your language?
- This way they learn the meanings of the words. Erase the words from the board.
- Show each picture again and ask them to name, write the words with correct spelling. Repeat the same procedure for each picture.
- When all the words are there on the board, drill the words.
- Tell the students to write correct words under each picture. Tell them that the words are there in box.
- Finally, write the words with incorrect spelling e.g. Cirunta, show the correct picture (curtain) this time and ask them to rearrange the letters to make words to refer to the picture. Do this with all the pictures. This helps them learn the spelling of the words.

Look at the pictures and say what they are. The words are in the box.

bookshelf, coffee table, fireplace, curtain, carpet, stool

**3. Read and answer. 70 minutes**

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

- Tell them that they are going to read a text about the description of a room.
- Tell them to look at the pictures and ask these questions one by one and elicit the answers from the students: Whose room is it? (Nita's room), What things are there in the room? (chair, sofa, curtain, carpet, stool etc.) Notice which object they can't name and show each picture and ask: What is it?
- Tell them that you are going to read the text and they need to follow you with their fingers in the workbook. Also tell them that you are going to ask questions in between.
- Read the text loudly with correct pronunciation and ask these questions. (Questions for paragraph 1: Which room is described? Is the room small or big? Is the room dark or bright? Who cleans the room? What furniture does she have in the room? What does she put on the round table? Where do she keep her books? Where is the vase? What is there in the vase? Questions for paragraph 2: Does the room have a fireplace? Where are the pictures? Where is the lamp? How many windows have got curtains? What does she do in the living room?) Encourage the students to find the answers from the text. If they don't understand the meanings of any words, show them in the picture.
- Tell the students to go through the True/False task. Make sure that they understand what the statements mean.
- Tell them to read the text and find out whether the statements are True or False. Move around the classroom and help them in finding out the answers.

**Read and answer.**

**Nita's Room**

I'm Nita. I'm going to describe you my living room. My living room is very big and bright. I keep it clean and tidy. On the floor, there is a big blue carpet at the centre. I have two sofas, a coffee table and a stool. There is also a small round table where I sometimes put books. I enjoy reading, so there is a bookshelf with many books in it. There is a vase with a small plant. In one corner of the living room, there is a big plant in a vase.

The living room has got a fireplace. Above it, there are some pictures. Next to the fireplace, there is a round table with a table lamp on it. There are four windows and two of them have got lovely curtains. I like to have a rest in my living room.

**Write 'True' for true statements and 'False' for false ones.**

a. Nita's living room is small.

b. The carpet on the floor is big and blue.

c. The vase has a small flower in it.

d. All the windows have got curtains.

**What are they? Read the descriptions and complete the table.**

Nita is describing it.	living room
Nita keeps many books in it.	.....
The room has got something to keep it warm.	.....
It's next to the fireplace with a table lamp on it.	.....
They have got lovely curtains.	.....
The room has something to sit on.	.....

- When they finish, do whole class feedback. When they say the answer, ask for the reasons why the statement is True or False. This helps them to refer to the reading text to find the answers. (Answers: a. False (My living room is very big) b. True ( On the floor, there is a big blue carpet at the center)c. False (There is a small plant) d. False (Two of them has got lovely curtains)
- Tell them to look at the table in the next page. Tell them that they need to read the given descriptions and find out from the text what those descriptions refer to. Show how the first answer 'living room' is correct. Tell them to read the first two sentences and ask: What is Nita describing? She is describing living room so 'living room' is the correct answers. Ask the students to read the text and complete the table. When they finish, do whole class feedback. When they give the answers, ask them to show where the answer lies in the text. (Answers: bookshelf, fireplace, round table, (two) windows, (two) sofas or stool)
- Tell the students to read the text loudly. This develops their decoding and pronunciation skills. Move around the class and check they are reading the text correctly.
- Drill the words at the end if you find the students pronouncing incorrectly.

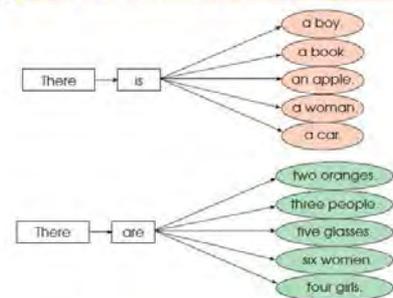
#### 4. Make as many sentences as possible.

35 minutes

This is a grammar task and it is an input section for the next task. The students learn the structures: *There is* and *There are*, *Is there.....?*, *Are there.....?* *Yes, there's/are*, *No, there isn't/aren't*. Follow these step.

- Tell the students to make sentences. Do the first one as an example: show the words and say the first sentence *There is a boy*. Move around the class and listen to them reading the sentences.
- When they finish, show the examples 'is a boy' and 'are oranges' and ask them the difference. Tell them that *There is* is followed by *singular nouns* and *There are* is followed by *plural nouns*.
- Tell them to look at the next table and match the questions with the answers. Do the first one together as an example: *Is there a carpet? Yes, there is. It's on the floor.*
- Tell them to match the questions with their answers. Move around the class and make sure that they are doing the task. When the task is over, tell the students to say their answers. When they say, write them on the board; questions on the left and answers on the right.
  1. *Is there a carpet? – b. Yes, there is. It's on the floor.*
  2. *Is there a bookshelf? - d. Yes, there is. It has many books in it.*
  3. *Are there any books? – a. Yes, there are. There are many in the bookshelf.*
  4. *Are there any windows? – e. Yes, there are. There are four windows.*
  5. *Is there a television? – c. No, there isn't.*
  6. *Is there a ball? – f. No, there isn't.*
- Ask: What difference do you find? Tell them that *Is* question with singular and *Are* question with plurals. The same applies to answers as well. Show the difference between *Yes* and *No*.
- Tell them that they will practise asking and answering the questions in the next task.

#### Make as many sentences as possible.



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#### Match the questions with their answers.

1. Is there a carpet?	a. Yes, there are. There are many in the bookshelf.
2. Is there a bookshelf?	b. Yes, there is. It's on the floor.
3. Are there any books?	c. No, there isn't.
4. Are there any windows?	d. Yes, there is. It has many books in it.
5. Is there a television?	e. Yes, there are. There are four windows.
6. Is there a ball?	f. No, there isn't.

#### 5. Ask and answer.

25 minutes

This is a speaking task where students practise asking and answering *Is there/are there....? Yes, there is/ are. No, there isn't/aren't.* Follow these steps.

- Tell them that they are going to learn to ask and answer questions like: *Is there/are there....? Yes, there is/ are. No, there isn't/aren't.*
- Do one example to the whole class.
- Put the students in pairs and ask them to take turns to ask and answer the questions given there. Move around the class and make sure that they are doing the task correctly.
- Draw the table from the workbook on the board and request them to ask and answer questions about their classroom.
- Give one example: *Is there a board? Yes, there's. There's a whiteboard.*
- Put the students into pairs and ask them to ask and answer the questions. Move around the class and help them.

**Ask and answer**

A: Is there a river?  
 B: No, there isn't. There is one in Dhunibashi. It's very clean.

A: Is there a bus station?  
 B: No, there isn't.

A: Are there any shops?  
 B: No, there aren't any.

A: Are there any old buildings?  
 B: Yes, there are. They are all old.

Now, ask and answer about your classroom. Take help from the table below.

Yes/no questions	Short answers	
	Yes, there.....?	No, there.....?
Is there.....?	Yes, there.....?	No, there.....?
Are there.....?	Yes,.....?	No,.....?

**6. You are a visitor to a town. Write questions to ask about the things in the town. The beginnings of the questions are given below. 40 minutes**

This is a writing task. The students are required to write the questions. Follow these step:

- Tell them that they are a new visitor to a town and they want to know about the things there and they need to ask the questions.
- Ask: What things do you want to know about? Elicit: shops, things to see, buses, restaurants, parks, famous buildings etc. They are given in the workbook too.
- Tell them to ask questions orally. Give one example by yourself (Is there a cinema hall?). Elicit other questions from the students. Give feedback.
- Tell them to write the questions in the given space.
- When they finish, go to each student and check their answers. Give feedback. The questions can be any.

**You are a visitor to a town. Write questions to ask about the things in the town. The beginnings of the questions are given below.**

You can ask about: shops, things to see, buses, restaurants, parks, famous buildings

Is there a.....?  
 Are there any.....?  
 Can I.....?  
 Where can I.....?

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

**Homework**

At your home, ask questions to your father/mother/elder brother/elder sister to learn about the things in your home. Use the question: Is there...../Are there ....?

## Lesson 22

### My Classroom

This is the second lesson on the theme *My Belongings*. The lesson talks about classroom and classroom objects. The students will learn different skills around the topic *classroom* and classroom objects. There are six topics to cover in this lesson.

1. Look at the picture and discuss. (Speaking/Vocabulary)
2. Point to each picture and take turns to talk to your friends in pairs. (Speaking/Grammar)
3. Read and answer. (Reading)
4. Work in pairs and take turns to talk about these things. (Speaking/Grammar)
5. Read the words. (Grammar)
6. Draw a picture of your classroom and describe it. (Writing)

#### Objectives:

- Identify and name the classroom objects.
- Talk about possessions using: my/mine, his, her/hers, your/yours, their/theirs, our/ours.
- Read a text that describes a classroom and do the comprehension tasks.
- Ask and answer yes/no questions about the description e.g. Is your classroom big? Yes, it is. It's very big.
- Use the possessive pronouns: my/mine, his, her/hers, your/yours, their/theirs, our/ours correctly.
- Write a short description of their classroom.

**Materials:** Cut out pictures of different classroom objects as given in activity 1.

#### Before you teach:

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

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

**40 minutes**

This is a speaking/vocabulary task. The students need to identify the classroom objects and name them. Follow these steps:

- Tell the students that they are going to learn about different classroom objects.
- Tell them to look at the picture and discuss the questions. Tell them to talk about the pictures with their friends.
- When they finish, ask: Where are they? What things are there? If they miss any object seen in the picture, point to the picture and ask: What is it? If they don't know give the words.
- Tell them to look at the pictures of different objects given in the workbook. Ask: How many can you name? Let them to talk about the different objects. This helps their speaking skill and encourages self-learning.
- Show them the words in the box and tell them that they are all there in the pictures and they need to write words under the correct picture.
- Show the pictures one by one, help them name the object and write under it.

*Answers:*

*First row: book, glue, bookshelf, paint and brush, sharpener*

*Second row: notepad, compass, pen, crayons, calculator*

*Third row: abacus, clip, map, ruler, scissors*

*Fourth row: stapler, calendar, eraser, school bag, triangle*

*Fifth row: blackboard, computer, pencil case, globe.*

- Go to each student and check their answers to check if they have written the words correctly.

**Look at the pictures and discuss.**

What do you see in the picture? Where are they?



What are these? Write their names from the box in the spaces below the pictures.

globe, triangle, crayons, compass, pencil case, map, stapler, clip, scissors, ruler, calendar, bookshelf, eraser, glue, pen, book, calculator, sharpener, abacus, notepad, paint and brush, blackboard, schoolbag, computer.

				
_____	_____	_____	_____	_____
				
_____	_____	_____	_____	_____
				
_____	_____	_____	_____	_____
				
_____	_____	_____	_____	_____
				_____
_____	_____	_____	_____	_____

- Tell them to close their workbook. Take the cut-out pictures (prepared beforehand) and show them one by one to the students and ask: What's it? While the students name the pictures, they should say the words with their spelling.
- Distribute the pictures to the students so that one student has one picture with them. Ask them to take turns to go to the board and write the word for the picture.

## 2. Point each picture and take turns to talk to your friend in pairs. 25 minutes

This is a grammar/speaking task. The students need to use the given structures to talk about all the objects given in the pictures. Follow these step:

- Tell the students that they are going to talk in pairs about the objects given in the pictures as given in the example.

A: *This is my book. It's mine.*

B: *This is your book. It's yours.*

- Put the students in pairs and ask them to talk to each other in the same way about the objects in the picture. Move around the class and make sure that they are doing the task correctly.
- When they finish, put the students into three and ask them to point to the pictures and talk to each other as in the example. Do a demo for this example.

A: *This is my book. It's mine.*

B: *It's your book. It's yours.*

C: *This is his book. It's his.*

- Write these sentences on the board.

*This is my book. It's mine.*

*This is your pen. It's yours.*

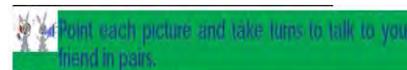
*This is his pencil. It's his.*

*That is her pen. It's hers.*

*It's our room. It's ours.*

*It's their book. It's theirs.*

- Read the sentences with correct pronunciation and ask them to follow.
- Finally, tell the students to look at the sentences from a to e and ask them to complete the sentences with the words from the box. Move around the class and help them. (Answers: a. mine, b. yours, c. hers, d. theirs, e. his.)



A: This is my book. It's mine.

B: This is your book. It's yours.

Now, work in threes. Point to each picture and take turns to talk to your friend.

A: This is my ..... It's mine.

B: This is your ..... It's yours.

C: This is his/her ..... It's his/hers.

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Complete the sentences with the words in the box.

yours, hers, mine, his, theirs

a. It's my bed. It's .....

b. It's your lamp. It's .....

c. It's her sofa. It's .....

d. It's their mirror. It's .....

e. It's his chair. It's .....

## 3. Read and answer. 80 minutes

This is a reading task. The students need to read a text about someone's classroom description and do some comprehension tasks. Follow these step:

- Tell the students that they are going to read a text about classroom description and do the given tasks.
- Tell them to look at the picture and ask the questions one by one: What is it? Is the room big or small? What things are there in the room? If they miss any of the objects, show the object in the picture and ask: What is it?
- Tell the students to look at the pictures below the text and ask: What are they? (Elicit by showing at each picture: pencil, sharpener, computer, colour pencils, ruler, calendar, crayons, globe, marker, school bag, exercise book, blackboard, pen, desk, chair, compass)
- Tell the students to read the text to find out which of those objects are given in the text and tick them.

**Read and answer.**

Hello! My name is Pasang and I am eight years old. I go to a public school called Jyoti Secondary School. I am in grade three. In our class, there are 27 students. 15 are girls and the rest are boys.

My classroom is big and nice. Our teacher is Mrs Rita. She likes decorating the walls of the class with the posters and our work. In our class, there is a computer and a whiteboard.

My desk and chair are brown. On my desk, I have my pencil case. In my pencil case, I have many things: a red sharpener, two pencils, a rubber, three markers, a glue and a purple pen.

I go to school on foot with my best friend, Tina. We like our school because there is a playground, a library, a computer lab and a music classroom with instruments.

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Tick the objects that are given in the text.



- When they finish, check their answers. (Answers: computer, desk, chair, sharpener, marker, pencil and pen) (The other objects: whiteboard, pencil case, rubber and glue are mentioned in the text but they are not in the pictures.)
- Tell the students to make one sentence for each object they have ticked. Tell them that they can make sentences about their colour, length, price etc. Move around the class and help them to form the sentences.
- Tell them to read the questions 1 to 4 and make sure that they understand the questions.
- Tell them to read the text to answer the questions. Move around the class when they read and write the answers to the questions.
- When they finish, do whole class feedback, invite answers from the students. Tell them to show the part of the text where the answers lie. (Answers: 1. Jyoti Secondary School. 2. brown 3. a (red) sharpener, two pencils, a rubber, three markers, a glue and a (purple) pen. 4. on foot.
- Tell the students that you are going to ask some questions from the text and they will have to answer.
- Ask these questions one by one: How is the classroom? (big and nice) What colour are the desk and chair? (brown) What colour is his sharpener? (red), What colour is his pen? (purple)
- Tell the students to complete the sentences from a to c with the words from the text and check their answers.  
(Answer: a. big, b. brown, c. red)

Now, make sentences of your own using the words.

a. \_\_\_\_\_

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

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

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

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

f. \_\_\_\_\_

Read the text again and answer the following questions.

1. What is the name of Pasang's school?  
\_\_\_\_\_

2. What colour is his desk?  
\_\_\_\_\_

3. What does he keep in his pencil case?  
\_\_\_\_\_

4. How does Tina go to school?  
\_\_\_\_\_

The sentences are from the above text. Complete them.

a. My classroom is \_\_\_\_\_ and nice.

b. My desk and my chair are \_\_\_\_\_.

c. Pasang has a \_\_\_\_\_ sharpener.

#### 4. Work in pairs and take turns to talk about these things. 10 minutes

This is a speaking task. The students need to ask and answer yes/no questions about different objects. Follow the steps for this activity:

- Tell them that they are going to ask and answer yes/no questions about different things as in the example.
- Write these on the board.  
A: Is your classroom big?  
B: Yes, it is. It's very big.  
OR  
B: No, it isn't. It's very small.
- Do a demo with one student. Ask him/her house: *Is your house red?* The student says. *Yes, it is. It's red.* OR *No, it isn't. It's black.*
- Put the students into pairs and tell them to ask and answer questions about the things from a to e. Tell them that they can talk about their colour, size, price etc.
- Move around the class and check if they are speaking correctly.

**Work in pairs and take turns to talk about these things**

A: Is your classroom big?  
B: Yes, it is. It's very big.

a. classroom  
b. house  
c. family  
d. bag  
e. clothes

#### 5. Read the words. 20 minutes

This is a grammar task. The students learn personal pronouns and their possessive forms. Follow the steps for this activity:

- Tell them to read the words in the given table.
- Write these sentences on the board and study the underlined word.  
*I am a student.*  
*Ram is a student. He is tall.*  
*Sita goes to school on foot. She walks fast.*  
*We all are students.*  
*Rita and Sita are friends. They like each other.*

*The book is on the table. It is a story book.*  
*That is my pen. It's mine.*  
*I gave him a note.*  
*That is his pen. It's his.*  
*I gave her a note.*  
*That is her pen. It's hers.*  
*It's our school. It's ours.*  
*I like them.*  
*They are their pens. They are theirs.*  
*Give it to her.*  
*It is our goat. Its horns are broken.*

- This way the students will learn the use of different pronouns.
- Ask them to look at the sentences from a to k and complete them with correct words from the box. Move around the class and help the students if necessary.
- When they finish, do whole class feedback. (Answers: a. him b. his c. She d. them e. its f. me g. him. i. them j. theirs k. hers.)

**6. Draw a picture of your classroom and describe it. 30 minutes**

This is a writing task. The students learn to write a description of their classroom. Follow the steps for this activity:

- Tell them that they are going to draw a picture of their classroom and write a description of it.
- Tell them to draw a picture of their classroom. Tell them that it should not be very perfect but they can use different colours.
- When they finish drawing their pictures, move around the class and praise their drawing.
- Tell them to write a description of their classroom. Tell them to write about the size, colour, different objects of their classroom etc.
- Write these guiding questions for the description:
  - How big is your classroom?*
  - What is the colour?*
  - How many windows are there?*
  - What objects are there in the classroom?*
- Ask them to write the answers to the questions in the given space.
- Go to each student's place and check their answers and give necessary feedback.

*Sample answer:*

*My classroom is very big. The room is red. There are four windows. There are many objects in my classroom. There is a whiteboard. There are ten benches and desks. There is a globe on the table. In one corner of the room, there is a bookshelf. There are some story books.*

**Homework**

Write a description of your bedroom of your house.

Read the words.		
I	my/me	mine
he	his/him	his
she	her	her
we	our	ours
they	their/them	theirs
it	it	its

Now, complete the sentences with correct words.

- Who is that man? Why are you looking at .....
- He never gives ..... book to others?
- ..... works hard. The teachers always praises her.
- Where are the tickets? I can't find .....
- Alan never drinks milk. He doesn't like ..... taste.
- I can't find my pencil. Can you give one to .....
- Do you know that man? Yes, I work with .....
- I don't like dogs. I'm afraid of .....
- They brought this here. It is ..... not ours.
- She dropped the pencil. It must be .....

Draw a picture of your classroom and describe it.

## Lesson 23 My Clothes

This is the third lesson on the theme *My Belongings*. The lesson talks about clothes. The students will do various activities on different skills around the topic *clothes*, shopping etc. There are eight topics to cover in this lesson.

1. Look at the picture and discuss. (Speaking)
2. Find the names of clothes in the puzzle below and write them down. Make Sentences using them. (Vocabulary/writing)
3. Listen and act. (Listening and Speaking)
4. Study the following sentences. (Speaking/Grammar)
5. Read and answer. (Reading)
6. Study the following sentences. (Grammar)
7. Write the following numbers in words. Some are given as examples. (Writing)
8. Write the names of clothes you have. Write one sentence description for each. (Writing)

### Objectives:

- Identify the clothes in the picture and name them.
- Listen to a conversation and answer the questions.
- Describe clothes in spoken form in terms of their colour, size and other features.
- Read a short text about buying clothes and do the comprehension tasks.
- Use *and*, *but* or *because* to join pairs of sentences.
- Write number names from 50 to 100.
- Describe clothes in writing in terms of their colour, size and other features.

**Materials:** Recorded conversation of *listen and act* section.

### Before you teach:

- Study the workbook thoroughly.
- Record the conversation from *listen and act* section beforehand.

### 1. Look at the picture and discuss.

**35 minutes**

This is a speaking/vocabulary task. The students need to name the clothes the people in the picture are wearing. Follow these steps:

- Tell the students that they are going to look at the picture and name the clothes they are wearing.
- Ask: What are you wearing? Listen to them and write the names of clothes on the board. E.g. shirt, pants, ribbon, shoes, sandals, frock, jacket, coat etc.
- Tell them to look at the pictures. The clothes are indicated with numbers a – r in the picture and the names of those clothes are given in the box. Tell them that they have to write the numbers a – r in the boxes.
- Tell the students to discuss the names of pictures and write the number in the box. Some clothes are confusing because of the cultural differences as well (e.g. blouse) Blouse – n, trousers – k, glasses – a, shirt – b, shorts – p, suit – d (suit refers to both coat and pants), boot – l, coat – d (it's repeated), hairband – e, shoes – j, skirt – g, tie – c, cap – r, dress – m, jacket – i, pullover – q, socks – h, trainer – o.
- Take the students to the internet connected computer lab and ask them to look for the meanings of those words. They can look at the online dictionary or can google. If you do not have the internet connected computer lab, you can ask them to look at the hard copy dictionary (oxford or Cambridge) and look at the page where different clothes are given with their names. This way, they learn the meanings, spelling and pronunciation.

**Look at the picture and discuss.**  
What are they wearing?

Match the words in the box (write a, b, c, ...) to the pictures above.

<input type="checkbox"/> blouse	<input type="checkbox"/> boot	<input type="checkbox"/> cap
<input type="checkbox"/> trousers	<input type="checkbox"/> coat	<input type="checkbox"/> dress
<input type="checkbox"/> glasses	<input type="checkbox"/> hairband	<input type="checkbox"/> jacket
<input type="checkbox"/> shirt	<input type="checkbox"/> shoes	<input type="checkbox"/> pullover
<input type="checkbox"/> shorts	<input type="checkbox"/> skirt	<input type="checkbox"/> socks
<input type="checkbox"/> suit	<input type="checkbox"/> tie	<input type="checkbox"/> trainer

Look at a dictionary. Find the meanings of these words.

## 2. Find the names of clothes in the puzzle below and write them down. Make sentences using them. 35 minutes

This is a vocabulary/writing task. The students need to find out the names of the clothes from the grid/puzzle, write them and make sentences of their own using those words. Follow these step:

- Tell them that they are going to find out the names of different clothes from the grid/puzzle and write in the space below. Also tell them that they need to make sentences using the words.
- Ask: How do you find the word? (Elicit: horizontally or vertically, show them the meanings of the words 'horizontally' and 'vertically'). Tell them that the first letter of each words has been given.
- Do the first one together: jeans (third last row). Ask to use that word in their sentence like: I like jeans. Jeans are not very soft.
- Tell them to look for the names of clothes and ask them to use them in the sentences of their own.
- Move around the class, help them find the words and make sentences.

Find the names of clothes in the puzzle below and write them down. Make sentences using them.

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

Suit = My suit is red.

J \_\_\_\_\_

P \_\_\_\_\_

T \_\_\_\_\_

S \_\_\_\_\_

S \_\_\_\_\_

H \_\_\_\_\_

F \_\_\_\_\_

C \_\_\_\_\_

*Pants, Tie, Saree/Socks/Suit, Hat, Frock, Coat*

*The sentences can be anything but they should be correct. If you give the examples of sentences give very simple sentences like: My pants are blue. I don't wear a tie. My mother wears a red saree. He always wears a hat. Girls usually wear frock. I have a long coat.*

## 3. Listen and act. 30 minutes

This is a listening and speaking task. In this task the students act out the given dialogue. At the end, they need to complete the given sentences by listening to the conversation. Follow these steps for this task:

- Tell the students that they are going to act out the given conversation.
- Tell them to look at the picture and ask these questions: Where are they? (at a clothes store), Who is the customer? (the girl on the right), What's her name? (Nitu) What is she going to buy? (any guesses related to clothes)
- Tell them that you are going to act out the dialogue first while they look at their workbook and listen to you.
- Act out the dialogue. Vary your tone when the person changes.
- Put the students in pairs and ask them to act out the conversation. Move around the class and make sure that they are acting out the given conversation correctly.

**Listen and act**

Saleswoman: Good morning. Can I help you?

Nitu: Yes, please. I would like to buy a sweater.

Saleswoman: What size?

Nitu: Fifty-one. It's for my mother.

Saleswoman: What colour would you like?

Nitu: I would like a dark red sweater.

Saleswoman: Do you like this one?

Nitu: Yes, it's great. How much does it cost?

Saleswoman: It's Rs. 900.

Nitu: Here you are.

Saleswoman: Thank you. Have a nice day!

Nitu: Thank you, madam. Good bye.



Listen again and complete the table.

The customer wants to buy a	_____
The sweater is for	_____
The colour of the sweater	_____
The price of the sweater	_____

- Tell the students to look at the table below the conversation and ask: What will you do here? (complete the table) Tell them that they will listen to you (the dialogue) and complete the table with the necessary information.
  - Read out the dialogue while the students complete the table.
  - When they finish, do whole class feedback to check their answers.
- Answers: a sweater, her mother, dark red, Rs. 900.

## 4. Study the following sentences. 25 minutes

This is a speaking/grammar task. They learn the describing words (colour) words for the clothes given in the picture. Follow the steps for this activity:

- Show the clothes you are wearing and describe this way: I am wearing a full shirt. My shirt is blue. I'm wearing black shoes. My hat is blue but my tie is red. Ask these questions: What type

of shirt am I wearing? (full not half), What colour is my shirt? (blue), What colour are my shoes? (black), What colour is my hat? (blue), What colour is my tie? (red)

- Tell them that the words full, blue, black and red are adjectives. Tell them to look at the example and ask: which word is adjective? (dark red).
- Tell the students to look at their own clothes and talk about them as you did earlier. They can talk about the colour, size etc. Give examples of your own: My shirt is full. It is blue. My shoes are black. My hat is blue. My tie is red.
- Move around the class and listen to the students and make sure that they are describing the clothes they are wearing.
- Tell them to look at the pictures and phrases. Show the pictures one by one and they will say the phrases given below the pictures. For example, when you show the shirt, they will say: a full shirt.
- When they finish, tell them that the sentences given under the table also talk about the pictures. Tell them to describe them with correct words. They need to do it individually. Move around the class and listen to them. Provide help if necessary. (Answers: yellow, white, red, long, small)

**Study the following sentence.**

I would like a **dark red** sweater.

The words **dark** and **red** are adjectives.



Now, talk about the clothes. Write complete sentences.

The shirt is full.  
 The sweater is .....  
 The T-shirt is .....  
 The tie is .....  
 The coat is .....  
 The hair band is .....

## 5. Read and answer.

**80 minutes**

This is a reading task. The students read about a woman's shopping experience. Follow the steps for this activity:

- Tell them that they are going to read two texts where the children are describing what they do.
- Tell them to look at the pictures and ask: Where are these women? (at a cloth store), What are they doing? (buying some clothes) etc. Have you ever gone to buy the clothes? (yes/no), What did you buy?
- Write these words on the board: shopping, store, belt, slippers, sale and ask them to read the text to find and underline them.
- Teach them the words. Follow MPF/MFP technique. Shopping – I went to do shopping yesterday. I bought a pen, a shirt, some fruits and vegetables.
- Store – Show the picture and say that it's a clothing store. Belt – show the belt you are wearing and say: This is a belt. Do you have a belt? slippers – if any of the student is wearing slippers, show them and say that they are slippers. sale – if something is on sale, you can buy it cheaper.
- Erase the words from the board. Explain the meaning as earlier and tell them to spell the word. Write the words and drill them. While drilling, you can do group drill, pair drill or individual drill. Do this activity one by one.
- Tell the students to look at the matching exercise under the reading text. Tell them to match the words with their meanings. They can look at the words underlined earlier in the text too, to guess the meanings. Move around the class and make sure that the students are doing the task correctly. (Answers: a. shopping – iii. buying goods from shops, b. store – i. a shop, c. belt – iv. a strip worn round the waist, d. slippers – v. comfortable slip-on shoes, e. sale – ii. a time when shops sell things at lower prices)

**Read and answer.**

Mrs. Karki has taken a leave for a day to do some shopping for her family. She is often very busy and her children do not like to go shopping. She thought this was a good time to find clothes at lower prices. First, she went into a store and picked up two polo shirts, a pair of trousers and a winter coat for her son.



She went to another store and bought two shirts and a jacket for her daughter. Near the men's department, she found a grey suit on sale. She bought it for her husband. She also bought a belt and a new tie for him. There were also lovely slippers on sale which she bought for herself. Then, she went into the last shop and found a silk purple blouse and a pair of boots for her. After the shopping, Mrs. Karki decided to take a rest. She had a cup of coffee at a restaurant.

Look at a dictionary and match the words with their meanings.

- |             |   |
|-------------|---|
| a. shopping | i. a shop.  |
| b. store    | ii. a time when shops sell things at lower prices |
| c. belt     | iii. buying goods from shops.                     |
| d. slippers | iv. a strip worn round the waist.                 |
| e. sale     | v. comfortable slip-on shoes.                     |

Now, use the words in sentences of your own.

- |             |       |
|-------------|-------|
| a. store    | _____ |
| b. belt     | _____ |
| c. slippers | _____ |
| d. sale     | _____ |

Circle T for True and F for False statement.

- |   |   |   |
|---|---|---|
| a. It was a weekend.                          | T | F |
| b. Mrs. Karki's children love shopping.       | T | F |
| c. She forgot to buy clothes for her husband. | T | F |
| d. The slippers were on sale.                 | T | F |
| e. She bought nothing for herself.            | T | F |
| f. She got tired at the end.                  | T | F |
| g. She rested at a restaurant.                | T | F |

- The next task is to make sentences from the given words. Tell the students to look at the next page where there are four words: store, belt, slippers and sale. Tell them to use those words in their own sentences. Move around the class and help them.
- When they finish, listen to their sentences one by one and make corrections if necessary.
- Tell them that this time, they will read the text sentence by sentence (one sentence at a time) and you will ask the questions at the end of every sentence.
- When they read, stop them at every sentence and ask these questions to check their comprehension. (Why did Mrs. Karki take a leave? Do her children go for shopping? Why? What did she buy from the first store? Who were they for? What did she buy from the second store? Who were they for? What colour was the suit? Was it on sale? What did she buy for her husband? Who were the slippers for? What did she buy for herself? Was she tired? How? Where did she take a cup of coffee?)
- Tell the students to look at the sentences from a to g and ask what they do there. (Elicit: circle T if the statement is true and 'F' if the statement is false. ) Tell them to read the text and find the answers. Move around the class and help them in finding the answers.
- Do whole class feedback for checking. When they give their answer ask them to give reason why the statements are True or False. (Answers: a. F (She has taken a leave), b. F (her children do not like to go shopping), c. F (she bought a suit, a belt and a new tie for her husband), d. T (there were also lovely slippers on sale) e. F (she bought a silk purple blouse and a pair of boots for her), f. T (she decided to take a rest), g. T (she had a cup of coffee at a restaurant)

### 6. Study the following sentences.

25 minutes

This is a grammar/speaking task. The students learn to use and, but and because. Follow the steps for this activity:

- Write on the board the table from the workbook. Read out the sentences on the left and the sentence on the right, one at time. Underline the words and, but and because in the sentences from the right column. Tell the the use of 'and', 'but' and 'because'. (And to join two similar ideas, but to join two different ideas and because to give reasons.)
- Tell the students to look at another task and tell them to match the two halves to make sentences. Move around the class and help them.
- When they finish, elicit answers from the students and write all the sentences on the board. (Answers: We wanted to go to the show but there weren't any seats left. My neighbours are friendly but they are noisy. I'd love to stay but I've to catch my bus. I passed my exam because you helped me. She is clever and beautiful.) Underline the words: and, but and because. This gives them extra input in learning the use of and, but and because.
- Tell the students to read the sentences from a to i and complete them with and, but or because. Tell them to do the task individually. Move around the class and help them with the meanings of the sentences so that they know which word to use.
- When they finish, do whole class feedback. Ask them the reason too.  
Answers: a. but b. because c. and d. but e. but f. because g. because h. but i. and

Study the following sentences.	
She went to a store. She picked up two polo shirts.	She went to a store and picked up two polo shirts.
She had a cup of coffee. She was tired.	She had a cup of coffee because she was tired.
I went to a store. I bought nothing.	I went to a store but I bought nothing.

#### Match and read the sentences.

We wanted to go to the show but they are noisy.

My neighbours are friendly because you helped me.

I'd love to stay and beautiful.

I passed my exam but there weren't any seats left.

She is clever but I've to catch my bus.

Now, complete the following sentences with 'and', 'but' or 'because'.

- He was poor ..... he was happy.
- I worked hard ..... I wanted to pass the test.
- She bought some fruits ..... vegetables.
- My sister is tall ..... I am short.
- She is hard-working ..... her brother is very lazy.
- I didn't buy the dress ..... It was expensive.
- I passed the test ..... I had worked hard.
- Karthik can play the violin ..... he can't play the piano.
- She gave me an apple ..... a mango.

### 7/8. Write the following numbers in words. Some are given as examples. Write the names of clothes you have. Write one sentence description for each.

45 minutes

These are the writing tasks. In these tasks, the students need to write the number names from fifty to hundred. They also need to make a list of their clothes and write one sentence description for each. Follow these steps:

- In grade two, the students have already learnt to write from one to fifty. Write these numbers: 41, 42, 43, 44, 45, 46, 47, 48, 49 on the board. Invite 9 students to go to the board and write the numbers names next to the numbers. One student does one.
- When they finish, ask the other students if there's any mistake. Ask them to make corrections.
- The students now can write the number names from 50 to hundred. Tell them to write the number names in their workbook. This can be given as homework too.
- The next task is writing one sentence description for each clothes they wear.
- For this, write the names of clothes you are wearing on the board. Be true to yourself. For each clothes, write one sentence description on the right.  
*Shirt: My shirt is blue.*  
*Pants: My pants are black.*  
*Shoes: My shoes are made of leather.*
- Tell them to make a list of clothes they have on the left column from a to g. When they finish, tell them to write one sentence description for each of the clothes.

Write the following numbers in words. Some are given as examples.

50	Fifty	62	
51	Fifty one	67	
52	Fifty two	70	Seventy
53		72	
54		73	
55		80	Eighty
56		84	
57		89	
58		90	Ninety
59	Fifty nine	95	
60	Sixty	100	One hundred

Write the names of clothes you have. Write one sentence description for each.

	Clothes	Description
a.	shirt	I have a blue shirt.
b.		
c.		
d.		
e.		
f.		
g.		

*Hat: I like red hat.*

*Socks: I wear long socks.*

### Homework

Make a list of clothes you family members have. Write their colours too.

Father	
Mother	
Brother	
Sister	

## 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 the recording and answer the questions.

This task is to be done by the students individually but in whole group. Make sure all the students have their workbook and pencils. Tell them that you are going to read a text, they will listen and write the missing words. (You can record the text on your mobile too and play the recorded version either.)

### 2. What things do you have? Work in pairs and take turns to talk about them.

This task is to be done in pairs. Invite two students at a time. Make sure that you have their portfolio with the recording sheet. Ask them to talk about the things they have. Tell them that they need to describe the things they have. You can give them the example like: I have a bag. The bag is red. Tell them to start to talk about the things they have. Listen to them attentively and score 1/2/3 or 4 as appropriate in their record sheet.

#### Listening text

I'm Nita. I'm going to describe you my living room. My living room is very big and bright. I keep it clean and tidy. On the floor, there is a big blue carpet at the centre. I have two sofas, a coffee table and a stool. There is also a small round table where I sometimes put books. I enjoy reading, so there is a bookshelf with many books in it. There is a vase with a small plant. In one corner of the living room, there is a big plant in a vase.

### 3. Look at your teacher. Describe the object he/she is showing.

This task is to be done by students individually. Show the picture and ask them to describe the objects. Tell them that they need to describe the objects they see. Listen to them attentively and score 1/2/3 or 4 as appropriate in their record sheet.

### 4. Look at your teacher pointing to different numbers. Say the number names he/she is pointing.

Both these tasks should be done on one-on-one basis. Invite one student at a time. Have the portfolio file with the recording sheets of the student who comes to you. Ask the student to describe the object you show. You can show window/door/your clothes/desk/ bench or anything visible. Listen to the descriptions and score 1/2/3 or 4 as appropriate in their record sheet. When you finish the first task, ask the student to look at the number chart (you should have a number chart with 50 to 100 beforehand). Tell them to name the number you point. Ask one student at least to name 6/7 numbers. Listen to their answers and 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.

**Assessment 5**

- Listen to the recording and answer the questions.
  - How big is Nita's room?  
.....
  - Where is the carpet?  
.....
  - Does the vase have a small plant?  
.....
- What things do you have? Work in pairs and take turns to talk about them.
- Look at your teacher. Describe the object he/she is showing.
- Look at your teacher pointing to different numbers. Say the number names he/she is pointing.
- Read the text and answer the questions.

Mrs. Karki has taken a leave for a day to do some shopping for her family. She is often very busy and her children do not like to go shopping. She thought this was a good time to find clothes at lower prices. First, she went into a store and picked up two polo shirts, a pair of trousers and a winter coat for her son.

She went to another store and bought two shirts and a jacket for her daughter. Near the men's department, she found a grey suit on sale. She bought it for her husband. She also bought a belt and a new tie for him. There were also lovely slippers on sale which she bought for herself. Then, she went into the last shop and found a silk purple blouse and a pair of boots for her. After the shopping, Mrs. Karki decided to take a rest. She had a cup of coffee at a restaurant.

#### A. Who are these items bought for? Match.

- |                |             |
|----------------|-------------|
| a. polo shirts | i. daughter |
| b. a jacket    | ii. herself |
| c. a grey suit | iii. son    |
| d. slippers    | iv. husband |

#### B. Answer these questions.

- Do the children like to go shopping?  
.....
- Where did she buy the grey suit from?  
.....
- Why did she take coffee?  
.....

#### C. Look at a dictionary and find the meanings of these words.

- leave
- busy
- store
- lovely

#### 6. What things do you have? Write a short paragraph.

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The last task in C is a dictionary task. Give them an English – English dictionary and ask them to find and write the meanings of the words given. If you cannot arrange the dictionaries for all the students at a time, you can also give this as a homework task.

#### **6. What things do you have? Write a short paragraph.**

This is the writing test. The students need to write the things they have. Tell the students to write a short paragraph about the things they have in the given space in the workbook.

*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 three subjects: *Serofero*, 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 24 to 26)	
<b>Soft skills:</b> Map reading, Self-awareness	
<b>Total working hours:</b> 10	
<b>Language function</b>	Asking and answering about past Narrating past events
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and sing</li> <li>• Listen and say</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Talk about musical instruments</li> <li>• Talk about festivals</li> <li>• Talk about dresses</li> <li>• Narrating past events</li> <li>• Ask and answer about past activities</li> </ul>
<b>Vocabulary</b>	Instrument, Sarangi, Madal, Basuree, Dhimay, Khaijadi, Damphu, string, blow, Bhajan, community, beat, strap, bowl, disc, hollow, Damaha, ceremony, Jhyali, Tyamko, Dholaki and Sahanai, organise, celebrate, observe, traditional, Deusu, Bhailo, Maghi, Lhosar, Jatra, Eid, mosque, Gunyo Cholo, Daura Suruwal, Dhoti, Kachhad, Haku Patasi, Bakkhu, Deuda, Thanksgiving, message, respect, Kushe Aunsi, Buddha Jayanti, express, grand, exchange, recite, pupil, handmade, present, etc.
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A text about Panche Baja</li> <li>• A text on Gaura Parva</li> <li>• A text on Knowledge Day</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A description of musical instruments</li> <li>• A paragraph about a local festival</li> <li>• A paragraph about Saraswati Puja</li> </ul>

## Lesson 24

### Musical Instruments

This is the first lesson on the theme *Our Culture*. The lesson talks about musical instruments. The students will practise different language skills in this lesson.

This lesson includes seven topics.

1. Look at the pictures and describe. (Listening and speaking)
2. Listen and sing. (Listening and speaking)
3. Ask and answer. ((Listening and speaking)
4. Match the words with their meanings and say. (Vocabulary)
5. Read and answer. (Reading)
6. Study the table. (Reading)
7. Draw two musical instruments that you like and write their description. (Writing)

#### Objectives:

- Listen to the teacher and sing a song.
- Talk about the musical instruments.
- Ask questions about the past activities and answer them.
- Read a text and do comprehension activities.
- Write a description of musical instruments.

**Materials:** Pictures/ real objects (for task 1, 2 and 3)

#### Before you teach:

- Study the workbook thoroughly.
- Learn to sing the rhyme.
- Have the material ready.

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

20 minutes

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

- Show the pictures/real objects one by one and ask the students to name them.)
- Elicit their names and write on the board.
- Conduct a drill practice so that they can learn the spelling and pronunciation.
- Now, read the text aloud with correct pronunciation, stress and intonation and the students will listen to you. Tell them to follow you by pointing the words 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.
- Invite some students in front of the class and ask him/her to describe some of the instruments. Listen to their responses and provide feedback.
- Ask the students to share if they know any other musical instruments. If they know any, talk about those instruments with them.

Look at the pictures and describe.	
 <b>Sarangi</b> It has four strings. People play it with a small stick.	 <b>Madal</b> - two ends - play with two hands
 <b>Basuree</b> - six to eight finger holes - blow	 <b>Dhimay</b> - like a drum - a Newari musical instrument - beat with hands and a stick
 <b>Khajjadi</b> - like a small drum - play with both hands - popular in Bhajan	 <b>Dampfu</b> - popular in Tamang community - play with both hands

Do you know other musical instruments? Talk to your friends.

### 2. 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:

- Show the pictures of drum, triangle, trumpet and tambourine, and ask what they are. (Elicit their names.)
- Write the name of these instruments on the board and help the students read them.
- Sing the rhyme yourself doing actions.

- Sing the rhyme again and ask the students to repeat after you.
- After the students learn to sing, let them sing themselves in chorus. 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.

**Listen and sing.**

Listen to my big drum.  
Bang, bang, bang!

Listen to my triangle.  
Tang, tang, tang!

Listen to my trumpet.  
Toot, toot, toot!

Listen to my tambourine.  
Shoo, shoo, shoo!



### 3. Ask and answer.

25 minutes

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

- Ask the students to look at the picture and say what the people in the pictures did yesterday. (Elicit: A boy played piano. A girl listened to music. A girl danced. A boy watched music videos.)
- Read the sentences given under each picture and ask the students to repeat after you.
- Tell them to read the sentences aloud themselves.
- Ask the students to read the activities given in the boxes and discuss if they are familiar with those activities.
- Divide the students into pairs and ask them to say what they did yesterday using the activities given in the boxes.
- Move around the class and help them if they need any help.

**Ask and answer.**

What did you do yesterday?

I played the piano.

I listened to music.

I danced for an hour.

I watched music videos.

Now, ask and answer about these.

water the flowers	go to the field	iron my clothes
laugh a lot	ride a bicycle	play computer game

### 4. Match the words with their meanings and say.

30 minutes

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

- Ask the students to read the words in the first column.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss the meaning of the words.
- After this, ask them to match the words with their meanings.
- They will do the task individually.
- Once they finish the task, ask them to exchange the workbooks with each other and check the answers.
- Answers:
  - string - thread
  - blow - send out air from mouth
  - beat - hit
  - instrument - tool
  - bowl - round pot
  - strap - leather or cloth thread
  - disc - a thin round object
  - hollow - having a hole inside
- Now, ask them to fill in the blanks choosing the words from the box.
- They will do the task individually.

**Match the words with their meanings and say.**

string	a thin round object
blow	leather or cloth thread
beat	having a hole inside
instrument	tool
bowl	send out air from mouth
strap	thread
disc	round pot
hollow	hit

Choose the correct words and fill in the blanks.

**hollow strap instrument blow beat disc bowl**

- Guitar is a musical .....
- They ..... a dog with a stick.
- We ..... the balloons to fill in with the air.
- My watch has a leather .....
- The parrot hid in the ..... tree.
- Put a ..... in the computer.
- I eat a ..... of rice every morning.

- Move around the class and provide necessary help.
- Once they finish the task, ask them to share their answers and give feedback.
- Answers:
  - a. instrument
  - b. beat
  - c. blow
  - d. strap
  - e. hollow
  - f. disc
  - g. bowl

### Integrating other subjects

- The teacher can translate the words into Nepali so that the students add some more Nepali words into their vocabulary knowledge.

## 5. Read and answer.

70 minutes

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

- Tell the students to look at the pictures/real objects and ask the names of those instruments?
- Elicit their names and write on the board.
- Tell them that you will read the text and they will repeat after you.
- 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 a few students in front of the class and ask them to read some parts of the text. Ensure that the students are reading correctly. Other students will follow them.
- Discuss the text asking questions from the text. Elicit the answers orally. For example:
  - ✓ What is Panche Baja? (A group of five Nepali musical instruments.)
  - ✓ When do we play them? (In holy ceremonies)
  - ✓ What musical instruments are included in Panche Baja? (Damaha, Jhyali, Tyamko, Dholaki and Sahanai)
  - ✓ How does Damaha look like? (A bowl)
  - ✓ How do we play Jhyali? (By beating the two discs)

**Note:** There must be discs instead of disc in the text.

- ✓ How does the Dholaki look like? (a hollow drum with two heads)
- ✓ How are Damaha and Tyamko different? (Tyamko is smaller in size than Damaha.)
- ✓ How do we play Sahanai? (By blowing with our mouth)
- Tell them that there are two exercises in this text; matching and question answer. They will do them one after another. First, they will do matching.
- Ask them to read the text silently and match the instruments with their shapes.
- Move around the class and facilitate them in matching the answers.
- Check their answers and provide feedback when they finish the task.

**Answers:**

- a. Damaha - bowl

**Read and answer.**

**Panche Baja**

Panche Baja is a group of five Nepali musical instruments. People play them in holy ceremonies. It is popular in wedding ceremonies. Damaha, Jhyali, Tyamko, Dholaki and Sahanai are the names of panche baja.

<p><b>Damaha</b></p>  <p>It is a kind of drum. It looks like a bowl in shape. It has a strap to hang. We play it with two sticks.</p>	<p><b>Jhyali</b></p>  <p>It is a pair of two disc-like musical instrument. We play it with our two hands. We play it by beating the two disc.</p>
<p><b>Dholaki</b></p>  <p>It is a hollow drum with two heads. It has a strap to hold. We play it with a stick on one side and a hand on the other.</p>	<p><b>Tyamko</b></p>  <p>It is similar to damaha in shape but small in size. We play it with two pieces of sticks.</p>
<p><b>Sahanai</b></p>  <p>It is made of metal. It looks like a tube. It has two ends. One end is narrow and the other end is wide. We play it by blowing with our mouth. We blow it through a narrow end.</p>	

- b. Jhyali - disc
- c. Dholaki - drum
- d. Sahanai - tube

- Now, ask them to read the questions and find out what answer they demand.
- Then, tell them to read the text silently and write the answers to the questions.
- Move around the class and facilitate them in writing the answers.
- Once they finish the task, conduct a whole class feedback session.

**Answers:**

- a. In holy ceremonies
- b. With two sticks
- c. Dholaki
- d. With two pieces of sticks
- e. Sahanai
- f. By blowing with our mouth

**Match the instruments with their shapes**

- a. Damaha disc
- b. Jhyali drum
- c. Dholaki tube
- d. Sahanai bowl

**Answer the following questions.**

- a. When is Panche Baja played?  
\_\_\_\_\_
- b. How do we play the Damaha?  
\_\_\_\_\_
- c. Which instrument is played with hand and stick?  
\_\_\_\_\_
- d. How do we play the Tyamko?  
\_\_\_\_\_
- e. Which instrument is made of metal?  
\_\_\_\_\_
- f. How do we play the Sahanai?  
\_\_\_\_\_

**6. Study the table. 30 minutes**

This is a speaking task. The students have to learn the present and the past forms of the verbs. Follow the steps below.

- Show the table or the chart of the present and the past forms of the verbs.
- Read verbs aloud and ask them to repeat after you.
- Tell them to read the verbs in the table silently and learn the present and the past forms of them.
- Once they learn, ask them to change the sentences in the exercise into past.
- Tell them to find and underline the verbs first and then change only the verbs.
- They will do the task individually.
- Once they finish, conduct a whole class feedback session.

Present	Past	Present	Past
is	was	has	had
am	was	have	had
are	were	do	did

**Now, change the following sentences into past.**

- a. Sunita and Babita are close friends. \_\_\_\_\_
- b. I am a student. \_\_\_\_\_
- c. Shishir has two pets. \_\_\_\_\_
- d. We do our homework. \_\_\_\_\_
- e. Bimal is good at sports. \_\_\_\_\_

**7. Draw two musical instruments that you like. 30 minutes**

Although this is a writing task, the students have to draw the pictures of two musical instruments that they like. Then, they have to write the description of those instruments. Follow the steps below.

- Ask the students what their favourite musical instruments are.
- Tell them to draw the pictures of two of them.
- Once they finish, tell them to present their drawings in the class and let them decide who has drawn the best.
- Now, tell them to write the description of the two instruments they have drawn.
- Tell them that they can take help from the previous reading text.
- Move around the class and facilitate them.
- Once they complete the task, check it and provide feedback.

**Draw two musical instruments that you like.**

**Now, write their description.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Integrating other subjects**

- Drawing the pictures of musical instruments help the students develop their creative skill.
- The teacher can ask the students to write the description of musical instruments in Nepali too.

## Lesson 25 Our Festivals

This is the second lesson on the theme *Our Culture*. The lesson focuses on the festivals we celebrated. 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. Look at the pictures and discuss. (Speaking)
3. Listen and say. (Listening and speaking)
4. Read and answer. (Reading)
5. Write. (Writing)

### Objectives:

- Talk about the festivals with the help of the pictures.
- Learn the name of some cultural/traditional dresses.
- Narrate past events.
- Take part in short conversations.
- Read a text and do comprehension activities.
- Write a paragraph about a local festival.

**Materials:** Pictures/real objects (for task 2)

### Before you teach:

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

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

**20 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 picture? (Elicit: Children are playing Deusi-Bhailo. People are dancing. People are playing holi. People are enjoying a Jatra. People are praying god.)
- Elicit the names of the festivals/Jatras and write on the board.
- Conduct a drill practice so that they can learn the spelling and pronunciation.
- Now, read the text aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing the words 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 the students to read the text. Move around the class and listen to them.
- Invite some students in front of the class and ask him/her to describe how s/he celebrated his/her recent festival. Listen to their responses and provide feedback.

**Look at the pictures and read.**

<p style="background-color: #90ee90; padding: 2px;"><b>Tihar</b></p>  <p style="font-size: 8px;">We organize Deusi Bhailo programme to celebrate Tihar.</p>	<p style="background-color: #90ee90; padding: 2px;"><b>Maghi</b></p>  <p style="font-size: 8px;">Tharu people sing and dance in traditional dress to observe Maghi.</p>
<p style="background-color: #90ee90; padding: 2px;"><b>Tamu Lhosar</b></p>  <p style="font-size: 8px;">People from Gurung community gather at Tundikhel to observe Tamu Lhosar.</p>	<p style="background-color: #90ee90; padding: 2px;"><b>Holi</b></p>  <p style="font-size: 8px;">People celebrate Holi with great joy.</p>
<p style="background-color: #90ee90; padding: 2px;"><b>Bisket Jatra</b></p>  <p style="font-size: 8px;">People from Newar community observe Bisket Jatra in Bhaktapur.</p>	<p style="background-color: #90ee90; padding: 2px;"><b>Eid</b></p>  <p style="font-size: 8px;">Muslims celebrate Eid in Mosques.</p>

**How did you celebrate your recent festival? Talk to your friends.**

### Integrating other subjects

- The teacher can ask the students: which of the festivals are celebrated in your community? The discussion on the questions help the students achieve the learning outcome of *Serofero*: परिवारमा पनाइने चाडपर्वमा गरिने मुख्य मुख्य क्रियाकलापहरूको सूची तयार गर्न ।
- The above discussion can be done in Nepali which in turn help the students develop their speaking skill.

## 2. Look at the pictures and discuss.

20 minutes

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

- Show the pictures/real dresses one by one and ask them the name of these clothes.
- Elicit the names of the clothes and write on the board.
- Conduct a drill practice so that they can learn the spelling and pronunciation.
- Again show the clothes one by one and ask a few questions like:
  - ✓ What is the name of this cloth?
  - ✓ In which region do people wear this dress?
  - ✓ Who wears this cloth? (Men/women/caste, etc.)
- Listen to their responses and provide feedback.



### Integrating other subjects

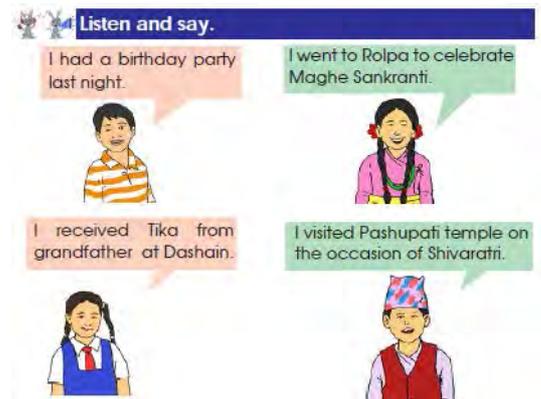
- The teacher can ask the students: Which of the clothes do the people in their family wear? What clothes do their family members wear? The discussion on the list of the clothes help fulfil the learning outcome of *Serofero*: आफ्नो गाउँटोलमा बोलिने भाषा, पोसाक र चाडपर्वसँग परिचित हुन ।

## 3. Listen and say.

25 minutes

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

- Ask the students to look at the picture and say what the people in the pictures are talking about. (Elicit: They are saying what they did in different festivals.)
- Read the sentences given under each picture and ask the students to repeat after you.
- Tell them to read the sentences aloud themselves.
- Ask the students to read the name of festivals and discuss if they are familiar with those festivals.
- Divide the students into pairs and ask them to say what they did in those festivals.
- Move around the class and help them if they need any help.



Now, talk to your friends about these festivals.

Christmas Party	Gai Jatra	New Year
Teej	Chhat	Lhosar

### Integrating other subjects

- The teacher can ask the students to make a list of the festivals celebrated in their community. The students then describe what happens in each festival. This activity helps the students achieve the learning outcome of *Serofero*: परिवारमा मनाइने चाडपर्वमा गरिने मुख्य मुख्य क्रियाकलापहरूको सूची तयार पार्न ।

## 4. Read and answer.

60 minutes

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

- Tell the students to look at the pictures and ask: What do you see in the pictures?(Elicit: Women are carrying the idol of goddess. Men and women are enjoying Deuda dance together.)
- Ask them if they know anything about Gaura Parva like when, where and how this festival is celebrated.
- Tell them that you will read the text and they will repeat after you.

- 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.
- Ask them to read the first two paragraphs of the text loudly.
- Once they finish reading, ask some questions which they will answer orally. Some possible questions are given below.

**Questions:**

- ✓ Where is Bhim from? (Baitadi)
- ✓ Where does he live now? (Kathmandu)
- ✓ Why did he go to Tundikhel with his father? (To celebrate Gaura Parva)
- ✓ In which region is Gaura Parva celebrated? (Far western part of Nepal)
- ✓ When is this festival celebrated? (For three days from the day of Krishna Janmashthami)
- ✓ Who do women worship in Gaura Parva? (Goddess Gauri)
- ✓ What do women pray for? (Good health long life of their husbands)
- Tell them to read the remaining part of the text aloud and ask the following questions.

**Questions:**

- ✓ What is the major activity of Gaura Parva? (Deuda dance)
- ✓ How is Deuda danced? (Holding the hands of partners and taking steps forward and backward in a circular chain)
- Tell them that there are two reading comprehension exercises which they will do one after another.
- First, ask them to read the text silently and decide whether the statements given in the exercise are true or false.
- Ask them to write 'True' in the box against the statement if it is true and 'False' if it is false.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, conduct a whole class feedback session. Do not forget to ask them why a particular statement is true or false.

**Answers:**

- False
  - False
  - True
  - False
  - True
  - True
- Now, tell them to read the text silently again and complete the sentences there with the information from the text.
  - They will do the task individually.
  - Move around the class and provide necessary help when they do the task.

**Read and answer.**

**Gaura Parva**

I am Bhim. I am from Baitadi. Now I live in Kathmandu. Do you know how I spent yesterday? Yesterday was really a joyful day for me. My father took me to Tundikhel. We celebrated Gaura Parva there.

Gaura Parva is one of the popular festivals of far-western part of Nepal. It falls in the month of Bhadau. People celebrate it for three days. It generally starts from the day of

Krishna Janmashthami. Women worship goddess Gauri. Gauri is the wife of lord Shiva. Women pray for good health and long life of their husbands.

People celebrate it by singing and dancing.

Deuda Dance is a major activity



of this festival. There were different groups of Deuda dance. My father joined a group and started dancing. I also joined the dance. We performed Deuda Dance. We held the hands of our partners next to us. We sang and danced Deuda in a circular chain. We took steps forwards and backwards. I danced and watched the dance of different groups.

**Write "True" for true and "False" for false statements.**

- Bhim lives in Kathmandu alone.
- He and his father went to Baitadi to celebrate Gaura Parva.
- Gaura Parva is popular in far-western Nepal.
- The women pray for good health and long life of their brothers.
- Deuda is performed in a circle.
- Bhim enjoyed the dance.

**Complete the sentences with correct words from the text.**

- Gaura Parva falls in .....
- People celebrate this festival for ..... days.
- Women worship ..... in the festival.
- The main activity of the festival is .....
- They hold their ..... together while dancing.

- Once they finish the task, check their answers and provide feedback.

**Answers:**

- a. Bhadau
- b. three
- c. Gauri/goddess Gauri
- d. Deuda dance
- e. hands

**5. Write.**

**30 minutes**

This is a writing task. The students have to write a paragraph about their local festival. Follow the steps below.

- Ask the students about the festivals celebrated in their locality.
- Ask them when the festival is celebrated.
- Ask them about the duration of the festival.
- Ask them what things are done to celebrate the festival.
- Also ask them what they do during the festival.
- Before you ask them to write, you will have a model on the board like in the table of the textbook.
- Tell them to write the information in the table given in their workbooks of the festival they choose.
- After this, ask them to write a paragraph about the festival. Tell them use the outline given there.
- Move around the class and help them to write.
- Once they write, check their answers and provide feedback.
- Sample answer:

**Write.**

Complete the table about a local festival.

Name of a local festival	
Duration of the festival	
Major activities	
What you do	

Now, write a paragraph about the festival.

\_\_\_\_\_ is a popular local festival of my village/town. People celebrate it for \_\_\_\_\_ days. People \_\_\_\_\_ Men \_\_\_\_\_ Women \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Lasttime, I \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Janai Purnima is a popular festival of my village. People celebrate it for a day. People take a holy bath in the morning. They chant mantras to make the thread sacred. Men put on a sacred thread on their body and tie it around their wrists. Women also tie the thread around their wrists. Last time, I went to Mamaghar to offer the thread to my maternal uncle, aunt and grandparents. They gave me money and gifts. I spent a good time with them.

**Integrating other subjects**

- The teacher can ask them to write this task in Nepali too. This way the students develop their writing skill in Nepali language and they learn about what happens in the festival. This activity helps the students achieve the learning outcome of *Serofero*: परिवारमा मनाइने चाडपर्वमा गरिने मुख्य मुख्य क्रियाकलापहरूको सूची तयार गर्न ।

## Lesson 26 Special Days

This is the third and the last lesson on the theme *Our Culture*. The lesson focuses on the special days observed by us. The students will practise different language skills in this lesson.

This lesson includes six topics.

1. Look at the pictures, discuss and talk about them. (Listening, speaking and reading)
2. Ask and answer. (Listening and speaking)
3. Match the words with their meanings. (Vocabulary)
4. Read and answer. (Reading)
5. Study the table. (Speaking)
6. Write. (Writing)

### Objectives:

- Talk about the special days with the help of the pictures.
- Ask and answer about the past.
- Take part in short conversations.
- Learn the words and use them in sentences.
- Read a text and do comprehension activities.
- Change statements into questions.
- Write a paragraph about Saraswati Puja.

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

### Before you teach:

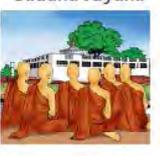
- Study the workbook thoroughly.
- Have the materials ready.

### 1. Look at the pictures discuss and talk about them.

**20 minutes**

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

- Show the pictures one by one and ask: what special day is shown in the picture? (Elicit: Thanksgiving Day, Father's Day, Buddha Jayanti and Mother's Day.)
- Conduct a drill practice so that they can learn the spelling and pronunciation of these days.
- Now, read the description of Thanksgiving Day aloud with correct pronunciation and the students will listen to you. Tell them to follow you by pointing the words with their finger.
- Select some of the students randomly and ask them to read the text. Other students will follow them. Make sure they read correctly.
- Invite some students in front of the class and ask him/her to describe other days in the same way with the help of the clues given there.
- Listen to their responses and provide feedback.
- Also ask the students whether they observe these days or not. Tell them to say which of them they observe and which they do not.
- Encourage them to talk more and help them if necessary.

Look at the pictures, discuss and talk about them.	
<p style="text-align: center;"><b>Thanksgiving Day</b></p>  <p style="text-align: center;"><b>HAPPY THANKSGIVING DAY</b></p> <p>Americans celebrate Thanksgiving Day on the fourth Thursday of November. They exchange gifts and share Thanksgiving messages. They have a public holiday on that day.</p>	<p style="text-align: center;"><b>Father's Day</b></p>  <p>- Bhadau - respect and love to father - Kushe Aunsi</p>
<p style="text-align: center;"><b>Buddha Jayanti</b></p>  <p>- May - grand ceremony at Lumbini - Buddha Purnima</p>	<p style="text-align: center;"><b>Mother's Day</b></p>  <p>- Baishakh - love and respect to mothers - Aamako Mukh Heme Din</p>

Do you observe these days? Talk to your friends.

### 2. Ask and answer.

**25 minutes**

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

- Ask the students to read the situations given in the table. Tell them to read these situations.
- Read the question and the answer given in the first situation. Tell them to read too.

- Invite two students (a girl and a boy) in front of the class and ask them to have the conversation as below:

Boy: Where did you go?  
 Girl: I went to the market.

- Divide the students into pairs and ask them to have the similar conversations in the same way for other situations too.
- Move around the class and observe if they are doing the task correctly.
- Next, ask the students to read the situations given in the boxes below the table. Tell them to take turns to ask and answer the questions in these situations too.
- Move around the class and help them if they needed.

Ask and answer	
sleep all day	What did you do yesterday? I slept all day.
go to market	Where .....
win the game	Who .....
solve maths problem	Did you .....

Now, ask and answer about these.

watch cartoons	go to temple	take a photo
read books	colour pictures	meet a singer
help my father	go shopping	do my homework

### 3. Match the words with their meanings.

20 minutes

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

- Show the word cards of the words: express, grand, exchange, recite, pupils, first-form, present and handmade one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss on the meaning of the words.
- After this, ask them to match the words with their meanings.
- They will do the task individually.
- Move round the class and help them if necessary.
- Once they finish the task, ask them to exchange the workbooks with each other and check the answers.
- **Answers:**  
 express - show a feeling  
 grand - large  
 exchange - give and take  
 recite - sing a poem  
 pupils - students  
 first-form - new  
 present - gift  
 handmade - made by hands
- Now, ask them to complete the sentences using these words.
- They will do the task individually.
- Move around the class and help them if they need any help.
- Once they finish the task, ask them to share their answers and give feedback.
- **Answers:**  
 a. Express

#### Match the words with their meanings.

express	sing a poem
grand	new
exchange	show a feeling
recite	made by hands
pupils	large
first-form	give and take
present	students
handmade	gift

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

- ..... your idea clearly.
- The students ..... the poems.
- I had a ..... party yesterday
- We ..... gifts on special days.
- Tourists love ..... crafts.
- My father gave me a ..... on my birthday.
- The teachers love .....

- b. recite
- c. grand
- d. exchange
- e. handmade
- f. present
- g. pupils

#### 4. Read and answer.

60minutes

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

- Tell the students to look at the pictures and ask: What do you see in the pictures? (Elicit: The students in the school assembly. They are giving presents to their teacher.)
- Ask them what they are going to read about. (Elicit: Knowledge Day)
- Tell them that you will read the text and they will repeat after you.
- 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.
- Ask them to read the first paragraph loudly.
- Once they finish reading, ask some questions which they will answer orally.

#### Questions:

- ✓ When does the school year start in Russia? (The first of September)
- ✓ Which day is celebrated as Knowledge Day? (The first day of new school year)
- ✓ When do the students have summer holidays in Russia? (June to August)
- ✓ How do they come to school on the first day of new school year? (Wearing school uniforms and holding a bunch of flowers)
- Ask them to read the remaining part of the text aloud and answer some questions to check their understanding.

#### Questions:

- ✓ Who welcomes the students in the school? (The head teacher and teachers)
- ✓ What do students do during school assembly? (Sing, dance and recite poems about school and knowledge)
- ✓ Who do the students give flowers to? (Class teacher)
- ✓ What does the class teacher inform the students about? (Timetable and the teachers who will teach different subjects.)
- ✓ What kind of presents do the students give to the first-form school children? (Small homemade presents)
- Tell them that they are going to do the exercise. There are two exercises. They will do the exercises one by one.
- Ask them to read the text silently and find out which of the activities are done by the teachers and which the students do.
- Tell them to write the activities done by the teachers in the first column of the table and the activities done by the students in the second.
- Move around the class and assist them.

#### Read and answer.

### Knowledge Day

School year starts on the first of September in Russia. It is the first day of new school year. Russians celebrate it as Knowledge Day. Students start their school days after the summer holiday. They have long summer holidays from June to August. They don't have classes during the time. They come to school wearing uniforms and holding a bunch of flowers.

School children stand in a row during assembly. The head-teacher and teachers welcome them in the school. Some pupils perform on the stage. They sing, dance and recite poems about school and knowledge. After that, they go to their classrooms. They take their seats. They give their flowers to the class teacher. The class teacher informs them the timetable. The class teacher also informs them about the teachers who will teach different subjects. Then, they go home.

The school children celebrate the first of September as a festival. It is very important for first-form school children. Parents and relatives also come to school on this day. The teachers also make small presents for each pupil. The presents are handmade.



- Once they finish, ask them to share their answers.
- **Answers:**

Teachers	Students
a. welcome to the school	a. bring a bunch of flowers
b. inform the timetable	b. stand in a row
c. give homemade present.	c. recite poems

- Now, tell them to read the text silently and write the answers to the questions given in the exercise.
- They will do the task individually.
- Move around the class and provide necessary help when they do the task.
- Once they finish the task, conduct a whole class feedback session.

**Answers:**

- The first day of September
- June to August
- To give to the class teacher
- The class teacher
- The first-form school children
- Small homemade presents

Write the activities under correct headings.

bring a bunch of flowers, stand in a row, welcome to the school, recite poems, inform the timetable, give homemade present.

Teachers	Students
a. _____	a. _____
_____	_____
b. _____	b. _____
_____	_____
c. _____	c. _____
_____	_____

Answer the following questions.

- When do Russians celebrate Knowledge Day ?  
\_\_\_\_\_
- When is the summer holiday in Russia?  
\_\_\_\_\_
- Why do the students come with flowers?  
\_\_\_\_\_
- Who informs the students about their timetable?  
\_\_\_\_\_
- Who is this day very important for?  
\_\_\_\_\_
- What do the teachers give to the students?  
\_\_\_\_\_

**5. Study the table.**

**30 minutes**

This is a speaking task. The students have to change the statements into questions. Follow the steps below.

- Ask the students to study the table and find out how the statements are changed into questions.
- Discuss on the procedure of changing statements into questions. (Talk about question words, use of did, use of base form of verbs, and position of subject and verb.)
- Tell them to use 'did' in most of the sentences to change into question.
- Tell them to read the statements in the exercise and ask them to change those statements into questions beginning with the question words given there.
- They will do the task individually.
- Move around the class and facilitate them.
- Once they finish, conduct a whole class feedback session.

**Answers:**

- Who woke up late this morning?
- When did you visit the zoo?
- Where did Prakash go for a week?
- How did she go to Mustang?
- Did he see a tiger yesterday?

**Study the table.**

Statements	Questions
I went to Pokhara last week.	Where did you go last week?
I watched an English movie last Saturday.	What did you do last Saturday?
My father came home last night.	Who came home last night?
Arjun went to Australia for study.	Why did Arjun go to Australia?
I met the head teacher today.	Did you meet the head teacher today?

Change these into questions.

- Rupesh woke up late this morning.  
Who \_\_\_\_\_?
- I visited the zoo yesterday.  
When \_\_\_\_\_?
- Prakash went to the USA for a week tour.  
Where \_\_\_\_\_?
- She went to Mustang by bus.  
How \_\_\_\_\_?
- He saw a tiger yesterday.  
Did \_\_\_\_\_?

**5. Write.**

**30 minutes**

This is a writing task. The students have to write a paragraph about Saraswati Puja. Follow the steps below.

- Ask the students to read the clues given in the book about Saraswati Puja.
- After this, ask them to write a paragraph about Saraswati Puja using these clues.
- Move around the class and help them to write.
- Once they write, check their answers and provide feedback.
- Sample answer:

Saraswati Puja is a great occasion for students. This day is also known as Basanta Panchami. Saraswati Puja falls in the month of February. People worship Goddess Saraswati on this day. She is the goddess of knowledge. People celebrate the day by worshipping Goddess Saraswati visiting Saraswati temples. Students worship their books, pens and notebooks. Parents start teaching their young children on this day.

**Write.**

Study the information about Saraswati Puja.

**Saraswati Puja**

- the other name: Basanta Panchami
- falls in the month of February
- goddess of knowledge
- celebrate by worshipping Saraswati, visiting Saraswati temples
- Students worship their books, pens and notebooks.
- parents start teaching their children



Now, write a paragraph about Saraswati Puja.

Handwriting practice lines consisting of multiple horizontal lines with a red margin line on the left and a red margin line on the right, intended for students to write their paragraph.

**Integrating other subjects**

- The students can be asked to write the task in Nepali language too. This helps them develop their writing skill in Nepali.

## 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 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 with the information they have listened to. Score 1/2/3 or 4, as per their answers, in the record sheet.

#### Listening text

Gaura Parva is one of the popular festivals of far-western part of Nepal. It falls in the month of Bhadau. People celebrate it for three days. It generally starts from the day of Krishna Janmasthan. Women worship goddess Gauri. Gauri is the wife of lord Shiva. Women pray for good health and long life of their husbands. People celebrate it by singing and dancing.

#### Answers:

a. far-western b. Bhadau c. lord Shiva d. husbands

### 2. Talk in pairs. Talk about a festival you celebrate. Use these clues.

This is a speaking test. It is to be done on one-to-one basis. Ask each student to answer the questions one by one. Score 1/2/3 or 4 as appropriate in the record sheet.

### 3. Read the text and complete the sentences.

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 whether the statements given there are true or false. Check their answers and score 1/2/3 or 4 and record in the record sheet.

#### Answers:

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

#### 1. Listen to your teacher and answer the following questions.

- a. Gaura Parva is celebrated in the ..... part of Nepal.
- b. The festival is celebrated in the month of .....
- c. Gauri is the wife of .....
- d. Women pray for long life of their .....

#### 2. Talk in pairs. Talk about a festival you celebrate. Use these clues.

- a. What is the name of the festival?
- b. What do you do on the festival?
- c. Do you like the festival? Why?

#### 3. Read the text and write 'True' or 'False'.

Damaha is a kind of drum. It looks like a bowl in shape. It has a strap to hang. We play it with two sticks.

Jhayali is a pair of two disc-like musical instrument. We play it with our two hands. We play it by beating the two disc.

- a. Damaha is like a drum.
- b. We need sticks to play Damaha.
- c. Jhayali is a kind of drum.
- d. We play Jhayali with sticks.

#### 4. Change the following sentences into past.

- a. The students are happy.

- b. She is a farmer.

- c. I have two toys.

- d. Bimal is good at reading.

- e. They play football.

### 4. Change the following sentences into past.

This is the grammar test. Tell them to change the sentences into past. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

**5. Match the pictures with sentences. Add one sentence for each.**

This is the writing test. Tell them to match the pictures with the sentences. Then tell them to write one more sentence about each festival. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

5. Match the pictures with sentences. Add one sentence for each.



It is the main festival of Tharu community.



People gather at mosques.



People worship Goddess Laxmi.



It is the new year of Tamang, Gurung and Sherpa Communities.



It is the festival of colour.

*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: Communication Technology and Market

This theme is common in all the four subjects: *Serofero*, Nepali, Mathematics 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 27 to 29)	
<b>Soft skills:</b> Ethical use of ICTs, operating basic electronic devices, communication	
<b>Total working hours:</b> 10	
<b>Language function</b>	<ul style="list-style-type: none"> <li>• Using the telephone</li> <li>• Asking and answering with a choice</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Listen and ac</li> <li>• Listen and sing</li> <li>• Read and act</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• Look at the pictures and discuss</li> <li>• Look at the pictures and compare</li> <li>• Read and act</li> <li>• Ask and answer</li> <li>• Using 'and', 'but' and 'because' to express the likes and dislikes</li> </ul>
<b>Vocabulary</b>	Newspaper, radio, telephone, television, computer, mobile phone, town, bike, subway, taxi, market, mall, store, butcher, park, movie, bakery, hair dresser's shop/saloon, stationery, supermarket, pharmacy, grocery, hungry, menu, order
<b>Reading</b>	<ul style="list-style-type: none"> <li>• A description about the history of telephone</li> <li>• A conversation between a shopkeeper and a customer</li> <li>• A description about shopping at a supermarket</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• A paragraph about the changes of television</li> <li>• A narration of what you bought</li> <li>• A paragraph on what you like doing for shopping</li> </ul>

## Lesson 27 Making a Call

This is the first lesson on the theme *Communication Technology and Market*. The lesson introduces the tools of communication technology along with the common language used while making a call. The students will practise different language skills and vocabulary around this context and theme. This lesson contains the following tasks:

1. Look at the pictures and discuss the questions. (Speaking)
2. Look at the pictures and compare as in the example. (Speaking)
3. Listen and act. (Listening and speaking)
4. Read and answer. (Reading)
5. Do you know that television has changed a lot over the years? Write a paragraph about it. (Writing)

### Objectives:

- Identify the tools of communication technology and talk about their use.
- Listen and act in a telephone conversation using common phrases for telephone calls.
- Ask and answer 'What is this? What are these?'
- Read a short text about the invention of the telephone and do the comprehension tasks.
- Write a paragraph about the changes of television over the years.

**Materials:** Chart paper containing common phrases or expressions for telephone calls, recording of the conversation given in 'Listen and act' with two distinct voices of the characters

### Before you teach:

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

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

**40 minutes**

This is a speaking task. This task introduces different tools of communication technology and familiarizes their ethical uses. Follow the following steps:

- Begin the lesson by discussing the pictures of the theme page. In a class discussion ask students:
  - What is communication? What is communication technology?
  - How do we communicate with others?
  - What are the tools we use for communication?
  - Why do we communicate?
  - What would happen if there were no communication technology for us?
  - What are the changes in communication technology?
  - What is market? Why is it necessary for us?
  - What would happen if there were no market?
- Try not to restrict students from sharing their ideas in English only. Encourage the students to speak in English but they can share their ideas in Nepali too. Give your views and ideas about these questions. Introduce all the pictures in the theme page. Make a conclusion that now onwards in three lessons, the lesson contents will be around the theme of communication technology and market.
- Have students draw pictures of different tools of communication technology (newspaper, radio, telephone, television and mobile phone) on a separate A4 sized paper. Ask them to write the picture's name at the top of the page and draw the picture below its name. Tell them to write their name at the bottom of the page below the picture. Remember that one page one picture with its name on the top and student's name at the bottom. Provide 20 minute time for drawing all these six pictures.
- Tell the students to place their pictures of communication forms onto a timeline/sequence to show forms of changes over time. The sequence is: *newspaper, radio, telephone, television and mobile phone*. Inform this order of introduction of communication technology. Ensure the correctness of the name they have written on the top of each page.

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

a. What are these?  
b. What do people do with these?



**Now, write the names of these things.**

a. .... b. .... c. ....  
d. .... e. .... f. ....

**Complete the sentences with suitable words.**

a. People can watch news on .....

b. My grandfather listens to songs on the .....

c. I call my grandmother everyday. I have a ..... at home.

d. I can type and do many things on .....

e. I can call my father at any time. He carries his ..... with him.

- Tell the students that you are going to say the words (*newspaper, radio, telephone, television and mobile phone*) aloud and they have to hold the correct picture they have drawn high, pronounce the word and utter its spellings. (For example, when the teacher says 'computer', students have to hold the picture of the computer high and have to pronounce it first and then say its spelling.) Do it to all words so that they are able to learn the words with their spellings and pronunciation.
- After introducing these pictures, show students the pictures in the book. Ask them: *What do people do with these? What are the good ways of using them?* Seek their views. Then, elicit their right/ethical uses.
- Now, tell the students to do the task of writing the names of these things and completing the sentences with suitable words. Move around the class to monitor whether they are doing right. Help them if they need. The names of the things to write are: *a. computer b. newspaper c. mobile phone d. radio e. television f. telephone*. The answers to completing the sentences are: *a. television b. radio c. telephone d. computer e. mobile phone*
- Check their writing. You can use a peer student to check.

## 2. Look at the pictures and compare as in the example.

30 minutes

This is a speaking task on which the students look at the changes on these technologies and compare them using simple past and present simple. Follow the following steps:

- Show students the pictures in the workbook (and additional images of them if available) showing their forms both in the past and at present. Ask students to say what it is and what it is used for. Ask them to describe the differences they can see.
- Read the words below the set of pictures and ask them if they are true. Use full sentences to compare as given in the example: *In the past, the radios were big but now they are small.* Follow this process for all sets of pictures. You can add more differences in this structure. Explain like this: *In the past radios are big but now they are small. In the past few people had radio but now many people have. In the past TVs were black and white but now they are in colour. In the past mobile phones had no camera but now they have good camera. In the past the telephones were big but now they are small.*
- Ask students to sit in a group of four or five and compare these sets of pictures as in the examples to classmates in that group. Require each student to speak and compare.
- Invite some of the students to the front of class and ask them to compare based on the pictures.

Look at the pictures and compare as in the example	
in the past	at present
 big	 small
 black and white	 colour
 no camera	 camera
 big	 small

Example:  
In the past, radios were very big but now they are small.

### Integrating other subjects

- The teacher can ask the students how they can take help from the instruments shown in the pictures above. How can they be careful in using them? This helps in partially fulfilling the learning outcome of *Serofero*: सिकाइ एवम् सञ्चारका लागि कम्प्युटर र मोबाइल फोनको प्रयोग गर्न र यिनीहरूको दुरुपयोगबाट हुने हानिप्रति सचेत रहन ।

## 3. Listen and act.

35 minutes

This is a listening and speaking focused task. The task introduces some common phrases and expressions for telephone calls. Moreover, students will listen, act and practise a telephone conversation. Follow the following steps for this task:

- Talk to some of your students (one after another) about their phone habits. Get an idea how confident he/she feels using the phone, who he or she usually talks to and who he or she needs to talk to. For this, ask questions like: *Do you feel confident using the phone? Who do you generally call? How often do you call your other relatives?* Don't make it mandatory for the students to speak in English while sharing their ideas.

- Show students three chart papers with some common phrases or expressions for telephone calls. For example:

- A: Hello! ....speaking.  
 B: Hi, .... I am calling you to ask .....

.....  
 A: Bye!  
 B: Bye! See you then.
- A: Hello! Can I speak to ..... please?  
 B: Hello, speaking.

.....  
 A: Yes, that's right. Thanks for calling.  
 B: That's fine. Thanks for calling. Bye!
- A: Hello! This is ..... speaking.  
 B: Hi! .....

.....  
 A: Okay! Bye!  
 B: Bye! See you!

**Listen and act!**

Sami : Hi, Tara. What are you doing?  
 Tara : Well, at the moment I am playing a game with my brother, Raju.  
 Sami : Can you help me with the homework?  
 Tara : Yes, of course. What's the problem?  
 Sami : I don't understand my math homework. So, may I come to your house?  
 Tara : No problem, Sami.  
 Sami : Is this afternoon okay for you?  
 Tara : Fine. Please come to me at 4:30 pm.  
 Sami : Ok, I'll be there at 4:30. You are my good friend. Bye.  
 Tara : Bye. See you then.



- Show the chart paper and ask them to listen to these expressions. Drill these expressions with the students, until confident. Highlight these phrases and expressions and explain their purpose. Clarify about the expressions that are used in initials and endings of the telephone calls. See if the learner knows why different words have been used.
- Now tell the students to look at the task 'Listen and act'. Play the recording of the telephone 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 role-play as *Tara* and the other as *Sami*. Ask them to role-play the call together following the script. Help them if necessary.
- Tell the students that you are giving them a situation in which the same pairs have to act like talking on a phone. Give them a situation: *You want to go to the market with your friend to buy some books*. Tell them to swap the roles of a caller and a receiver once they finish talking.
- Give five minutes time to think about what they will talk about. Help them with the expressions they have to use during the call.
- Invite one pair to the front of the class and ask them to act out the conversation on the given situation. Feedback their role-play.
- Ask them to act like talking on the phone. Ask to swap roles. Move around the class and check whether they are acting in the right way.

**4. Read and answer. 45 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: What are they? Which of these is better? What changes can you see from the pictures? Encourage the students to express their ideas about these questions. Elicit that these are the pictures of a telephone and it has paved a long way to reach the world of smartphones.
- Tell the students that they are going to read a text about telephone. 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 invented the telephone? When did he invent telephone? 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.

**Read and answer.**



Alexander Graham Bell invented telephone many years ago. It was very different at that time. Long ago, all telephones were as big as a lunchbox. People had to stay on a table or wall. Telephones had only one purpose. They were used to talk to other people.

- Ask the students to read the questions below the text. Make sure that they understand what they mean. Show how they can find the answer for question 'a'.
- Ask the students to read the text silently and find the answers to these questions and write their answers. Help the students if they need any.
- When they finish, check their answers. Discuss what the answers are and where they are located in the text as a whole class feedback. This helps the students develop the skill to find answers in a reading text. The answers are: *a. Alexander Graham Bell invented the telephone. b. Telephone was as big as a lunch box long ago. c. Telephones are connected with wires but mobiles are not. d. We can do many things on a cell phone. We can call, use internet, send text messages, take photographs and play video games. e. A cell phone is better.*

Nearly every telephone was a landline for more than a hundred years. It is one that needs to be connected by a wire to a network of other telephones. People could not take those telephones with them because of the wires.

Now, there is a lot of progress in telephone. Today, many people use cell phones. Cell phones do not need to be connected with wires. Cell phones can be smaller than your hand. They can be moved anywhere.



Many cell phones sold today are smartphones. A smartphone is a cell phone that has lots of computer-style features. These phones can do many things. For example, people use smartphones to check e-mail and surf the Internet. You can use them to send text messages. You can use them to take photographs. You can use them to play games. There is something else you can use cell phones to do. You can still use them to talk to other people!

**Write short answers.**

- Who invented telephone?  
\_\_\_\_\_
- How big was telephone long ago?  
\_\_\_\_\_
- Describe how telephones are different from cell phones.  
\_\_\_\_\_
- What can you do with a cell phone?  
\_\_\_\_\_
- Which do you think is better, a telephone or a cell phone?  
\_\_\_\_\_

**5. Do you know that television has changed a lot over the years? Write a paragraph about it. 30 minutes**

This is a writing task on which students practise writing a paragraph about changes on television over the years based on the given clues. Follow the steps for this activity:

- Discuss what types of television they have in their house. The answer may vary: *colour, black and white, LCD, LED, smart*. Also ask about the size: small, big, thick, thin, etc. Ask about the number of channels and control system (remote or button). The students might share the features of TVs at present. In this case, you have to tell them that the first TV didn't have those features.
- Ask the students to observe the two pictures (*The first TV set and TVs at present*) and ask them to say what difference they can see. (The students might say:
  - The first TV set: Black and white, big and needed more space to put, had antennae
  - TVs at present: colour, thin and can be hanged on a wall, no antennae needed, remote control, touch buttons, smart features
- Read the words below the set of pictures and ask them if their guesses are right. Use full sentences to compare: *There are a lot of changes on television over the years. The first TV set had black and white pictures. They didn't show the picture in colour but the TVs at present show pictures in colour. There were only a few channels to watch in the first TV but now there are hundreds of channels to watch. The first TV was thicker and heavier in size but now TVs are slim and light. We can hang them on a wall. TVs today come with remote control and they have no antennae outside but the first TV set had long antennas. You can add more differences in this structure.*
- Now tell the students to write in the same way. Ask them to write a paragraph.
- Check their writing and provide feedback for improvement.

**Do you know that television has changed a lot over the years? Write a paragraph about it.**

The first TV set	TVs at present
	
- had black and white picture - could not show colour - only few channels to watch	- show pictures in colour - hundreds of channels to watch - TVs come with remote controls
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Lesson 28

### At a Market Place

This is the second lesson on the theme *Communication Technology and Market*. The whole lesson is focused on different places of a market and shopping at these places. The students will practise different language skills and vocabulary based on the tasks related to these lesson themes. The tasks included in the lesson are:

1. Listen and sing. (Listening and speaking)
2. Look at the pictures and discuss. (Speaking)
3. Read and act. (Listening and speaking)
4. Read and answer (Reading)
5. Have you visited a shop? Write about what you bought there. (Writing)

#### Objectives:

- Listen and sing the rhyme.
- Say and write the vocabulary related to places at a market.
- Ask and answer with a choice.
- Read a short conversation at a shop and do comprehension tasks.
- Write about what you bought in a shop.

**Materials:** Pictures related to a market place: *town, park, the mall, toy store, movies, candy store, butcher, bakery, subway, and shore*, audio/video of the song, pictures or cut-outs of the market places (*bakery, saloon/hair dresser's shop, stationery, supermarket, pharmacy, and grocery*)

#### Before you teach:

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

#### 1. Listen and sing.

60 minutes

This task focuses on listening and speaking skills. The students will be able to listen and sing the song. They will also develop the vocabulary related to a market place. To achieve this on part of students, you may follow these steps.

- Tell the students to look at the pictures and predict what they think the song is going to be about. Students may share their predictions. Then, ask these questions: What do you see in the pictures? Do they show a village or a town? Have you been to a town? What can we find in a town? Encourage the students to talk about these questions.
- Using a copy of the pictures, elicit or introduce the vocabulary related to a market place: *town, park, the mall, toy store, movies, candy store, butcher, bakery, subway, and shore*. Model their pronunciation and let the students practice.
- Sing/play the song to your students. Use a pointer to point to each word as you sing. Focus on following the song pattern. You can use the audio or video of the song on the link <https://www.youtube.com/watch?v=l5o0FJd8gJw> for the model. For your information, the song has been slightly adapted but the tune is intact and the same. Sing the same song to your students again. Allow students to sing along with you, for at this point, they should know the song. Do make them sing in groups, in pairs and individually.
- Pair the students and ask them to read the poem again to find about the places to go, places to shop and means of transportation mentioned in the poem. Ask the pair to discuss and complete the table individually.

**Listen and sing**

In my town, they're places to go  
In my town, they're places to go  
The school, the park, the big toy store  
The food, the movies; and many more  
In my town, in my town, everybody knows my name  
In my town, in my town, everybody knows my face.



In my town, they're places to shop  
In my town, they're places to shop  
The market, the mall, the candy store  
The butcher, the bakery; and many more  
In my town, in my town, everybody knows my name  
In my town, in my town, everybody knows my face.



In my town, they're people I know  
In my town, they're people I know  
My teacher, my doctor, the neighbour next door  
The kids from school; and many more  
In my town, in my town, everybody knows my name  
In my town, in my town, everybody knows my face.

- Say the answers or write the answer on the board and ask them to check themselves. Answers:
  - Places to go: school, park, toy store, the food, and the movies.
  - Places to shop: market, mall, candy store, butcher and bakery.
  - Means of transportation: car, bus, taxi and bike.
- Ask the same pairs to talk about which of these things are there in their town or village. Let some students share the class.

In my town, there're ways to travel  
 In my town, there're ways to travel  
 By car, by subways, by bus to the shore  
 By taxi, by bike, and many more  
 In my town, in my town, everybody knows my name  
 In my town, in my town, everybody knows my face

**Discuss in groups and complete the table.**

Places to go	Places to shop	Means of transportation

**What do you have in your town/village? Talk to your friends.**

**2. Look at the pictures and discuss.** **30 minutes**

This task focuses on speaking skill. The students will identify and say the different places related to a market place. Follow the procedures below:

- Tell them to look at the picture and ask: Have you gone to these places? What do you do there? Seek the students' answers. Encourage them to talk about these places. On this stage they can talk even in Nepali. Elicit the places: *Bakery, saloon/hair dresser's shop, stationery, supermarket, pharmacy, and grocery.*
- Write these words (*Bakery, saloon/hair dresser's shop, stationery, supermarket, pharmacy, and grocery*) on the board that have all their letters mixed up (e.g. "bkaery" for bakery). Ask the students to unscramble the word and shout out the answer to win a point. This works can be done in a team game. To bring *variation*, use letter blocks / letter shapes instead of writing on the board - students then rearrange the letters/blocks to spell out the correct word.
- Teach the students the meaning and pronunciation of these words.
- Bring different pictures or cut-outs of these marketplaces (*Bakery, saloon/hair dresser's shop, stationery, supermarket, pharmacy, and grocery*). Tell the students that you are showing these pictures to the class and they have to shout the words that the pictures indicate. Ask their spellings and what they call it in their language too. Elicit again what we do in these places.
- Now, ask students to complete the sentences with the correct words.
- Provide feedback with whole class discussion when all of them finish doing. The correct answers are: a. *grocery* b. *stationery* c. *saloon/hair dresser's* d. *supermarket* e. *bakery* f. *pharmacy*.



- Now, complete the sentences with the correct words.**
- You can buy vegetables from a .....
  - You can buy crayons and drawing papers from a .....
  - You can have your hair cut at a .....
  - You can find everything in a ..... It's a big store.
  - You can get your birthday cake from a .....
  - You can get medicine from a .....

**Integrating other subjects**

- The teacher can translate the words into Nepali. This helps the students to add some new words into their vocabulary list of Nepali language.

**3. Read and act.** **30 minutes**

This task focuses on listening and speaking skills. The students will learn to ask and answer with a choice through this task. Follow these procedures to achieve this objective:

- Tell the students to look at the pictures and ask: What are these places? What can we buy there? Seek answers from the students and elicit their answers. Encourage them to speak even if they use their language.
- Act out the given dialogues to the students using different sounds if possible. The students will listen and point out the lines.

- Put students in pairs - Student A asks the questions on the workbook and Student B answers. A reads the questions to B and B answers using the sentences on the workbook. For example:

Student A: *Hello, what would you like to buy today?*

Student B: *I'd like to buy fruits.*

Student A: *Do you like mangoes or bananas?*

Student B: *I want some mangoes.*

- After all of the questions have been asked and answered students swap roles and practice again.
- During this activity the teacher should monitor carefully and help with mistakes and pronunciation.
- Now tell the pairs to have similar conversations based on the clues given in the workbook.
- At the end, ask a few pairs to stand up and demonstrate a question and answer to the class - give lots of praise and a round of applause!



Have similar conversations with your partner.

- (At a bakery) eat bread/selroti or doughnut
- (At a stationery) buy exercise books/small or big
- (At a coffee shop) drink coffee/black coffee or milk coffee

#### 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 doing? Who do you think is the customer and who is the shopkeeper? What is he going to buy? Elicit their answers.
- Ask the students to read the topic 'At a Shoe Shop' and ask them what the text might be about. Elicit that they are going to read a conversation between a shopkeeper and a customer taking place at a shoe shop.
- Read/act out the conversation at an appropriate speed with correct pronunciation. Ask the students to listen and point out where you are reading. As you go through each question and answer, discuss the information it has carried. Rephrase or seek answers from the students asking additional questions. Also introduce the vocabulary during this reading and discussion.
- Now, ask two of the students to come to the front and act out the conversation. Other students will listen. Help them whenever they need. After this you can have your students act out this conversation in pairs.
- Tell the students to look at the questions below the conversation. Read the questions and make sure that they understand these questions.
- Ask the students to read the conversation silently and answer the questions based on it. Monitor them and help if they need any.
- When they finish, check their answers and provide necessary feedback. The correct answers are: a. *The conversation is taking place at a shoe shop.* b. *A shopkeeper and a customer are talking.* c. *The customer wants to buy leather shoes.* d. *The boy didn't buy the first pair of shoes because it was very expensive.* e. *The cost of the shoes he buys is one thousand and eight hundred.*

#### Read and answer.

##### At a Shoe Shop

Shopkeeper : Can I help you?  
 Customer : Yes, please. I'm looking for a pair of shoes.  
 Shopkeeper : What kind of shoes would you like?  
 Customer : I like leather shoes with a fine smooth look.  
 Shopkeeper : What about this one?  
 Customer : It's just what I wanted. May I try it on?  
 Shopkeeper : Yes, please. How is it?  
 Customer : It's nice. How much does it cost?  
 Shopkeeper : Two thousand and five hundred rupees.  
 Customer : Oh, it's very expensive. Have you got cheaper ones?  
 Shopkeeper : Certainly, look at this one, please. It costs one thousand and eight hundred rupees. It's of the same size.  
 Customer : It's good. I'll take it. Here is the money.  
 Shopkeeper : Here you are. Thank you.  
 Customer : Thank you.

#### Answer the following questions.

- Where is the conversation taking place?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Who are the people talking?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What kind of shoes does the customer want to buy?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Why didn't the boy buy the first pair of shoes?  
 \_\_\_\_\_  
 \_\_\_\_\_
- How much is the cost of the shoes he buys?  
 \_\_\_\_\_  
 \_\_\_\_\_

Work in pairs. Perform the conversation.

**5. Have you visited a shop? Write about what you bought there.****25 minutes**

This is a writing task. The students will practise writing a paragraph about what they bought in a shop. Follow the following steps:

- Ask the class to draw a worksheet with two columns on their exercise book. It looks like this:

Shops I visited	The things I bought there	How much/how many
1. A-One Super Store	Leather shoes	a pair
2. ....		



- Ask the students to complete the worksheet remembering which shop they have visited and what they bought there. Draw this worksheet on the board too and model how they can list these things.
- When the students do this, move around the class and help them. After they finish, ask them to observe your completed worksheet on the board and describe it. Describe it like this: *I have visited many shops and shopping stores. Last Saturday, I visited the A-One Super Store. It is a large super store where we can buy almost all things. I went there with my brother. I bought many things there. I bought a pair of leather shoes for my school uniform. I paid Rs. 1200 for this. I also bought a white T-shirt. Then I went to the sports section. There I bought .....*
- Tell one of the students to come to the front and ask him/her to share his list of objects one by one. Help him/her to describe what he/she bought (one after another). Ask the remaining students to listen. Ask another student to describe what he/she bought based on the list he/she prepared.
- Tell the students to look at the task and ask to do the task based on the worksheet they completed.
- When they finish, check their writing and provide feedback.

## Lesson 29

### I love Shopping

This is the third and last lesson on the theme *Communication Technology and Market*. The lesson introduces the unit of Nepali currency and the common languages used in shopping. The students will practise different language skills through the following tasks:

1. Look at the pictures and discuss. (Speaking)
2. Ask and answer. (Speaking)
3. What do you like? (Writing)
4. Listen and act. (Listening and speaking)
5. Read and answer (Reading)
6. Do you like shopping too? What do you like doing? Write in a paragraph. (Writing)

#### Objectives:

- Say the unit names of Nepali currency in English.
- Ask and answer the price of an object using 'How much is/are ...?' and 'It's .....!'
- Use 'and', 'but' and 'because' correctly.
- Listen and act out the conversation about guests and a waiter at a restaurant
- Read a short text about shopping at a supermarket and do comprehension tasks.
- Write a paragraph about what they like about shopping.

**Materials:** Wallet with at least one unit of all Nepali currency/note, our goods with teacher made price tag (Pen, pencil, notebook, mobile with handwritten price tag), an English dictionary.

#### Before you teach:

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

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

30 minutes

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

- Show the class your wallet. Ask what it is and what is inside it. Elicit that it contains the money I have.
- Ask them to guess how much money I have in my wallet and what are the units of money I have. (i.e. a thousand-rupee note, a five hundred-rupee note, a hundred-rupee note etc.)
- Now, show the money you have (You should have at least 1000, 500, 100, 50, 20, 10, 5, 2 and 1 rupee note/coin). Begin with the lowest or highest units, but not randomly. Ask what/how much it is. The students are likely to speak in Nepali. Ask what it is called in English.
- Elicit what the note is. Say the names of the notes in English and get them to repeat the words they don't know or have trouble saying. Don't write them on the board at this point. If they say the words before they see them written down, it's easier for them to remember the correct pronunciation.
- Now write the words (a thousand-rupee note, a five hundred-rupee note, a hundred-rupee note, a fifty-rupee note, a twenty-rupee note, a ten-rupee note, a five-rupee note, a two-rupee note/coin, a one-rupee note/coin) on the board. Read the words showing the respective notes and ask the students to repeat them so that they can identify the words and units of money they are shown.
- Ask the students why we need money and what would happen if there were no money. Discuss these questions. Encourage the students to express their views. This time they can use Nepali language/words. Also discuss about their experiences of first shopping, who they went with and what they bought. Discuss the uses of money as well.
- Tell the students to see the pictures of the workbook. Have students look closely at the pictures and ask what these units of money are. Once they say this, tell them to sit in pairs and take turns to ask and answer what the money in the picture is. Both of them say their names in turn.

Look at the pictures and discuss.



Now, write the names of the notes and coin.

a. A one-rupee note.	b. _____	c. _____
d. _____	e. _____	f. _____
g. _____	h. _____	i. _____

Why do we need money? What would happen if there were no money?

- Invite some students to the front of the class and ask them to say what the money in the pictures is. The remaining students check and correct if he/she makes any mistake.
- Now, ask the students to look at the extended task and ask them to write the names of the notes and coin. Help the students where necessary.
- When they finish, check whether they have written correctly.

#### Integrating other subjects

- The students can be asked to do various different activities based on the coins and notes given in the pictures:
  - Conversion of rupees into Paisa and vice versa
  - Addition and subtraction related to currency

## 2. Ask and answer.

40 minutes

This task focuses on speaking skill. Follow the procedures below:

- Introduce the structure "How much is/are ...?" For this, 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):

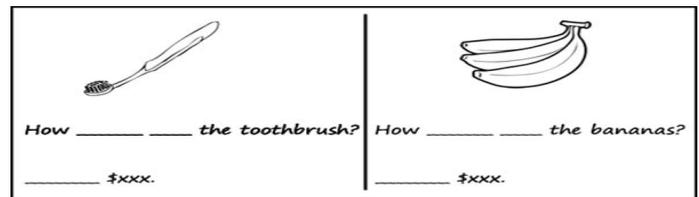
- Elicit the missing words:

How much is the toothbrush?

It's 60 rupees.

How much are the bananas?

They're 100 rupees.



- Now, tell the students that you are showing the objects with a price list and are going to ask the question 'How much is it?' The students have to answer. Show 'a pen' with a price list of 20 rupees and ask the price of it using the sentence "How much is it?" Students use "It is 20 rupees." to answer. Follow this process to the objects: Pencil, notebook and mobile with their price tag

- Tell the students to look at the pictures and ask these questions: What are these? Where can we buy these things from? (Elicit: They are: orange, rice, milk, ice-cream, apple juice, eggs, lemon, onion, pizza, watermelon). We can buy them in a grocery shop.) Teach these words if they don't know. Ask them to see and read the price below their pictures.

- Tell them that they are going to ask and answer about their price.

- Invite two of the students to the front of the class and ask them to act out the conversations given as an example. Ask the remaining students to listen and look at the lines.

- Make a similar conversation with one of the students about the second picture. Ask the remaining students to listen and look at the lines. Do the conversations about all the pictures using the structure 'How is ...?' and 'It's .....!'. Discuss about the process.

- Ask the students to be in pairs. Ask them to take turns to ask and answer as in the example and the modelling done earlier. Move around the class to check whether the students are asking and answering correctly. Help them in need.

- Call some pairs and ask them to ask and answer. Ensure that they can use this exponent in their context of asking price.

#### Integrating other subjects

- The students can be asked which of the things shown in the pictures above are grown in their locality. They can also be asked to add other things grown in their locality and why they should consume those things. This helps in the fulfilment of the leaning outcome of *Serofero*: आफ्नो गापा/नपामा उत्पादित तथा निर्मित वस्तुहरूको उपयोग गर्न

Grocery Section				
 Rs. 80 per kg	 Rs. 65 per kg	 Rs. 115	 Rs. 50	 Rs. 135
 Rs. 15	 Rs. 100 per kg	 Rs. 50 per kg	 Rs. 200	 Rs. 45 per kg

Example: A: How much is the orange?  
B: It's 80 rupees per kg.  
A: Give me one kg. Here is 100 rupees.  
B: 20 rupees is your change. Here you are.

Now, have similar conversations with your friends.

### 3. What do you like?

30 minutes

This task focuses on writing skill. The students write three sentences about what they like. Follow these procedures:

- Use the pictures in the previous task 'Ask and answer' to introduce 'and' 'but' and because. Show the picture of 'an orange' and 'watermelon' from there and say: I like oranges. I like watermelon. I like oranges and watermelon. Follow this process and use 'but' and 'because' too. For example, I like oranges but I don't like lemon. I don't like eggs because I am a vegetarian. Make as many sentences as possible using them so that the students clearly derive the usage of 'and', 'but' and 'because'. Discuss about usages.
- Now, ask the students to say what they like using 'and', 'but' and 'because'. This can be done for the whole class, in groups or individually.
- Tell the students to look at the task. Ask to read the examples and write three similar sentences. Make sure that they can write.
- When they finish writing, check their sentences and provide necessary feedback.

#### What do you like?

Write what you like and what you don't like. Use 'and', 'but' and 'because' in your sentences.

Example: I like orange and watermelon.

I like apple juice but I don't like watermelon.

I like milk because it is good for our health.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

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d. \_\_\_\_\_  
e. \_\_\_\_\_  
f. \_\_\_\_\_  
g. \_\_\_\_\_  
h. \_\_\_\_\_

### 4. Listen and act.

60 minutes

This task focuses on listening and speaking skills. In this task, students practise listening and acting out the conversation between a waiter and guests at a restaurant. Follow these procedures:

- Act out the conversation first by yourself while the students look at their workbook and listen. Then act out the conversation together in chorus.
- Divide the students in pairs and ask one of them to act as a waiter and the other as guests. Ask them to act out the conversation as the determined role. Alter the role when they finish once. Move around the class and check if they are acting the conversation well. Help them if necessary.
- Ask the questions about the conversation and seek their answers i.e. Where are the guests? How many guests are there? Do they look at the menu? What do they order? Do they order a drink too? Do they order a desert? etc.
- Invite one pair to the front of the class to act out the conversation.
- After the practising the conversation, tell the students that you are going to show them how a word in a dictionary is searched. Show them searching the first word 'hungry' in the dictionary. Tell the students that the alphabetical order of the first, second and third letter is really important while using a dictionary. Ask them about their previous knowledge of alphabetical order ABC etc. Show them what the meaning of it is.
- Ask the students to tell one word and show how that word and its meaning is found in the dictionary.
- Now, ask the students to find the meanings of the remaining words and make their own sentences using them.
- Check their answers and provide necessary feedback.

#### Listen and act

Guests : A table for four, please.

Waiter : Yes, of course.

Guests : Thank you.

Waiter : Here you go.

What would you like to have? Would you like to look at the menu?

Guests : Yes please.

We are very hungry

(the guests look at the menu)

Waiter : Are you ready to order?

Guests : Yes. We'd like fish, rice and curry please.

Waiter : Would you like a drink?

Guests : No, thanks, just a bottle of water

(the guests have finished their meals)

Waiter : Would you like a desert?

Guests : No, thank you. Could we have the bill please?

Waiter : Yes, of course.

Now, find the meanings of these words from a dictionary and use the words in your own sentences.

a. hungry: \_\_\_\_\_  
b. menu: \_\_\_\_\_  
c. order: \_\_\_\_\_

## 5. Read and answer.

40 minutes

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

- Tell them to look at the pictures and ask these questions: Where are the boys in the first picture? What are they doing? What are the people in the second picture doing? Have you ever been to any supermarket? Where? Seek students' answers on these questions. Encourage them to speak in English.
- Read the text at an appropriate speed with correct pronunciation. Ask the students to listen and point out where you are reading.
- Write the words on the board: *Supermarket, quality, cinema, agree, restaurant, famous* and *juice*. Put pupils into small groups or pairs and give each group a dictionary. Allow learners to use monolingual or bilingual dictionaries. Give pupils a limited time (about 15 minutes) to work together to find the meanings of the words listed on the board. They should use a dictionary to find out or check their answers. When they finish doing this, model the pronunciation and discuss the meanings.
- Read the text again with the students. Ask the children simple questions about the text they have been reading with you. Ask questions about each line when finished reading. For example, (after reading the respective lines) Where is Bikas? Who are with him? Does he like shopping? Where does he like to shop? Why does he like shopping at a supermarket?
- 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 and also ask them to underline answers in the workbook.
- Monitor the class and help if they need any.
- When they finish, check their answer. The correct answers are: *a. Bikash is at a supermarket. b. They like supermarket because everything can be found there with good quality. c. The restaurant is on the top of the supermarket. d. No, Bikash and Nabina don't like the same type of film.*

### Read and answer.

#### Shopping at the Supermarket

I'm Bikas. Now, I am at a supermarket. I have come here with my friends: Bijaya and Nabina. I love shopping at a supermarket because we can find everything. We don't need to move here and there. We can get things of good quality there. Bijaya and Nabina also like supermarket.



We go to the cinema whenever we come here. We are also watching a film today. I like English films but Nabina likes Nepali films. But we have agreed to watch an English film today. Then we will go to the restaurant on top of the supermarket. It's very famous. It's always full of people. I like cold drinks. Bijaya prefers apple juice. I like bread and curry because it's good for our health. Nabina and Bijaya



like chicken wings. We don't like junk foods.

Then, we have our shopping! We bought some clothes for us today. We chose the best one. Do you also like shopping?

#### Answer the following questions.

a. Where is Bikas?

---

---

b. Why do they like supermarket for shopping?

---

---

c. Where is the restaurant?

---

---

d. Do Bikas and Nabina like the same type of film?

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## 6. Do you like shopping too? What do you like doing? Write in a paragraph.

40 minutes

This is a writing task. Follow the following steps:

- Ask the students to recall what Bikas like about shopping. Ask them to share. Discuss whether they like shopping too.
- Discuss what you like about shopping. Share your ideas on what you like doing for shopping.
- Now ask the students to make a list of things they like to buy and what they like doing for shopping. Ask some of them to share it in front of the class.
- Ask the students to read the instructions of the question and explain how they can write. Make sure that they understand the task.
- Ask them to write a paragraph about what they like doing for shopping. Move around the class and help them in need.
- Check their writing and provide feedback.

Do you like shopping too? What do you like doing? Write in a paragraph.

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#### Integrating other subjects

- The students can be asked to write this in Nepali language too. This helps them develop their writing skill.

## 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 the recording and answer the questions.

This task is to be done individually. Record the conversation between guests and a waiter (Lesson 29: Listen and act, page 187) using your mobile phone. Play the recording and ask the student to answer the questions. Check if he/she has done correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

1. Listen to the recording and answer the questions.

a. How many people went to the restaurant?  
.....

b. Did they look at the menu?  
.....

c. What things did they order? Write any two.  
.....  
.....

d. Did they take dessert?  
.....

### 2. Work in pairs. Talk to each other. Act like talking on the phone.

This task is to be done by the students in pairs. Pair up all the students. Ask them to act like talking on the phone about the situation: *You want to go to the market with your friend to buy a book.* Listen to them talking about the given situation. Score 1/2/3 or 4 as appropriate in the record sheet.

### 2. Work in pairs. Talk to each other. Act like talking on the phone. Talk about the situation.

You want to go to the market with your friend to buy a book.

### 3. Read the following text and answer these 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 the text and find the past forms of these verbs from the text in A and complete the sentences using the words from the text in B. Move around the class to make sure that they are not copying from others.

### 3. Read the following text and answer these questions.

Alexander Graham Bell invented telephone many years ago. It was very different at that time. Long ago, all telephones were as big as a lunchbox. People had to stay on a table or wall. Telephones had only one purpose. They were used to talk to other people.

Nearly every telephone was a landline for more than a hundred years. It is one that needs to be connected by a wire to a network of other telephones. People could not take those telephones with them because of the wires.

Now, there is a lot of progress in telephone. Today, many people use cell phones. Cell phones do not need to be connected with wires. Cell phones can be smaller than your hand. They can be moved anywhere.

#### A. Find the past forms of these verbs from the text.

Example: invent – invented

- a. have – .....      b. connect – .....
- c. move – .....

#### B. Complete these sentences. Use the words from the text.

- a. Telephones were as ..... as a lunchbox.
- b. A landline phone needs a ..... to be connected.
- c. You can hold a ..... in your hand.

### 4. Put 'and', 'but' or 'because' in these sentences.

This is the writing test. The students are required to put 'and', 'but' and 'because' in these sentences correctly. Ask the students to put them correctly.

### 4. Put 'and', 'but' or 'because' in these sentences.

- a. We have a black ..... white TV.
- b. Radios were very big in the past ..... they are smaller now.
- c. I wanted to buy the shoes ..... they were very expensive.
- d. I like bread and curry ..... it's good for our health.
- e. Bijaya ..... Nabina like supermarket.

### 5. What things do you have at your home? Write three sentences about each of them.

This is a writing test. The students are required to write three sentences about each of these things (radio, mobile phone, television, telephone) they have at their home. Ask them to write in their exercise book. Check the sentences to score.

### 5. What things do you have at your home?

radio	mobile phone	television	telephone
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Write three sentences about each of them.

- a. ....  
.....
- b. ....  
.....
- c. ....  
.....

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> 2 (Lesson 30 to 31)	
<b>Soft skills:</b> Creativity, Organizational skills, Communication	
<b>Total working hours:</b> 5	
<b>Language function</b>	Describing pictures
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and tick</li><li>• Listen and sing</li><li>• Listen and write</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Talk about pictures</li><li>• Ask and answer</li></ul>
<b>Vocabulary</b>	Name of fruits and vegetables
<b>Reading</b>	<ul style="list-style-type: none"><li>• A story 'The Pumpkin in the Jar'</li><li>• A text on what are vegetables and what are fruits</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• A paragraph on a fruit that the students like</li><li>• Describing a picture</li></ul>

## Lesson 31

### The Pumpkin in the Jar

This is the first lesson on the theme *Fruits and Vegetables*. The lesson is about fruits and vegetables. The students will practise different language skills in this lesson.

This lesson includes six topics.

1. Listen to your teacher and tick the pictures. (Listening)
2. Listen and sing. (Listening and speaking)
3. Ask and answer. (Listening and speaking)
4. Learn these words. (Vocabulary)
5. Read and answer. (Reading)
6. Write. (Writing)

#### Objectives:

- Identify the pictures of fruits and vegetables.
- Listen to the teacher and sing a song.
- Describe fruits and vegetables.
- Learn the new words from the story 'The Pumpkin in the Jar.'
- Read a text and do comprehension activities.
- Write a paragraph about a fruit that the students like.

**Materials:** Pictures/real fruits (for task 1), Word cards (for task 2), record of the rhyme (task 2)

#### Before you teach:

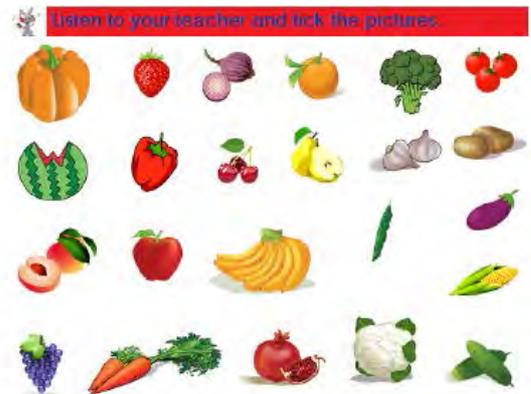
- Study the workbook thoroughly.
- Learn to sing the song.
- Have the materials ready.

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

15 minutes

This is a listening task. Follow the steps:

- Tell the students to say the names of the fruits and vegetables they know. This way you can check their previous knowledge about clothes.
- Write the names of the vegetables and fruits they name on the board.
- Show some real fruits and vegetables or picture of them and check if they know the names.
- Tell them to look at their workbook.
- Tell them that you are going to say the names randomly and they need to tick the correct pictures.
- Say the names one by one but in random order. Observe them and make sure that they are listening correctly and have ticked the correct picture.
- With their workbooks closed, show them the pictures of some fruits and vegetables given in the book and ask them the name. This way you can teach pronunciation.
- Next, ask them to spell each names and write them on the board.



#### 2. Listen and sing.

20 minutes

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

- Sing the rhyme yourself with actions or play the recorded audio.
- Sing/play the song 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.*)

#### Listen and sing.

Pumpkin, pumpkin,  
Sitting on a wall.  
Pumpkin, pumpkin,  
Tip and fall.  
Pumpkin, pumpkin,  
Rolling down the street.  
Pumpkin, pumpkin,  
Tickle those feet!



- After the students learn to sing, let them sing themselves. Move around and check if they are singing with action or not.

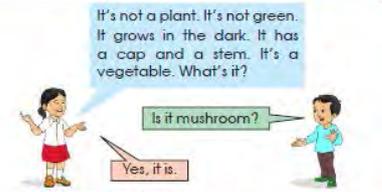
### 3. Ask and answer

20 minutes

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

- Tell the students to look at the book and ask them to guess what the boy and the girl are talking about. (Elicit: mushroom.)
- Tell them that you are going to read the conversation and they will follow you.
- Call two of the students in the front of the class. Ask them to act out the conversation.
- Divide the students into pairs and ask them to have conversations in other situations in the same way. They will take turns in doing so.
- Move around the class and ensure the students are doing the task correctly.

#### Ask and answer



#### Now, have similar conversations.

<p>It grows under the ground. It's long and thin. You can eat it raw. You peel it before eating. It's orange in colour. Rabbits like it.</p>	<p>It's quite small. It's round and green. It stays in pods. You cook it before you eat.</p>
<p>It's a very popular vegetable. It grows under the ground. You cook it before you eat. You can cook it in many ways.</p>	<p>It's big. It's round or oval. It's green outside. It's red inside. It's sweet. You don't eat its skin.</p>

(Note: The students have to identify the descriptions as carrot, potato, peas and watermelon.)

### 3. Learn these words.

1

5 minutes

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

- Show the word cards of the words in the box one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss on the meaning of the words.
- After this, ask them to read the incomplete sentences and guess the right word from the box.
- Now tell them to complete the sentences choosing these words.
- They will do the task individually.
- Move around and observe how they are doing the task.
- Once they finish the task, ask them to share their answers and give feedback.

#### Learn these words.

hunt, maiden, replied, message, ordered

#### Now, fill in the blanks with the words.

- The teacher asked me a question and I \_\_\_\_\_
- Kopila sent me a \_\_\_\_\_ on my birthday.
- It is illegal to \_\_\_\_\_ wild animals.
- The captain \_\_\_\_\_ the soldiers to run.
- There is a \_\_\_\_\_ in our family. She helps my mother.

### 4. Read and answer.

60minutes

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 king and woman. There is a pumpkin garden. Etc.)
- Tell them that they are going to read the story 'The Pumpkin in the Jar'.
- Ask them to guess what the story is about. (Listen to all the guesses. Encourage them to speak.)
- Tell the story orally, the students will listen to you. You may ask some questions while telling the story so that you can check their understanding of the story.
- Ask one of the students to read the story aloud and ask others to follow him/her.
- Tell them to read the text loudly. When they finish, tell them that they are going to do the exercises.

#### Read and answer.



One day, a king went to the forest to hunt a deer. In the forest, he lost his friends and became alone. He walked here and there. He saw a hut with a beautiful garden. A beautiful young maiden was working in the garden. The king asked her, 'What plants are you growing here?' She replied, 'I am raising pumpkins and melons.' The king was thirsty. He asked the maiden for a drink. 'We were hunting in the heat of the day,' he said, 'and I'm very thirsty.' The maiden replied, 'We have water but the jar to serve is old. It is not right for the king to drink from such a jar. If we had a jar of gold, it would be good for you.'

- There are three exercises; true/ false, ordering and answering the questions. They will do them one by one.
- Ask the students to read the sentences and decide whether the sentences given in the first exercise are true or false.
- Tell them to write 'True' in the box for true statements and 'False' for false statements.
- Move around the class and help them if they need any.
- Ask them to share their answers once they finish. Ask them why a particular statement is true or false.
- Provide your feedback.
- Answers
  - a. True
  - b. False
  - c. False
  - d. True
  - e. False
- Ask the students to look at the next exercise and read the sentences given there.
- Tell them that they have to put these sentences in the order on the basis of the story 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:**

- c. A king went to the forest to kill a deer. - 1
- e. The king was thirsty. - 2
- b. A girl gave him water. - 3
- a. The king liked the girl. - 4
- d. The king married the girl. - 5

- Next, inform the students that they are going to answer the question based on the text.
- Tell them to read the text silently again and write the answers to the questions given in the third exercise.
- Move around the class and help the students if they need any.
- Once they finish the task, ask them to share their answers and provide feedback.

**Answers:**

- a. To hunt a deer.
- b. Because he was thirsty.
- c. Yes, he did.
- d. Several months.
- e. She put the baby pumpkin in the jar and it grew there.

The king replied to the girl, 'Never mind about the jar. I'm very thirsty! I don't care if the jar is old'

The maiden went into the house, and gave water to the king. The king drank the water.

The king gave the jar back to the girl but she broke it.

He cried, 'You see that I am a king. Why did you break that jar?'

The maiden replied, 'I should not like to have it used by anyone else after you have touched it.'

Upon hearing that, the king made no reply. He thought she was a clever girl after all.

The king ordered a soldier to carry the maiden a new jar, one with an opening at the top not much more than one inch across. She was told that the jar was sent by the king. She had to put a pumpkin inside the jar. The soldier told the maiden that she should not break the jar.

The maiden sent a message to the king. She was sure that she could do what the king said, but that such a task might take some time.

It was several months before the maiden arrived at the palace. She held the same jar, and sure enough, an entire pumpkin was inside it. When the king saw the jar, he knew that the jar was the same one that he had given. What's more, he saw that both the jar and the pumpkin were undamaged. He asked the maiden to marry him on the spot and she agreed.

Later, when his new wife told her secret, the king laughed long and hard.

*(Adapted from storiestogrowby.org)*

**Write 'True' for true statements and 'False' for false ones.**

- a. The king met a girl in the forest.
- b. The king asked for a jar of gold.
- c. The girl broke the jar because she was angry with the king.
- d. The king sent a jar to the girl.
- e. The girl changed the jar and put a pumpkin in the jar.

**Write 1 to 5 to put the following sentences in the correct order.**

- a. The king liked the girl.
- b. A girl gave him water.
- c. A king went to the forest to kill a deer.
- d. The king married the girl.
- e. The king was thirsty.

**Answer the following questions.**

- a. Why did the king go to the forest?  
\_\_\_\_\_
- b. Why did the king ask for a drink?  
\_\_\_\_\_
- c. Did the king drink water from the old jar?  
\_\_\_\_\_

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- d. How long did it take her to put a pumpkin in the jar?  
\_\_\_\_\_
- e. How did she put the pumpkin in the jar? Can you guess?  
\_\_\_\_\_



## Lesson 32

### Fruits and vegetables

This is the second and the last lesson on the theme *Fruits and Vegetables*. The lesson is about fruits and vegetables. The students will practise different language skills in this lesson. This lesson includes five topics.

1. Listen to your teacher and write their names. (Listening)
2. Ask and answer. (Listening and speaking)
3. Learn these words. (Vocabulary)
4. Read and answer. (Reading)
5. Write. (Writing)

#### Objectives:

- Learn the names of fruits and vegetables.
- Talk about fruits and vegetables that they like and do not like.
- Learn the new words from the reading text.
- Read a text and do comprehension activities.
- Write a description of a picture.

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

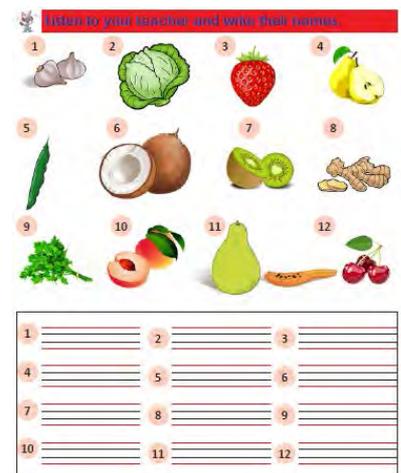
#### Before you teach:

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

### 1. Listen to your teacher and write their names. 20 minutes

This is a listening task. Follow the steps:

- Show the pictures of the fruits and vegetables one by one and ask the students to say their names.
- Tell them the names of fruits and vegetables that they do not know.
- Tell them that you are going to say the names of the fruits and vegetable one by one and ask them to write the names in the box given below the pictures.
- Say the names one by one in the order. Observe them and make sure that they are correctly listening.
- They may not know the spelling of some of them. In such situation, spell the words and the students will write.
- Write the names of the fruits and vegetable on the board in the order given in the exercise.
- Ask them to check their answers looking at the board.
- Conduct a drill practice so that the students will learn the pronunciation and the spelling.



### 3. Ask and answer. 20 minutes

This is a listening and speaking task. The students will talk about the fruits and vegetables they like and do not like. Follow the following steps:

- 
- Tell the students to look at the picture and say what they see. (Elicit: a boy and a girl are talking.)
- Ask :What are they talking about? (They are talking about fruits they like and do not like.
- Ask them what the girl is asking. (Elicit: What fruits do you like?)
- Ask: What is the boy's answer? (I like apples and mangoes. But I don't like avocados because they aren't sweet.)
- Call two of the students in the front of the class. Ask them to act out the conversation.
- Divide the students into pairs and ask them to act out the conversation taking turns.
- Now, divide the students into groups of five. Tell them to ask the following questions to their four friends:
  - a. What fruit and vegetables do you like?

- b. Why do you like them?
- c. What fruits and vegetables do you not like?
- d. Why do you not like them?

- Ask the students to get the answers of these questions from their friends.
- Tell them to complete to write the information that they get from their friends in the table.
- Move around the class and ensure the students are doing the task correctly. If they feel any difficulty, help them.



Now, talk to your friends and complete the table below.

S.N.	Name	Fruits and vegetables			
		s/he likes	Why	s/he doesn't like	Why
1.					
2.					
3.					
4.					

### 3. Learn these words.

15 minutes

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

- Show the word cards of the words in the box one by one and ask the students to read those words.
- Help them if they cannot.
- Conduct a drill practice so that they can learn the pronunciation and spelling of the words.
- Discuss on the meaning of the words.
- After this, ask them to match the words in the first column with their meanings in the second column.
- They will do the task individually.
- Once they finish the task, ask them to share their answers and give feedback.

**Learn these words.**

cover, explain, bite, fleshy, nod

Now, match the words with their meanings.

- |            |                                    |
|------------|------------------------------------|
| a. cover   | i. thick                           |
| b. explain | ii. to move your head down and up  |
| c. bite    | iii. to use your teeth to cut food |
| d. fleshy  | iv. to put something over          |
| e. nod     | v. to describe                     |

### 4. Read and answer.

60 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: A mother and a daughter are in the kitchen. There are some fruits and vegetables on the table. They are talking about the fruits and vegetables.)
- Tell them that you are going to read the text and they have to follow you.
- Read the text aloud and ask the students to follow you.
- Tell them to read the text loudly. When they finish, tell them that they are going to do the exercises.
- Tell them that there are three exercises. They will do them one by one.
- First, ask the students to read the expressions in the exercise.
- Tell them to read the text and find out who said these expressions also inform that there are two people in the text mom and Casey.
- Move around the class and help them if they need any.
- Ask them to share their answers once they finish. Provide your feedback.



**Read and answer.**

'Mum, what makes tomato a fruit? My teacher said it isn't a vegetable,' Casey asked her mother.

'Well, why do you think it is a vegetable?' She asked.

Casey said, 'They're not sweet like apples.'

'But all the fruits are not sweet,' Mum said.

'Still, fruits are usually sweet, right?' Casey said.

'Fruits are really something that cover a seed,' Mum explained.

'Not bananas,' Casey said.

'Sure they do. Bananas have little tiny seeds inside. If you bite it, you can feel them,' Mum said.

'So do all fruits have seeds in them?' She asked.

'Yes, but vegetables are different. They are parts of a plant, like a stem, a leaf, a root, or just the seed,' Mum answered.

'A leaf? It is odd to imagine chewing on tree leaves,' Casey said.

'Like, spinach is a leaf,' Mum explained.

'I don't like spinach,' Casey said.

'Lettuce?' Mum asked.

'That's good in salads and burgers. So if it's not a leaf, what were the other options again?' She asked.

'Stems like celery, or roots, like radishes and potatoes,' Mum replied.

'It is odd to think of stems,' She said.

Mum added, 'They can be seeds, too, like peas. Fruits have fleshy covering around the seeds.'

'So, green peppers and cucumbers are fruits,' She said.

Mum nodded, 'Science says they are but the way we cook makes them vegetables.'

'It's hard to remember all,' Casey said.

'But remember it's not true for all,' Mum laughed.

(Adapted from the story of Andrew Frinkle 'Fruits and Vegetables')



## 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. Listen to the rhyme by your teacher and repeat after him/her.

This task is listening and speaking test. It is to be done in the whole class. You can use any rhyme related to fruits and vegetables. You may use the rhyme from the book too. Make sure that everyone is repeating after you. Observe and score 1/2/3 or 4 as appropriate in the record sheet.

### 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 the text; they will listen to you and complete the sentences. Score 1/2/3 or 4, as per their answers, in the record sheet.

#### Listening text

I am a carrot. I look like a long orange cone. I taste sweet. I am actually a root. I have long leaves growing on my head. I am good for your eyes and teeth. Rabbits love me.

#### Answers:

- orange cone/cone
- head
- eyes and teeth

### 3. Describe the picture orally.

This is a speaking test. It is to be done on one-to-one basis. Ask each student to describe the picture given in this task. Score 1/2/3 or 4 as appropriate in the record sheet.

### 4. Put the following words in alphabetical order.

This is a vocabulary test. It is to be done on one-to-one basis. Ask the students to put the words given in this exercise in the alphabetical order. Check their answers and score 1/2/3 or 4 and record in the record sheet.

**Answer: broccoli, capsicum, grapes, jackfruit, mango, orange, pomegranate, strawberry, tomato, watermelon**

### 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 the price of the fruits given in the table and write answers to the questions. Check their answers and score 1/2/3 or 4 and record in the record sheet.

#### Answers:

- Rs. 80.
- Rs. 350
- Mango.
- Walnut

- Listen to the rhyme by your teacher and repeat after him/her.
- Listen to your teacher and complete the sentences.
  - A carrot looks like a long .....
  - Carrot leaves grow on its .....
  - It is good for our ..... and .....
- Describe the picture orally.



#### 4. Put the following words in alphabetical order.

watermelon    strawberry    broccoli    tomato  
capsicum    grapes    pomegranate    mango  
orange    jackfruit

.....  
.....  
.....

#### 5. Read the table and answer.

Fruits Price (per kg)			
Apple	Rs. 240	Pomegranate	Rs. 250
Orange	Rs. 100	Avocado	Rs. 350
Mango	Rs. 80	Walnut	Rs. 575
Kiwi	Rs. 280	Coconut	Rs. 430
Grapes	Rs. 140	Dragon fruit	Rs. 500

- How much does a kilogram of mangoes cost?

.....

- How much does a kilogram of avocado cost?

.....

- Which is the cheapest fruit?

.....

- Which is the most expensive fruit?

.....

**6. Write a short description of a famous place in your locality. Use these clues.**

This is the writing test. Tell them to write a short paragraph about their favourite fruit or vegetable. Tell them to use the questions given there as the clues in their writing. Check their answers after they finish the task and score 1/2/3 or 4 and record in the record sheet.

6. Write a short paragraph about your favourite fruit or vegetable. Write about these:

- a. What is it?
- b. What does it look like?
- c. Why do you like?

-----  
-----  
-----  
-----  
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*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: 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> 2 (Lesson 32 to 33)	
<b>Soft skills:</b> Honesty and integrity, collaboration and team work	
<b>Total working hours:</b> 6	
<b>Language function</b>	Expressing likes and dislikes
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and act</li><li>• Listen and name the sports</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Look at the pictures and say about hobbies</li><li>• Ask and answer about hobbies and interests</li><li>• Tell what the friends like to do/doing</li></ul>
<b>Vocabulary</b>	Fishing, swimming, painting, drawing, horse riding, trekking, dancing, shopping, camping, cycling, basketball, table tennis, race, cricket, gulf, football, volleyball, skating, badminton, swimming, team, champion, fond of, match, favourite
<b>Reading</b>	<ul style="list-style-type: none"><li>• A text with some visual signs</li><li>• a description of hobbies and interest</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Asking about hobbies of friends and making a note</li><li>• A paragraph about the sport you like</li></ul>

## Lesson 32

### My hobbies

This is the first lesson on the theme *Hobbies and Interests*. The whole lesson is focused on the different hobbies and interests people generally have. The students will practise different language skills through the following tasks:

1. Look at the pictures, discuss and say. (Speaking)
2. Act out the conversation. (Listening and speaking)
3. Read and answer (Reading)
4. Ask the questions: What do you like....? to your friend. Write in the table below. (Writing)

#### Objectives:

- Name different hobbies and say what they like doing.
- Ask and answer about their hobbies.
- Read a short text with visual signs about hobbies and do comprehension tasks.
- Ask and note down the hobbies of their friends.

**Materials:** folded pieces of paper/strips with one of the hobbies written on it

#### Before you teach:

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

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

60 minutes

This task focuses on speaking. The students practise saying the names of different hobbies and talk about what they like doing. Follow these steps.

- Begin the lesson by discussing the pictures of the theme page. In a class discussion ask students:
  - What are the people in the pictures doing?
  - Which of these actions do you like? Why?
  - Which of these actions don't you like? Why?
  - Which of them can/can't you do?
  - What is/are your favourite pastime(s)?
  - What are these favourite pastimes termed as?



What do you like doing? Talk to your friends.

- Encourage the students to speak in English but they can share their ideas in Nepali too. Introduce all the pictures on the theme page: swimming, camping, dancing, cycling, listening to music, drawing/painting). Give your ideas of likes and dislikes about these actions. For example, *I like swimming. I like swimming in the swimming pool but not in the river. I can swim in the swimming pool but I can't swim in the river.* Make similar expressions regarding your likes and dislikes about all other actions. Ask their favourite pastimes. Seek their ideas how they do it. Elicit the students that these types of favourite pastime are termed as hobbies and interests. As the conclusion of the discussion, tell the students that the two lessons on this theme will entirely be around the context of hobbies and interests.
- Show the pictures one by one and ask: *What hobby is this? Who enjoys this hobby? Do you like this hobby? Why?* Let the students answer. Help to identify the hobby if they are not able to do it by themselves. Move around the class and check that everyone can identify the hobbies. Do ask and discuss all hobbies mentioned in the workbook.
- Show the pictures again one by one and drill all the words/phrases given below the pictures so that they learn the pronunciation and spelling of the words.
- Tell the students that they are going to act out these hobbies in front of class with mime, actions or gestures or something alike so that the remaining students recognize it with the action they do in front of the class. For this, they will get a folded piece of paper on which one of the hobbies' names will have been written. Remind the students that they should not show it to anyone and keep it

secret, not letting anyone know it. Give students a folded piece of paper with one of the hobbies' names written on it. Ask them to look at it secretly. Let them think for 5 minutes how they are acting out for the hobbies they have received. After five minutes, call the students one by one and ask him/her to act out with some mime, gesture, movement or something like that and ask the remaining students to guess till they are right. If the students are unable to guess at the first acting, ask the actor to make varieties so that they can guess right. When the students guess right, the students who acted will say the words and a sentence like this: *Yes, you are right. This is ..... I like.....* The variations can be made for this game.

- Once they are confident with the pronunciation and spelling with the previous activities, conduct a dictation activity. Tell the students to be ready with their exercise book and pencil. Read out the words or phrases and ask the students to write. Check their writing after dictation. You can let the pairs check.
- Ask the students to see the pictures in the workbook again and ask to write the words in a category of your choice (in their exercise book). Make a table as a sample on the board. This has to be done individually.

I like....	I don't like.....
fishing	swimming
.....	.....
.....	.....

- Now, tell the students that they have to talk in pairs about what they like doing and what they don't like doing based on the category of your choice you prepared already. Swap roles when one finishes talking.

#### Integrating other subjects

- The teacher can translate the words into Nepali. This helps them to increase their vocabulary in Nepali language too.

## 2. Act out the conversation.

60 minutes

This task focuses on listening and speaking skills. The students act out the conversation first and then they will learn to ask and answer what they like doing with regard to the given hobbies. Follow these procedures:

- Tell the students to look at the icon before the topic and ask what it indicates. Elicit that this is listening and speaking skill focused activity and they have to practise listening and speaking skill here.
- Tell the students that you are reading/acting out the conversation. Ask the students to listen and point out where you are reading/acting out. Do this with correct pronunciation, stress and intonation. You can also give a good demonstration with one of the better students.
- Divide the students in pairs and ask them to act out the conversation. Swap the roles as they finish once. Help them if necessary.
- Ask the students to find out the hobby words from the conversation and write them on the board. They are: *swimming, trekking, playing cricket, watching TV*.
- Present/write the target language (question and answers) about one of these hobbies on the board. For example, *Do you like swimming? Yes, I do/No, I don't*. Say the question and answers about that



**Act out the conversation**

Bikash : Madhu, do you like swimming?

Madhu : No, I don't.

Bikash : What about trekking?

Madhu : I don't like trekking. It's boring to walk long.

Bikash : Do you like playing cricket?

Madhu : No, It's very hot outside. I hate playing in the sun.

Bikash : How about watching TV? Do you like watching cartoons?

Madhu : Yes, I love cartoons. Let's go!

hobby with the tone or enthusiasm that should accompany talking about something that you like/enjoy or don't like. This will help them to see how the questions should be asked and how they should be answered. They are also exposed to the correct pronunciation of the questions and answers.

- Use your model questionnaire to show what they will have to do with their own. So ask the question 'Do you like .....(swimming/trekking/playing cricket/watching cartoons on TV)?' to someone in the class. If they say no then move on to someone else until you find one person who does. Model (or re-model) the short answer 'No, I don't.' or 'Yes, I do.'
- Now ask the students to look at the hobbies given in the box and read them aloud. Ask if they don't know about any of these hobbies.
- Tell the students that they have to work in the same pairs to ask and answer questions about these hobbies. First model the example and ask the students to follow the same procedure to other hobbies. Make sure that they understand the task.
- Move around the class and check whether they are asking and answering correctly. Once they finish asking and answering about all the hobbies, swap the roles.
- Ask each child to draw a picture of their favourite hobby and write a few sentences about this hobby. This is quite open as they do it.
- Now, tell the students to look at the third task i.e. choosing the sentence part from the box that goes after the following sentences. Read all the sentences from the box and the sentences from a-i. Tell them that they have to choose one of the sentences from the box to match the sentences from a-i. Remind the students that all the sentences in the box indicate their likes or dislikes about these hobbies.
- Show the students how they do it. Do one as an example for them:  
a. *I don't like tea. I prefer tea to coffee.*
- Ask the students to choose one sentence from the box and write after the sentences a-i.
- Move around the class and help if necessary. When they finish, check whether they have matched the sentences correctly. The answers are: a. *I prefer tea to coffee.* b. *I love sleeping.* c. *I like travelling.* d. *She loves drawing.* e. *But, I prefer football to cricket.* f. *She hates swimming.* g. *But, I don't like singing.* h. *I like riding it.* i. *I hate walking.*

Now, ask and answer questions according to the example.

fishing	dancing	reading book	listening to music
swimming	painting	drawing	riding a horse

Example:

A: Do you like riding a horse?

B: Yes, I do. I like riding a horse.

or

B: No, I don't. I prefer riding a bike to riding a horse.

Choose one sentence from the box that goes after the following sentences.

I love sleeping.	I like riding it.	I like travelling.
I prefer tea to coffee.	I hate walking.	She loves drawing.
She hates swimming.	But, I prefer football to cricket.	
But, I don't like singing.		

- a. I don't like tea. ....
- b. I wake up at 6 a.m. ....
- c. I will go to Chitwan. ....
- d. Rupa made this picture. ....
- e. I play football and cricket. ....
- f. Rani is afraid of water. ....
- g. I like to dance. ....
- h. My grandpa has a horse. ....
- i. I go to school by bicycle. ....

### 3. Read and answer.

35 minutes

This task focuses on reading comprehension skills.

Follow these procedures:

- Tell the students to look at the pictures and ask these questions: How many people are there? Who are they? Elicit their names.
- Read out the hobbies mentioned there one by one and ask: What does a person do if he/she has the hobby of ..... (reading comics/shopping/gardening/collecting stamps/dancing)? What skill is needed for this hobby? Seek answers from the students and elicit them.
- Tell them to look at the first hobby (reading comics) and the row and column related to it and ask questions: *Does Raksha like reading comics? Does Dinesh like reading comics? Does Ayush like reading comics? Does Reena like reading comics?* Who likes reading comics? Name the people

Read and answer.					
Hobbies	Raksha	Dinesh	Ayush	Reena	
1. reading comics	✓	X	✓	X	
2. shopping	✓	✓	✓	✓	
3. gardening	X	✓	✓	✓	
4. collecting stamps	✓	X	X	X	
5. dancing	X	✓	✓	✓	

who like reading comics. Seek answers from the students and also introduce the meanings (√) and (X) indicate. Discuss like this about all the hobbies mentioned in the workbook.

- Now discuss about all hobbies and what these people like or don't like as a whole. Ask questions like: What do they all like? What are the hobbies Raksha/Ayush like? Does Reena like reading comics? Ask as many questions as possible.
- Ask the students to read the questions given below the text. Make sure that they understand what they mean.
- Ask the students to write the answers based on the given text.
- When they finish, do whole class feedback for all questions. The answers are: a. They all like shopping. b. Rakha likes collecting stamps. c. No, Ayush doesn't like collecting stamps.

**Answer the questions.**

- a. What do they all like?  
\_\_\_\_\_
- b. Name the person who likes collecting stamps.  
\_\_\_\_\_
- c. Does Ayush like to collect stamps?  
\_\_\_\_\_

**4. Ask the question: What do you like...? to your your friends. Write in the table below. 25 minutes**

This is a writing task on which students ask questions to the classmates to explore their two main hobbies and write in the given table. Follow the following procedures:

- Tell the students that they will move around the class and talk to their friends asking two of their hobbies. They need to ask the questions like: *What do you like doing in freetime? What is your most favourite hobby? Name two hobbies that you like etc.*
- Tell the students to meet a friend first and write his/her name on the name column, then ask the questions and write his/her two hobbies in the columns 'Hobby1' and 'Hobby2' as per his/her priority. When they do this, move to another and find the hobbies to write. Do this for at least of five students. You can make them do of more if time permits.
- Make sure that they understand the task. Ask them to move around the class with the book and the pencil. Monitor them if they are meeting their friends, asking the questions and writing what they say. Make sure they don't write themselves without meeting friends and asking.
- When they finish, tell them to come back to their seats. Ask some students to share and check whether that is right with the person with hobbies.

Ask the question: What do you like...? to your friends. Write in the table below.

Name	Hobby1	Hobby2

**Integrating other subjects**

- The students can be asked to do this in Nepali language too. This helps the students develop their speaking skill in Nepali.

**Homework**

- Write a paragraph about your most favourite hobby.

## Lesson 33

### My Favourite Sport

This is the second and last lesson on the theme *Hobbies and Interests*. The lesson talks about different sports. The students will practise different language skills through the following tasks.

1. Listen to your teacher and name the sport. (Listening)
2. Ask and write. (Speaking)
3. Read and answer. (Reading)
4. Which sport do you like? Write a paragraph. (Writing)

#### Objectives:

- Identify the colours.
- Listen to the teacher and name the given sports.
- Ask and answer what a person likes. (e.g. What do you like to do?)
- Read a short text about favourite sports and do comprehension tasks.
- Write a paragraph about a sport they like.

**Materials:** Picture flashcards containing the sports given in the workbook

#### Before you teach:

- Study the workbook thoroughly.
- Have the materials ready.
- Learn the tune of the song.

#### 1. Listen to your teacher and name the sports.

60 minutes

This is a listening task. The students will be able to name the correct picture of sport after listening to the teacher. Follow the following steps:

- Pretend to kick a ball. Ask students what sport you are playing and elicit 'football'. Now ask the students what other sports they know. Brainstorm and list them on the board. This way you can check their previous knowledge about sports.
- Ask the students if they have a sports day at their school. Ask them to name what sports the children on the sports day do. Write them on the board: running race, egg and spoon race, obstacle race, tug of war, three-legged race and so on.
- Tell them to look at their workbook. Ask them to find the sports that are already mentioned in the list on the board. Ask them to say these sports and circle the name in that list on the board. Erase the sports which are not the same as of the picture in the workbook.
- Tell the students to look at flashcards shown. First, show the 'cycling' flashcard and say "What sport is this?" Elicit "Cycling". Then say, "I like cycling. Do you like cycling?" Hopefully this will elicit some positive responses. Add the word 'cycling' to the list on the board if it is not already there. Drill it's correct pronunciation showing the spellings written on the board. Follow the same procedures for introducing all the given sports. The sports given in the workbook are: *Cycling, basketball, table tennis, running race, cricket, golf, football/soccer, volleyball, skating, badminton, horse riding and swimming*. Alternatively, you can use the pictures in the workbook in place of picture flashcards.
- After this, tell the students that they are going to draw the sports they are assigned. Assign each student a sport from among the sports: *Cycling, basketball, table tennis, running race, cricket, golf, football/soccer, volleyball, skating, badminton, horse riding and swimming*. Tell them to draw on an A4 sized paper. If there are more students, more than one can draw the same picture. If there are fewer students than the number of sports, assign each student to draw two pictures. Ask them to draw as big and clear as possible. Allocate 10 minute time for drawing.
- When they finish drawing, tell them that they are going to play a naming game. In the game, the teacher will call the name of a student and the student who the teacher calls will hold his picture high so that all remaining students can see the picture. When they see the picture, they have to



shout the name of the sport with its spellings. (For example, if a teacher calls Rohit, Rohit holds his football sport picture he made high. Other students shout 'Football/Soccer' followed by its spellings.) Do it for all 12 sports so that they are confident of the sports and their spellings.

- Now, tell them that they are going to do a listening task. Ask them to look at the pictures in the workbook. Tell them that you are going to say the sport words randomly and they need to write the sport word under the correct picture.
- Say the words one by one but randomly 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 pairs. Ask them to ask and answer: *What sports do you like to play? Why?* Move around the class and ensure if they are talking right.

#### Integrating other subjects

- The teacher can translate the words into Nepali language too. This helps them increase the vocabulary in Nepali language.

## 2. Ask and write.

60 minutes

This is a speaking task followed by learning the vocabulary through dictionary work. Follow the following steps:

- Begin the lesson telling what you like to do. Say: *I like skating. I like to go trekking. I like playing Madal. I like listening to folk songs.*
- Ask some of the students what they like. Ask a question: *What do you like to do?* Seek answers from the students. Tell them that they must say at least five sentences about what they like.
- Tell the students to ask and answer what they like to do in pairs. One asks: *What do you like to do?* The other answers what he/she likes doing. Swap the role so that each has the turn for questioning and answering.
- Ask students to draw a grid like the one on the workbook in their exercise book. Tell them they have to move around the class and ask five of the friends about what they like to do.
- Demonstrate how they have to ask and write. For this, draw the similar grid on the board, meet a student in the class and ask what he/she likes doing i.e.

Ask and Write

What do you like to do?

Names	Things he/she likes

Now, tell what your friends likes to do/doing.

Names	Things he/she likes
1. Ramesh	likes playing guitar likes singing likes.....
2. ....	..... .....
3. ....	..... .....

- Mingle the class and ask them to ask any five members of the class what they like to do. Ask them to write the name of the person they are talking to on a new row and things he/she likes to do/doing. When they finish asking with one person, they move to another and write in the same way asking the questions. Allocate five minutes for this.

- After five minutes, tell them to return to their seat. Ask them to share what their friends like to do. Share it with the friend next to them. Ensure that they are sharing it in the right way. They have to share it in this way:

*Reeta likes watching cartoons. She also likes visiting a new place. She likes collecting coins. She likes drawing.*

- Ask some students to share to the whole class.
- Tell the students that now they have to find the meaning of the words given in the box. They might have developed the skills of finding a meaning from a dictionary as they are introduced this skill in the previous lessons. However, demonstrate searching the meaning of the word 'team' from a dictionary so that they know it better. Tell them that the alphabetical order of the first, second and third letter is really important while using a dictionary. Ask them about their previous knowledge of alphabetical order ABC etc. Show them the meaning of the word team as (in Oxford Advanced Learner's Dictionary):

team /ti:m/ noun: 1. a group of people who play a particular game or sport against another group of people

- a football/basketball/soccer team
- They play volleyball for the national team.
- We played against a team from the neighbouring school.
- (British English) Whose team are you in?
- (North American English) Whose team are you on?
- The team is/are not playing very well this season.

- Ask the students to find the meanings of the remaining words from the dictionary. Help them for this. Tell them to write the meanings in their exercise book. The meanings are:
  - Champion /'tʃæmpiən/n.: a person, team, etc. that has won a competition, especially in a sport i.e. the world/European/national/Olympic champion
  - fond of (*doing something*) /fɒnd əv/adj.: finding something pleasant, especially something you have liked or enjoyed for a long time  
*i.e. fond of music/cooking*
  - Match /mætʃ/n. countable] (especially British English): a sports event where people or teams compete against each other i.e. *a football match, a tennis match*
  - favourite /'feɪvərɪt/ adj: liked more than others of the same kind i.e. my favourite movie/song/writer

The students write only the meanings, not their transcription and categories.

- Now, tell students the meanings of these words and ask the students to check them.
- Write all these words (team, champion, fond of, match, favourite) on the board and model the pronunciation. Drill the pronunciation till they are confident. Introduce their meanings with sufficient contextual examples and use.
- Ask the students to complete the sentences given in the workbook with these words.
- Check their answers. The answers are: a. *favourite* b. *team* c. *fond of* d. *match, champion*
- Write some words on your own and ask the students to consult a dictionary and write their meanings.

Integrating other subjects

- The first part of this task 'ask and write' can be done in Nepali too. This helps the students develop their speaking skill in Nepali too.

Consult a dictionary. Learn the following words.

team champion fond of match favourite

Now, complete the following sentences with the words.

- I like football. It's my ..... sport.
- There are 11 players in a football .....
- My sister likes chocolate. She is ..... eating chocolates.
- Her team won the ..... and became the .....

### 3. 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: Who are they? Which sports do these pictures show? Let them think about the question and answer. Elicit who they are and what sports the pictures show.
- Ask the students to look at the title and read. Ask them to guess what the text will be about. Elicit that it is about the favourite sport of Mahesh and Rita. Ask them: *What is your favourite sport then? Why?* Seek their views and discuss. You can also share your favourite sport and why it is so.
- Read the text on the page. Tell them to follow you with their fingers when you read the text. At the end of each sentence you read, ask questions about the information it contains. (E.g. I am Mahesh. Who is the text about? I am nine years old. How old is Mahesh? Who is nine years old?) This helps them to comprehend the text.
- Tell them to look at the first task 'Complete the table.' and discuss what information they have to find to complete it.
- Tell them to read the text to find the information to complete the table and write in the blank space. The students do this individually. The completed information are: *Mohan, 9 years old, football Rita, 10 years old, cycling.*
- Tell them to read the text again and answer the questions. Make sure they understand the questions before they read the text to find the answer.
- Tell them to underline the sentence where each answer lies. Help them if they find it difficult to answer the question.
- When they finish writing, check it and make sure that they have written the correct answers. The correct answers are: *a. Mohan has football classes twice a week. b. Mahesh likes Three Star. c. Rita wears a helmet to protect her head. d. Rita goes to school by bicycle. e. Mahesh is younger than Rita.*

#### Read and answer.

##### My Favourite Sport

My name is Mahesh. I am nine years old. My favourite sport is football. I play football twice a week at school. I have football lessons on Monday and Friday afternoons. On Saturday afternoon, I usually have a match with my team. We are very good at football and often win. Of course, I'm in the school team too! My favourite team is Three Star and I hope to be a champion as Anil Gurung.



I'm Rita. I live in Parsa. I'm 10 years old. I practise cycling everyday. I like cycling because I can practise it in the field. In the winter, I go cycling everyday usually in the morning. In summer, it's difficult to go cycling because it's very hot. I always wear a helmet to protect my head. My brother is also fond of cycling. So, we often go to school by bicycle.

Complete the table.

Name	Age	Favourite sport
	9 years old	
Rita		

Answer the following questions.

- How many days does Mahesh have football classes in a week?  
\_\_\_\_\_
- Which team does Mahesh like?  
\_\_\_\_\_
- Why does Rita wear a helmet?  
\_\_\_\_\_
- How does Rita go to school?  
\_\_\_\_\_
- Who is younger, Mahesh or Rita?  
\_\_\_\_\_

### 4. Which sport do you like? Write a paragraph.

20 minutes

This is a writing task. The students write a paragraph about any one of the sports they like. Follow the steps for this activity:

- Ask the students to read the instructions and tell the students that they have to write a paragraph about the sport they like.
- Take a name of a sport as an example and discuss how they can write a paragraph about it. You can also ask the students to see the reading text as an example. But make it clear that there are two paragraphs about two sports and they have to write about only one sport they like.
- Write a model on the board:  
*I like football the most. Football is the most famous game in the world. There are twelve players in a group. There are two teams. I play football during school break. I like Messi. I watch football on the TV and on the internet too.*
- Assign the writing task as homework. And check their writing the next day.

Which sport do you like? Write a paragraph.

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#### Integrating other subjects

- The students can be asked to write the task in Nepali too. This helps them develop their writing skill in Nepali too.

## 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 for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to the recording and answer the questions.

This task is to be done by the students individually but in the whole group. Record the first paragraph of the reading text of lesson 33 (Ask and answer: pg. 124, first paragraph) on your mobile beforehand. Tell them that you are going to play the recording; they will listen and answer the questions.

#### 1. Listen to the recording and answer the questions.

- How old is Mahesh?  
.....
- When does he have football lessons?  
.....
- Which football team does he like?  
.....

### 2. What events do you like? Why? Say at least three sentences about each event you like.

This task is to be done on a one-on-one basis. Invite the students one by one and ask to say at least three sentences about each event they like. Listen if he/she has spoken correctly. Score 1/2/3 or 4 as appropriate in the record sheet.

#### 2. What events do you like? Why? Say at least three sentences about each event you like.

fishing	reading books	swimming
drawing	cooking	dancing

### 3. Read the following 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 dictionary, workbook and pencils ready. For task A, ask them to look at a dictionary and write the meanings of these words. For task B, ask them to read the text and answer the given questions. Move around the class to make sure that they are not copying from others.

#### 3. Read the following text and answer the questions.

I'm Rita. I live in Parsa. I'm 10 years old. I practise cycling everyday. I like cycling because I can practise it in the field. In the winter, I go cycling everyday usually in the morning. In summer, it's difficult to go cycling because it's very hot. I always wear a helmet to protect my head. My brother is also fond of cycling. So, we often go to school by bicycle.

#### A. Look at a dictionary. Find and write the meanings of these words.

- practise –
- difficult –
- protect –
- often –

#### B. Answer the questions.

- Where does Rita live?  
.....
- Why does she like cycling?  
.....
- Why does she wear a helmet?  
.....

### 4. What do you like to do? What do you not like to do? Why? Write a short paragraph.

This is the writing test. The students are required to write a paragraph about what they like to do or don't like to do. Ask the students to write. Check their writing and mark.

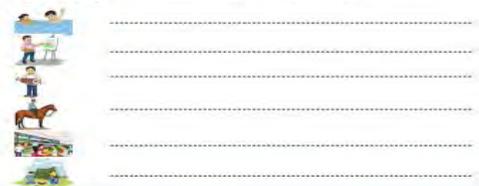
#### 4. What do you like to do? What do you not like to do? Why? Write a short paragraph.

.....  
.....  
.....

### 5. The pictures show what each of these people did yesterday. Write one sentence for each.

This is the writing test. The students are required to narrate the event the people in the pictures did yesterday. Ask the students to write one sentence for each. Check their writing and mark.

#### 5. The pictures show what each of these people did yesterday. Write one sentence for each.



*When all the students finish, collect the workbooks. Get assessment 9 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: Birds and Animal

<b>Number of lessons: 2</b> (Lesson 34 to 35)	
<b>Soft skills:</b> Independent learning.	
<b>Total working hours: 6</b>	
<b>Language functions</b>	<ul style="list-style-type: none"><li>• Expressing ability</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listen and sing</li><li>• Listen and write</li><li>• Listen and act</li><li>• Listen and write</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>• Asking and answering about ability</li><li>• Talk about others ability</li></ul>
<b>Vocabulary</b>	Belly, flipper, bear, fur, layer, paw, den, cubs, suckle
<b>Reading</b>	<ul style="list-style-type: none"><li>• A text about the penguin</li><li>• A text about the polar bear</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Writing sentences about one's own abilities</li><li>• Ordering sentences/pictures to make a story</li><li>• Description of a bird</li></ul>

## Lesson 34

### The Penguin

This is the first lesson on the theme *Birds and Animals*. The whole lesson is about birds. The students will practise the language function *expressing ability* in the lesson. There are activities for different skills.

In this lesson, there are six topics to cover:

1. Listen and sing (Listening and speaking).
2. Name the parts of the body of a penguin. (Vocabulary).
3. Read and answer (Reading).
4. Ask and find out who can do these things. (Speaking/Grammar)
5. Write the correct forms of verbs from the box in the blank spaces. (Writing/Grammar)
6. Write (sentences, order the sentences, write a description of a bird). (Writing)

#### Objectives:

- Listen and sing the song about the five little small birds.
- Learn the meanings of the words: belly, flipper and beak.
- Read a descriptive text about penguin and answer the questions based on the text.
- Ask and answer questions about ability.
- Match the present simple forms of verbs with their past forms.
- Write individual sentences about their ability.
- Put the sentences in order to make a story with the help of the pictures.
- Write a short description about birds.

**Materials:** Downloaded song of listen and sing section.

#### Before you teach:

- Download the song or learn the tune 'listen and sing' of activity 1. <https://www.dailymotion.com/video/x7pqupv>
- Read the workbook and learn everything beforehand.

### 1. Listen and sing

25 minutes

This task focuses on listening and speaking skill. There's also a follow up task to find out the rhyming words from the song. Follow these steps:

- Show the picture and ask the questions: What do you see in the picture? (eggs, small birds). Tell them that the pictures show how eggs turn into small birds. Encourage students for the discussion and speak in English as far as possible.
- Tell them that you are going to sing/play the song for them while they just listen.
- Sing or play the song for the first time. They just listen and look at the lines.
- Tell them to sing the song together with you. Play/sing the song together with the students.
- Tell them that you are going to stop at the end of each line. Sing/Play the song line by line and the students follow you/the song.
- Finally ask them to sing the song by themselves.
- Invite 1/2 students to sing the song for the whole class and ask the students to sing together with them.
- Tell the students to read the words at the bottom of the page and ask them to find out the rhyming words from the song. Give them one example of rhyming words: cat and bat. Remind them that the rhyming words have the same sounds at the end.  
(Answers: nest - rest, ground – sound, fly – shy, fly – my, high – sigh, out – pout, fly – why, eat – tweet, fly – cry, okay – way, sing – wing, lead – indeed, fly – sky)

**Listen and sing**

Five little birds were sitting in the nest  
On top of the tree and all at the rest  
Mama bird saw them starting to crack  
And soon all the eggs were hatched.

The first baby bird looked down at the ground  
He got scared and couldn't make a sound  
Mama bird said now fly fly fly  
But the baby bird was too shy shy shy.

The first baby bird got out of the nest  
The next baby bird looked at the rest  
Mama bird said now fly fly fly  
But the baby bird said oh my my my.

The second baby bird flew way up high  
The next baby bird then gave a sigh  
Mama bird said now fly fly fly  
But the baby bird said too high high high.

The third baby bird at last went out  
The next baby bird then gave a pout  
Mama bird said now fly fly fly  
But the baby bird said oh why why why.

The fourth baby bird went down to eat  
The last baby bird gave a long loud tweet  
Mama bird said now fly fly fly  
But the baby bird wanted to cry cry cry.

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Mama bird said it'll be okay  
'You'll be alright and there's a way  
The little baby bird then started to sing  
And flew off flapping his wings.  
All the baby birds with mother in the lead  
Flew through the sky quite well indeed  
Mama bird said now fly fly fly  
And all the birds flew to the sky sky sky.

Underline the rhyming words in the above song and say together.

## 2. Name the parts of the body of a penguin.

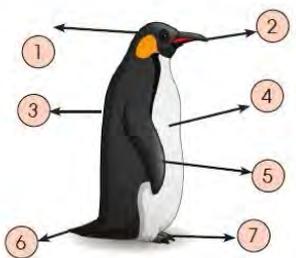
20 minutes

This task focuses on vocabulary from the reading sections. The students name the numbered parts of the penguin. The words are there in the box. Follow these steps:

- Tell the students that they are going to write the correct words for the parts of the bird as shown in the picture.
- Write the words: back, belly, foot, flipper, tail, head and beak.
- Teach the meanings of the words one by one. Back (show the back of your body and say it's my back), belly (show your belly and say it's my belly. It's not very big), foot (show your foot and say it's my foot), flipper (gesture the word and say that my hands are moving like flippers), tail (show the picture of a cow/buffalo and say: it has a long tail), head (show your head and say: my head is small) and beak (draw a picture of a bird and show the beak). Draw a picture of a bird and show all the parts (back, belly, foot, flipper, tail, head and beak) of the bird with the arrow.
- Tell them to look at the words and the numbered picture and write the correct words for each number in the given space.
- When they finish, do whole class feedback. (Answers: 1. head, 2. beak, 3. back, 4. belly, 5. flipper, 6. tail, 7. Foot)
- Erase the words from the board and ask them to close the book. Say the words one by one and tell them to spell the words: belly, flipper and beak. Drill the words.

**Name the parts of the body of a penguin.**

back, belly, foot, flipper, tail, head, beak



1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

## 3. Read and answer.

45 minutes

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

- Tell them that they are going to read about a bird.
- Tell them to look at the pictures and ask these questions: What is the name of the bird? (penguin), What is the bird holding in its beak? (fish), What does penguin eat? (fish) Where is the bird? (near the sea), Where do penguins live? (in the sea) Wait for the response at the end of each question.
- Tell them that you are going to read the text and they need to follow you with their fingers in the workbook. Also tell them that you are going to ask questions in between.
- Read the text loudly with correct pronunciation and ask these questions. (Questions for paragraph 1: Are penguin's birds or animals? Can they fly? Where do they mostly live? Can penguins swim? How much time do they live in water? Where do they raise their chicks and lay eggs? Questions for paragraph 2: How many species of penguins are there? Which is the tallest penguin? How tall is the tallest penguin? Which are the smallest penguins? What is the average height of little blue penguins? How big are the king penguins? Questions for paragraph 3: Where do most penguins live? Where do many penguins live? Where are large penguin populations found? Questions for paragraph 4: What do penguins have? How fast can penguins swim underwater? How are penguin legs? What type of feet do penguins have? Last two paragraphs: How do penguins walk? What colour do penguins have on belly? Do penguins have less feathers than other birds? Where do penguins produce oil from? What help does the oil do to penguins? What do penguins eat? How long penguins live?
- Tell the students to read the statements from a to e and make sure that they understand the statements.
- Tell them to read the text and find out whether the statements are true or false. Move around the class and help them to find the answers.

**The Penguin**



Penguins are the birds that cannot fly. They swim very well and spend most of their lives in the sea. Some species spend as much as 75% of their lives in water. However, they lay eggs and raise their chicks on land.

There are 17 species of penguins. The Emperor Penguin is the tallest of all penguin species, reaching as tall as 120 cm in height. Little Blue Penguins are the smallest type of penguin averaging around 33 cm in height. King Penguins are the second largest penguin species.



Most penguins live in the Southern Hemisphere. Many live at the South Pole of Antarctica. Large penguin populations can be found in countries such as New Zealand, Australia, Chile, Argentina, South Africa. They are defenseless birds, so they usually live in remote places.

All penguins have a big head and a short, thick neck. They dive deep into the water and 'fly' underwater at a great speed of about 15 miles per hour. Penguin legs are short and strong. They have webbed feet with visible claws.

Penguins walk with short steps or hops. Sometimes, they use their bills or tails to assist themselves on steep climbs.



Penguins have a lighter colour on belly and a darker colour on their back. Penguins have more feathers than most other birds - about 70 feathers every 5 square cm. They

- When they finish, do whole class feedback. Tell them to say the answers and reason why the statements are true or false. (Answers: a. False because penguins lay eggs and raise their chicks on land, b. False because king penguins are the second largest penguin species, c. True because they are defenseless birds, d. True because sometimes, they use their bills or tails to assist themselves on steep climbs, e. False because penguins have more feathers than most other birds.)
- Tell the students to read the questions from a to e and make sure that they understand the questions.
- Tell them to read the text to find the answers for the questions. Do whole class feedback to check the answers.  
(Answers: a. The emperor penguin, b. 33 cm, c. they help them to walk or hop, d. to keep them waterproof, e. a range of fish)

#### 4. Ask and find out who can do these things. 20 minutes

This is a grammar/speaking task and. The students learn to ask and answer about ability using can.

- Tell the students to recall the text about penguins and say what penguins can and cannot do.
- Listen to them and write the answers on the board in two columns as in the table below:
- Ask these questions: Can penguins swim? (Yes, they

Penguins can do	Penguins can't do
Swim	Fly
Be found in Chile	Be found in Nepal

can.), Can penguins fly? (No, they can't), Can penguins be found in Nepal? (No)

- Tell them that you will ask some 'can' questions and they will answer: Can you swim? Can you speak English? Can you write? Can you dance? Can you sing? Can you jump high? Can you reach the ceiling? Encourage everyone to answer the questions. Their answers can be: Yes, I can or No, I can't. This way they will learn to ask and answer questions about ability.
- Tell them to look at the table given. Tell them that they will have to ask questions to their friends and need to find out who can do those things.
- Tell them to stand up and mingle with their workbook and ask question: can you .....? to find out who can do these things.
- Move around and check whether the students are doing the tasks as instructed or not.
- When everyone finishes, they should tell to the whole class as in the example given.
- Listen to their answers and provide feedback if necessary.

#### 5. Write the correct forms of verbs from the box in the blank spaces. 20 minutes

This is a grammar task followed by a follow up speaking task. In the first part, the students will have to find the past forms of the given verbs and in the last part of the task, they will talk about the things they did the day before. Follow these steps:

- Tell them that they will have to write the past forms of the verbs given under the box. The past forms of the verbs are given in the box.
- Before they do the exercise write some words on the board and ask them the past form of the word.
- After the discussion tell them to decide and write the past forms of the verbs from brackets for the words given in the text book.
- When they do the task, move around the class and help them if necessary.
- When they finish, do whole class feedback. (Answers: get – got, is – was, see – saw, go – went, give – gave, scare – scared, start – started, say – said, fly – flew, hatch – hatched.)

#### Ask and find out who can do these things.

Activities	Your friend's names
sing songs	Nisha
dance	
cook rice	
wash his/her clothes	
play football	
draw a picture	
write a letter	

Now, tell the class who can do what as in the example.

Example:

Nisha can sing songs.

#### Write the correct forms of verbs from the box in the blank spaces.

saw	hatched	scared	got	said
was	flew	gave	went	started

- |          |       |          |       |
|----------|-------|----------|-------|
| a. get   | _____ | b. is    | _____ |
| c. see   | _____ | d. go    | _____ |
| e. give  | _____ | f. scare | _____ |
| g. start | _____ | h. say   | _____ |
| i. fly   | _____ | j. hatch | _____ |

What did you do yesterday? Talk to your friend. Tell each other at least five things.

- Tell the students that the past forms of verbs are used to talk about the things happened in the past.
- Tell them to look at the last task: What did you do yesterday? Talk to your friend? Tell each other at least five things.
- Tell them that you are going to talk about what you did yesterday. Say: I got up at 5 am. I had my meal at 9 am and went for school on foot. I taught five classes. I left school at 4. I went to the market and bought some things. I went to bed late last night.
- Put the students in pairs and ask them to talk to each other about what they did the day before. Move around the class and listen to their talk.
- When they finish, invite 2/3 students to tell what they did yesterday.

## 6. Write.

60 minutes

This is a writing task. There are three writing tasks: writing sentences about what they can do or can't do, ordering sentences next to the pictures and make a story and drawing a picture of a bird they like and write a short description of it. Follow these steps procedure:

- Tell them that in the first task, they are going to write about what they can or can't do.
- Ask: Can you speak English? They will say: I can speak English. Ask: Can you drive a car. They will say: I can't drive a car.
- Tell them to look at the sentences from a and b and tell them that they should write true sentences about them.
- Tell them to do the first one together and ask: Can you swim? And ask them to write their answer either: I can swim. Or I can't swim.
- Tell them to write their true answers from c to i.
- Move around the class and help them if necessary.
- When they finish, move around the class and check their answers.

The second task is putting the sentences in order to make a story with the help of the pictures.

- Tell the students to look at the pictures. Ask them: What do you see in the pictures? What is the crow doing in the first picture? Is it hungry or thirsty? What was there in the picture? Can the crow drink the water? (second picture) What is the crow doing in the third picture? Did the crow drink the water in the last picture?
- Divide the students into groups. Give them pieces of sentences and ask them to put the sentences in the correct order to make a story.
- Move from group to group and ask them to discuss and order the sentences.
- When they finish do whole class feedback.
- Tell them to go back to their seat and write 1 to 6 at the beginning of the sentences so that they make the story. (Answers: 1. A crow was thirsty. 2. The crow tried to drink the water. 3. The crow couldn't drink the water as it was low. 4. The crow dropped the pebbles into the pitcher. 5. The water level rose. 6. The crow drank water.

This is the last task in the writing section. The students need to draw a picture of a bird they like and they have to write a short description of the bird.

- Tell them that they are going to draw a picture of a bird they like and write a short description of it.
- Tell them to draw a picture of a bird they like. Tell them that it shouldn't be very beautiful.
- When they finish, tell them to write a short description of it.

### Write.

Make sentences which are true for you.

- speak English: I can speak English.
- drive a car: I can't drive a car.
- swim: \_\_\_\_\_
- play football: \_\_\_\_\_
- ride a bike: \_\_\_\_\_
- play chess: \_\_\_\_\_
- cook rice: \_\_\_\_\_
- touch the ceiling: \_\_\_\_\_
- write a story: \_\_\_\_\_

Look at the pictures and put the sentences in the correct order to make a story. Put numbers 1 - 6.



.....The crow dropped the pebbles into the pitcher.

.....The crow couldn't drink the water as it was low.

.....The water level rose.

.....A crow was thirsty.

.....The crow drank water.

.....The crow tried to drink the water.

- Tell them to write the answers to these questions to write a description of the bird:
  - *What is the name of the bird?*
  - *How does it look? (big/small/colour)*
  - *What does it eat?*
  - *Where does it live?*
  - *Why do you like the bird?*
- When they finish, go to their seats and check their answers. Give feedback and ask them to make corrections.

Draw a picture of a bird you like and describe it.

### Homework

At your home, ask questions to your father/mother/elder brother/elder sister to learn what they can or can't do. Tell them to write their answers as in the table below:

Family members	What they can do?	What they can't do?
Father		
Mother		
Elder brother		
Elder sister		
You		

## Lesson 35

### My Classroom

This is the second lesson on the theme *Birds and Animals*. The lesson is around the topic *animals*. The students will learn different skills around the topic.

In this lesson, there are five topics to cover:

1. Listen to your teacher and name the birds and animals. (Listening)
2. Talk in pairs to match the animals with their babies. (Speaking)
3. Read and answer. (Reading)
4. Discuss and write what these animals can or can't do. (Speaking/Grammar)
5. Read the table and write about each animal using the facts given. (Writing)

#### Objectives:

- Listen and write the names of birds and animals.
- Say the names of animals and their babies.
- Read a text about the polar bear and do the comprehension tasks.
- Say and write what animals can or can't do.
- Write a short description about animals giving details about what they can and can't do.

#### Materials:

##### Before you teach:

- Study the workbook thoroughly.
- Chart of different birds and animals.
- Have the materials ready.

### 1. Listen to your teacher and name the birds and animals. 20 minutes

This is a listening task. The students need to listen to the teacher and write the names of birds and animals. Follow these steps:

- Tell the students that they are going to listen to you and write the names of birds and animals in the given spaces.
- Make two columns on the board and ask the students to name the birds and animals with spelling that they remember. Write their names in right column.
- Now, tell them that they need to write the names from a to r.
- Do the first one as an example, tell them to write what name they hear in number a. Say 'HORSE'.
- Check to make sure that they students have written 'horse' in a with correct spelling.
- Tell them to to write the other names from b to r.
- Say these words: fox, jackal, cow, goat, fish, snake, donkey, duck, frog, snail, polar bear, hen, deer, bear, sheep, squirrel.
- Move around the class and check that everyone has written the names of birds and animals in the given spaces.
- Tell them to look at the pictures and name the animals. Get them to discuss. This helps them to develop their speaking skill.



### 2. Talk in pairs to match the animals with their babies. 20 minutes

This is a speaking/vocabulary task. The students need to match the animals with the names of their babies. They take help from the pictures. Follow these steps procedure:

- Tell the students that they are going to match the animals with the names of their babies.
- Make sure that all the students have their workbooks and pencils with them.

- Tell them to look at the pictures on the left. Show pictures one by one and ask: what is it? The words are already there. Tell them that the names of babies are there on the right column. Tell them to look at the pictures and match them with the names of animals.
- Help them say the words if they have difficulty in pronouncing them.
- Divide the students into two groups. Tell them to close their workbook. One group (A) says the names of babies and another group (B) says the names of their animals. This should be organized as a quiz. Write the scores on the board. Whoever gets more score will become the winner.

Use the pictures to match the animals with their babies.

Animals	Babies
 cow	 duckling
 tiger	 chick
 sheep	 puppy
 cat	 kitten
 dog	 kid
 duck	 lamb
 hen	 cub
 goat	 calf

Organize a quiz. One group says the names of animals. Another group says the babies' names.

### 3. Read and answer.

90 minutes

This is a reading task. The students need to read a text about the polar bear do some comprehension tasks. Follow these steps procedure:

- Tell the students to look at the pictures and ask the questions: What is the name of the animal? What colour is the animal? Do they live in the sea? Where do they live? Elicit the answers from the students and tell them that they are going to read a text about the polar bear.
- Write the words on the board: fur, layers, holes, paw, den, cubs, suckle, costly and tell them to read the text to find and underline them.
- When they finish, teach the meanings of the words: fur (goats have thick fur on their body), layers (Show the skin on your arm and say that it's a layer of skin), holes (draw the pictures on the board and show that they are the holes), paw (show the picture of the polar bear and show its paw), den (ask: where does a lion live?), cubs (show the small polar bears in the picture and say: they are the cubs), suckle (show the picture of a dog with its puppies suckling and say: the dog suckles its puppies), costly (show your pen and say: I bought this pen for Rs. 2000. It's not cheap, it's costly.) You can also give other contextual examples to teach the meanings of those words and also give the meaning in their language.
- Erase the words from the board, say the words one by one and ask the students to spell the words. Pronounce the words time and again until they can spell them and pronounce correctly. Once you finish writing the words on the board drill the words one by one.
- Tell the students to look at the exercise from a to h and tell them to complete the sentences with the given words.
- When they do the task, move around the class to make sure that they are doing the given task.
- When they finish, do whole class feedback, write the sentences on the board beforehand and ask the students what words the students have written. (Answers: a. holes, b. suckle, c. layers, d. den, e. fur, f. cubs, g. paw, h. costly)
- Tell the students that you will read the text while they follow you with their fingers. Also tell them that you will ask some questions after each paragraph.

Read and answer.

#### The Polar Bear

Polar bears usually have thick white fur. The fur does not allow its body heat to escape easily. This keeps it warm. Thick layers of fat beneath its skin protect the animal from the cold waters of the Arctic Ocean, helping it to swim very far out.

Polar bears have a keen sense of smell and can smell food as much as 10 miles away. A polar bear knows exactly which holes to watch in the ice when it is waiting to catch a seal. As soon as a seal pokes its head through a hole for air, it kills it with its huge paw. One blow can kill a seal weighing 350 kg. Besides seals, it also eats sea birds, fish, berries and grasses.

Female polar bears spend winter in a den in the snow. The cubs are born in January or February. The cubs suckle while their mother dozes. They stay with her until they are big enough to live on their own.

Polar bears rarely kill people, though




- Read the text paragraph by paragraph and ask these questions to check comprehension. (Questions for paragraph 1: Do the polar bears have thick fur? How does the fur help polar bears? How does the thick layers of fat help polar bears? Questions for paragraph 2: Do the polar bears have a good sense of smell? What do the polar bears eat? What does a seal bring its head through the hole? How does the polar bears kill the seals? How strong is the polar bear's blow? What do polar bears eat? Questions for paragraph 3: Where do female polar bears spend winter? When are cubs born? How long do the cubs live with their mothers? Questions for paragraph 4: Do polar bears kill people? Do people kill polar bears? What are the bears killed for? Is the fur of polar bears expensive? What has helped to reduce the number of polar bears killed by hunting? What has caused the polar bears dying?) Take answers from the students. Help them locate the answers from the text and also ask them to underline the sentence where the answers lie.
- Tell the students to read the questions from a to e and make sure that they understand the questions.
- Tell them to read the text and answer the questions. Move around the class and help them find the answers from the text.
- Do whole class feedback to help them check their answers. Tell the students to show where the answers lie. (Answers: a. The fur b. Their keen sense of smell c. with its paw d. in January and February e. until they are big enough to live on their own f. the latest changes in climate)



people kill many of them. Hunters shoot these bears for their good-looking and costly fur. There is now a rule to limit the number of these bears that hunters can kill. This has helped to reduce the number of polar bears killed by hunting. But the latest changes in climate are leading to polar bears dying.

Look at the meanings of the words in a dictionary and complete the sentences with the words.

fur, layers, holes, paw, den, cubs, suckle, costly

- The hares live in .....
- Mother dogs ..... their puppies.
- The ..... of soil in our field are thick.
- Lion lives in a .....
- The hair of animals is called .....
- The baby polar bears are called .....
- The tiger has a big .....
- The clothes nowadays are .....

Answer the following questions.

- What keeps polar bears warm?  
\_\_\_\_\_
- What helps polar bears to find their food easily?  
\_\_\_\_\_
- How do polar bears kill a seal?  
\_\_\_\_\_
- When are baby polar bears born?  
\_\_\_\_\_
- How long do the cubs stay with their mother?  
\_\_\_\_\_
- Why are polar bears dying?  
\_\_\_\_\_

#### 4. Discuss and write what these animals can or can't do. 20 minutes

This is a speaking/grammar task. The students need to talk about what the animals can or can't do and write in the given spaces. Follow the steps for this activity:

- Tell them that they are going to discuss and write what the animals in the given table can or can't do.
- Remind them the use of can or can't. Give examples: I can speak English. I can't speak German. Ask some of the students about what they can and can't do and write it on the board.
- Now, tell the students to complete the table. Tell them to write what each animal can or can't do.
- Move around the class and help them to write the verbs.
- When they finish, put the students in pairs and ask them to talk about those animals. (Example: Cows can walk. Cows can't fly)
- Move around the class and monitor their talking and correct them if you find any mistakes.

Discuss and write what these animals can or can't do.

Animals	can do	can't do
Cows	walk	fly
Buffaloes		
Fish		
Monkeys		
Elephants		
Tigers		
Cheetahs		

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Horses		
Hens		

#### 5. Read the table and write about each animal using the facts given. 30 minutes

This is a writing task. The students need to write two short descriptions about two animals: giraffe and snake using the information given there in the table. Follow the steps for this activity:

- Tell them that they are going to write two short descriptions about: giraffe and snake. They will also write what they can and can't do. Tell them that information in the table helps them a lot.



## 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 for the theme in each file. Follow these steps to carry out the assessment.

### 1. Listen to the recording and answer the questions.

This task is to be done by the students individually but in whole group. Make sure all the students have their workbook and pencils. Tell them that you are going to read a text, they will listen and write the missing words. (You can record the text on your mobile too and play the recorded version either.)

### 2. Work in pairs. Take turns to ask and answer questions about these. Find out what you and your friend can and can't do.

This task is to be done in pairs. Invite two students at a time. Make sure that you have their portfolio with the recording sheet. Ask them to talk about the things they can and can't do. Listen to them and assess their answers and score 1/2/3 or 4 as appropriate in their record sheet.

### 3. 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.

### 4. Complete the following story with your own words.

This is the writing test. Tell them that there is a story but some words are missing. The students need to complete the paragraph to make a story.

*When all the students finish, collect the workbooks. Get assessment 10 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.*

**Assessment 10**

- Listen to the recording and answer the questions.
  - Where do Penguins mostly live?  
.....
  - Where do they lay eggs?  
.....
  - Which is the tallest penguin species?  
.....
  - How tall is the smallest penguin?  
.....
- Work in pairs. Take turns to ask and answer questions about these. Find out what you and your friend can and can't do.
  - sing a song
  - swim
  - climb a big tree
  - ride a bicycle
  - write a letter
  - tell a story
- Read the following text and answer the questions.

Polar bears usually have thick white fur. The fur does not allow its body heat to escape easily. This keeps it warm. Thick layers of fat beneath its skin protect the animal from the cold waters of the Arctic Ocean, helping it to swim very far out.

Polar bears have a keen sense of smell and can smell food as much as 10 miles away. A polar bear knows exactly which holes to watch in the ice when it is waiting to catch a seal. As soon as a seal pokes its head through a hole for air, it kills it with its huge paw. One blow can kill a seal weighing 350 kg. Besides seals, it also eats sea birds, fish, berries and grasses.

### A. Look at a dictionary and write the meanings of these words.

- fur - .....
- thick - .....
- escape - .....
- keen - .....
- hole - .....
- poke - .....

### B. Answer the questions.

- How does thick fur help polar bears?  
.....
- What lies under the skin of the polar bears?  
.....
- How strong do polar bears have sense of smell?  
.....
- What do polar bears eat?  
.....

### 4. Complete the following story with your own words.

A crow was ..... The crow ..... a pot of water. The crow couldn't ..... the water because the water was ..... He thought of an ..... The crow flew away and came up with the pebbles in its ..... The crow dropped the ..... into the pot. The crow again ..... to drink the water. The crow could ..... the water this time because the water level ..... up. The crow quenched its thirst.

### Listening text:

Penguins are the birds that cannot fly. They swim very well and spend most of their lives in the sea. Some species spend as much as 75% of their lives in water. However, they lay eggs and raise their chicks on land. There are 17 species of penguins. The Emperor Penguin is the tallest of all penguin species, reaching as tall as 120 cm in height. Little Blue Penguins are the smallest type of penguin averaging around 33 cm in height. King Penguins are the second largest penguin species.