

खुला सिकाइ शिक्षा



TEACHER'S GUIDE

OPEN
LEARNING
EDUCATION

ENGLISH

Basic Level
Grade 6-8 Equivalent

LEVEL ONE

ENGLISH BASIC LEVEL

Grade 6-8 Equivalents

Level One

TEACHER'S GUIDE

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Preface

This teacher's manual has been developed in order to help the instructors/facilitators instructing in the open learning programmes carried out in selected schools in various districts of Nepal. It has been prepared in such a way that it enhances the delivery of the contents in the Basic Level English Text Book equivalent to grade 6-8 of the regular schooling. The manual contains the guidelines, methods, techniques and activities along with relevant pictures and extra reference materials to make the delivery more effective. We believe that the manual will prove an effective tool to achieve the objectives of the revised curriculum of basic education in a learner friendly way.

This material has been developed by Lalmani Joshi and Yograj Bhattarai. NFEC is greatly indebted to all who contributed immensely in bringing out the manual to this form. We have tried our best to make the manual useful to the real practitioners; however, there is always room for amendment and reform.

We expect and welcome every constructive suggestion and feedback from the users as well as other concerned. Thank you.

Non-formal Education Centre

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Unit-1

What to teach	This unit links with the unit-8 of the curriculum. It consists of 5 lessons that can be covered in five periods or more depending upon the levels of students.
Language function and Language exponents	Expressing Ability and Inability <ul style="list-style-type: none"> - I can jump very high. - He can't run fast. - We are able to understand English. - They are not able to sing songs. - He could climb trees. - She was not able to swim.
Reading Topic	The Tiger
Grammar items	Modals (can/ can't) , was, were able to/ not able to
Teaching Learning activities	<ul style="list-style-type: none"> • Eliciting from the pictures and discussing pre-questions • Silent reading for getting information and the contextual meanings of key vocabulary • Loud reading and answering orally • Pair work for speaking practice • Listening for specific information • Writing paragraphs expressing (past/present) abilities and inabilities of different people and things.
Instructional Materials and their use	<p>Pictures of different people and animals, videos, usual materials: textbooks, writing and drawing material: instructors can use the pictures and ask the learners about what (things in the pictures) can/can't do, if possible they can show the videos of the people/animals and ask what their abilities and inabilities are.</p> <p>Note: Teachers can make use any other instructional materials depending upon their availability and facilities in their class rooms as well as the learners' competence of language.</p>

Lesson 1

Exercises

- A. Vocabulary Practice
- B. Read and answer
- C. Read and underline
- D. Make sentences from the table

Step-1

Use the picture in the text book or some better one if you have. Elicit from the students as much information as possible more of which should be in line with the language function.



Step-2

Use your own simple questions like:

- Have you seen any tigers?
- Can the tigers climb trees?
- How fast can they run?
- Can they cross rivers and ponds?

Let the learners have good discussion (if possible in English)

Your job is getting them ready to read about the tigers.

Step-3

Use the pre-questions given in the book. Let the students guess their answers. Don't worry whether the answers are correct or incorrect. Make the questions clear to the learners and give them some time for silent reading.

- Tell them clearly that they have to find the answers to the pr-questions by reading the text.
- Let them scan the text. They don't have to understand everything clearly at this stage.
- Help them get the meanings if they require your help.

Possible answers to pre-questions.

- a. It is a tiger.
- b. Jaguar, leopard, cheetah, etc.
- c. Because they are one of the important parts of eco system/ To protect ourselves

Step-4

- Deal with the key vocabulary like: Carnivorous, Subspecies, Gestation period, Genus, Predators, Survive, Protect, Eco system
- Give examples verbally or by writing on the board.

Example:

Teacher: What do dogs eat?

Learner: Most things we eat.

Teacher: What do you think tigers eat?

Learner: Only flesh.

Teacher: The animals that eat only flesh (meat) are carnivorous animals.

Once you have clarified the key words ask your students to read the text in detail. This time you should visit each one and facilitate them to understand each and everything in the text. They can read it aloud or silently.

A. Vocabulary Practice**Step -1**

Make the instructions clear to your learners and ask them to match the words in Column A with their definitions in Column B.

Step-2

Give an example of the matched column from the exercise.

Step-3

Let the students match in their books/ or exercise books.

Possible answers are:

A	B
claws:	curved and pointed nails of an animal:
gestation:	the period of developing inside the womb/ conception
predators:	an animal that naturally preys on others
survive:	remain alive/ endure
protect:	keep safe from harm or injury
eco system:	interconnected system in nature

B. Read and answer:

Step -1

- Tell them some facts from the text. Prepare them for group work.
- Let them take the given questions one by one and get the answers in groups. They may revisit the text or underline the portions that make the answers.
- Tell them that you will be asking the questions individually very soon.

Step-2

- If any of the groups finds the questions difficult help them by pointing to the lines where they find the answers.

Step-3

- Ask the given questions individually. If they make errors correct them help them form correct sentences.

Possible Answers:

- a. It is *Panthera tigris*.
- b. The Bengal tiger are considered to be the most beautiful ones.
- c. They can run over 75 km per hour.
- d. They all are predators and carnivorous.
- e. The dangers to the tiger are hunting, deforestation and climate change.
- f. This may have variety answers like: by making strict laws, by preserving the forests, by setting up national parks and reserves, etc.

A. Read and Underline

- Make it clear that the learners have to read the text once again and underline all the sentences that express the ability/ inability of the tigers.
- Ask some of them to read out the underlined sentences.

B. Make true sentences

- Tell your students that the sentences they make using the table have to be true to what they have read in the text.

Possible examples are:

Most animals can protect their young ones.

Dogs can't climb trees.

Only the tigers can roar.

Bengal tigers can swim very fast.

Some wild cats can't swim.

Lesson 2

Exercises

- A. Practice with speech bubbles.
- B. Asking questions about ability/ inability.
- C. Making sentences from the table
- D. Past ability and inability

Step-1

- Use the picture and the speech bubbles given in the book.
- Use the pictures/videos you have got with you.
- Make the use of can/can't and be able to clear.

Step -2

- Ask a question to some of the learners about their ability/in ability.
- Use the speech bubbles in the book.
- Make it clear how questions can be asked for ability/inability.
- You can encourage some of them to ask you questions about your ability/inability.

Step-3

- Divide the class in two groups.
- Tell them what is meant by true sentences.
- Instruct Group A learners to make true sentence about themselves and Group B students about their friends.
- Help them use the table.
- Check their sentences and see whether they are really true.

Setp-4

- Talk about the picture.

- Ask how old they think he is.
- Ask some of the learners how old they are.
- Tell them the paragraph is about what Dukhiram could/couldn't do when he was small
- Tell them to read what Dukhiram says.
- Ask them to compare the sentence to express present ability and past ability.

Step-5

- Give them a class work to write about the time when they were small (between 5 to 10 years of age.)
- Let them read out what they have written to the whole group.

Lesson 3

This is speaking practice.

Step-1

- Write the given clues on the board.
- Ask the learners to make a question using the clues.
- Ask some others to make answers with clues.
- Say that you are A and all the learners are B.
- Ask your question and let all of them answer.
- Swap your roles. This time learners are all A and you are B.

Step-2

- Divide the learners in A's and B's (maybe all on the left are A's and all on the right are B's)
- Tell them that all A's are asking questions and all B's are telling them the answers.
- Tell them to use the given clues a to e.
- Listen to them talking.
- Help round the class.

Step-3

- Ask them to swap their roles and have further practice.
- If you think they need further practice, give them more clues of your own and let them have practice.
- If the time allows, you can ask them to go round the class and find as many people as they can who:
 - a. Can swim
 - b. Can climb trees
 - c. Can sing songs
 - d. Can dance

They will all be asking as well as giving true answers.

Lesson 4

This is Listening practice.



Step-1

- Use the pictures and talk about the birds specially what they can and can't do.
- Make them guess the answers to the pre-questions.
- Get the learners ready to listen about the birds.

Step-2

- Explain the task to the learners well and play the sound file or read the script given at the end of the unit.
- Let your learners listen and do the first task.
- You can evaluate some of them by asking what they have got. But don't worry for the wrong answers. Tell them to listen once again carefully.

Step-3

- Make the second task clear to them.
- Tell them that they don't have to write complete sentences. Only the answer is enough.
- Play the sound file again and let the learners write the answers.
- Tell them to listen once again and check their answers.
- You can play once again or go for extended activity based on listening depending on how well the learners.
- Extended activity could be writing a short paragraph about birds based on what they have heard.

Lesson 5

This is writing task. There are three similar writings. All of them deal with the structures and language function they have practiced



Step-1

- Show the pictures of some children.
- Ask the learners if they have any children in their house or in the locality.
- Ask them their names and the relations of the learners with them.
- Make them say what interesting things they can do/ can't do.

Step-2

- Tell them how to use the clues provided.
- Help them to form sentences.
- You can provide them with the list of action words that are relevant.
- Tell them to write a paragraph giving it a suitable title.

Step-3

- Repeat the same procedures for Exercise B and C also
- For exercise C remind them of how past abilities/inabilities can be expressed.
- You can set some of the writing as homework as well.

Step-4

This is fun activity.

- You can discuss about the topic “Money can’t buy happiness”.
- You can also show what rhyming words are.
- Let the students read the poem and enjoy it.
- Help them with the vocabulary if they need.

Listening Tape script

Unit-1

Birds are really beautiful creatures. They are found in almost every part of the world. Most of the birds are small but they can do a lot of things. They can make their nests themselves. Birds like weavers can make very beautiful and comfortable nests whereas those like swallows make really strong nests. Regardless of their sizes, all birds can fight fiercely to protect themselves and their young ones. Birds like sparrows and pigeons love living near human settlement. They can even make their nests in your balcony or living rooms. Birds like nightingales and the cuckoos are song birds. They can sing very beautifully. Some birds are clever. Parrots and mynahs are able to copy some human words if trained. But no birds can understand and speak human language actually. There are migratory birds that fly to different places with the change of the weather. They are able to fly really fast and for a long time. They need to travel long distances to escape the bad weather conditions.

Unit-2

What to teach	This unit links with the unit-2 and 3 of the curriculum. It consists of 5 lessons that each on reading, grammar, speaking, listening and writing a
Language function and Language exponents	Apologising and expressing surprise or dismay <ul style="list-style-type: none"> - I am (ever so, terribly, extremely) sorry. - Oh, No!. - Oh, dear! - Oops!. - My Goodness. - What a terrible noise!
Reading Topic	The Rescue of a Friend
Grammar items	Be verbs : I am , you are, It is, I didn't mean, I didn't realize, wanted to apologise, etc.
Teaching Learning activities	<ul style="list-style-type: none"> • Eliciting from the pictures and discussing pre-questions • Silent reading for getting information and the contextual meanings of key vocabulary • Loud reading and answering orally • Pair work for speaking practice • Listening for specific information • Parallel writing (summary of the story) , writing story with the help of the pictures given.
Instructional Materials and their use	<p>Pictures of rat, ant, snail, and spider and beetle usual materials: textbooks, writing and drawing material: instructors can use the pictures and ask the learners about what the animals in the pictures: where they live, what are they really good at, whether the learners have seen any(all) of them, what they did, etc. This has to be done to prepare the learners to read.</p> <p>Note: Teachers can make use any other instructional materials depending upon their availability and facilities in their class rooms as well as the learners' competence of language.</p>

Lesson 1

Exercises

- E. Vocabulary Practice
- F. Read and answer
- G. Read and underline
- H. Make sentences from the table

Step-1

Use the picture in the textbook or some better one if you have. Elicit from the students whether they have ever rescued (saved someone from dangerous really good at, whether they can help each other, what time of the year they are seen everywhere situations). Have they seen any of the animals? What the animals are?



Step-2

Use your own simple questions like:

- Have you seen a rat (spider, ant, snail, beetle)?
- Where do ants/ rats live?
- How do snails keep themselves safe?
- Which of the animals here is the fastest one?

Let the learners have good discussion (if possible in English)

Your job is getting them ready to read about the tigers.

Step-3

Use the pre-questions given in the book. Let the students guess their answers. Don't try to correct even if the guesses made are incorrect. This guessing will motivate them to read. Make the questions clear to the learners and give them some time for silent reading.

- Tell them clearly that they have to find the answers to the pr-questions by reading the text.
- Let them go through the text fast. They don't have to understand everything clearly at this stage.
- Help them if they require your help to understand the text.

Possible answers to pre-questions.

- a. Mr. Mouse, Mr. Ant , Mr. Snail , Ms. Spider and Mr. Beetle are friends.
- b. Mr. Snail fell into the well.
- c. Because they were able to rescue Mr. Snail.

Step-4

- Deal with the key vocabulary like: Spring, entrance, nuisance, extremely, exclaim, fetch, slippery, confidently, gratefully, etc.
- Give examples verbally or by writing on the board. You can use some of them in sentences or give their synonyms.

Example:

Teacher: Can you name the seasons in a year?

Learner: Yes, winter, summer.....

Teacher: Is there spring also?

Learner: Yes, it comes before Summer.

Teacher: Yes, Spring is the season that we have during Chaitra and Baishak in our country.

Step-5

- Let the students read the story once again. This time they will read to understand most of the things there.

A. Vocabulary Practice**Step -1**

Make the instructions clear to your learners and ask them to find the words for the given definitions. The line numbers given help them to locate the words easily.

Note: the line number given in the brackets next to the definitions don't match as the lines in the story are not numbered. So correct the line numbers first and continue with the words. e.g. way in/ entry point (6)

Step-2

Give an example finding the words with the help of the lines mentioned.

Step-3

Let the students find the rest of the words.

Possible answers are:

Way in /entry point: entrance

A task which can be completed easily: a child's play

Hard protective outer case: Shell

Cry out suddenly in surprise or pain: Shout/yell

Expression to show a mistake or minor accident: Oops!

Thankfully: gratefully

Grassland /field: meadow

B. Read and answer:

(a)

Step -1

- Show them the use of quotation marks and tell them when they are used in writing.
- Give them an example of the direct quotes and Let them know who made the remark.

Step-2

- Tell the learners that the speaker may sometimes come before the direct quotes and other times after the quotes. Give them the examples of both types of direct remarks.

Step-3

- Make the instructions clear to the learners and let them find who made the given remarks.

Possible Answers:

“What a nuisance!”: Mr. Mouse

“Oh, No!”: Mr. Ant

“I’m extremely sorry to have disturbed your sleep.”: Mr. Ant

“Help!”: Mr. Snail

“Oh, dear!”: Mr. Snail

“Stop!”: Mr. Ant

“Oops!”: Mr. Snail

“I’m ever so sorry”: Mr. Snail

“My Goodness!”: Farmer John

“What a terrible noise!”: Farmer John

“We apologise farmer John, for the noise”: Mr. Snail

(b)

Step-1

Use the following pictures to show them what apology, surprise, embarrassment, sadness, nervousness, etc mean.



Step-2

Ask them to read the Expressions in question (a) in the story and say what feeling they express.

C. Read and Put into Correct Order:

Step-1

Make the events in the story clear.

- Start yourself saying “ Mr. Mouse, Mr. Ant, Mr. Snail , Ms. Spider and Mr. Beetle were friends. One day Mr. Mouse was resting. Who came there ?

Learner -1 : Ant Came there.

Teacher- : What happened next.

Learner-2 : He asked for help.

Continue the same way till the story ends.

Step -2

- Let the students read the given sentences and number them 1 to 6.

Ask them to write them in a paragraph form in the order they have discovered.

Possible answers are:

- a. Mr. Ant, Mr. Mouse and Mr. Snail decided to go to see farmer John.
- b. Mr. Snail tried to show his skill to his friend.
- c. Mr. Snail fell into the well.
- d. Ms. Spider and Mr. Beetle were asked for help.
- e. Mr. Snail was rescued safely.
- f. All of them celebrated the happy ending.

Lesson 2

Exercises

- A. Practice with the given example.
- B. Identifying complaints, apologies, clarifications and acceptance of apologies.

Step-1

- Use the dialogue in the example.
- You play A and the rest of the class B. Repeat the dialogue.
- Divide the learners into A and B and let them have the dialogue repeated

Step -2

- List out the expressions on the board.
- State clearly which one complaint, apology, etc.
- Ask the learners to work in pairs and identify the given expressions.
- Let them write the expressions individually in a dialogue form.

Possible Answers:

It's all right. (Accepting Apology)

It really doesn't matter. (Accepting Apology)

Forget it.(Accepting Apology)

I'm ever so sorry.(Apology)

I didn't realize it.(clarification)

I didn't mean to do it.(Clarification)

What more can I say. (Clarification)

I'm extremely sorry. (Apology)

Sorry.(Apology)

I wanted to apologise.(Apology)

It really doesn't matter.(Accepting Apology)

I had no idea at all.(Clarification)

Lesson 3

This is speaking practice.

Step-1

- Play the role of Dambar yourself and let the whole class play Pemba.
- Let the class play Dambar and you play Pemba.
- Divide the learners into a group of three.
- A plays Dambar, B Pemba and C Ali.
- Ask them to swap their roles.

Step-2

- Remind them when to say Oh, Hey, What (a/an)----, How beautiful/ dirty---, I'm sorry, etc.
- Divide them into A and B.
- Let them see the example and practice the dialogue given.
- Make them do the same with the other situations.
- Help round the class.

Lesson 4

Price list			
Commodity	Unit	Last Saturday	This Saturday
Potato (red)	Kg	Rs 38	Rs 45
Potato (white)	Kg	Rs 33	Rs 35
Tomato	Kg	Rs 45	Rs 55
Cowpea	Kg	Rs 85	Rs 95
Cauliflower (local)	Kg	Rs 75	Rs 85
Pointed gourd	Kg	Rs 75	Rs 75
Pomegranate	Kg	Rs 215	Rs 215
Pineapple	1 piece	Rs 135	Rs 145
Mango	Kg	Rs 145	Rs 145

This is Listening practice.

Step-1

- Use the price list you have got or the one above and talk about things in the list and their prices comparatively.
- Make them guess the answers to the pre-questions.
- Get the learners ready to listen about the prices and units of different items.

Step-2

- Show them the table and explain the task well and play the sound file or read the script given at the end of the unit.
- Let your learners listen and fill in the missing information.
- Evaluate to see how much they have got by asking some of them.
- Tell them to listen once again carefully fill in the remaining information.

Step-3

- Play the audio file once again if need be.
- Get the write information filled by asking individuals.
- You can ask them to write a paragraph (as extended activity) using the table they have completed.
- Give them the beginning as: The price of potato was Rs. -----last week. This week it is Rs.-----.
- Tell them to use words like similarly, whereas, etc. to build up the coherence.

Lesson 5

A. This is writing task based on the story they have read.

Step-1

- Remind the learners of the main events of the story.
- Begin the first sentence yourself: Once there lived Mr. Mouse, Mr.-----,-----, who were good friends.
- Ask the learners to add on one sentence each to the story.

Step-2

- Tell them we use phrases like: Once , Once upon a time ,etc. to begin a fable.
- Tell them that we generally use the past tense of the verbs and that if the sentences are the actual words of the characters we write them inside the inverted commas.
- You can provide them with the list of action words that are relevant to the story.
- Tell them to write a story and help them around as they face any difficulty.

B. This task is similar to the task they have just done.

Step-1

- Ask them to study the pictures well and tell you what happens in each of the pictures.
- As they describe the pictures note the verbs they use on the board.
- Use the verbs they have used in the past tense and tell them the whole story.

Step-2

- Remind them of the starting words used in a story.
- Tell them once again they have to use the past tense.
- Add a few more action words to the list they have already use.

- Help them with the vocabulary as they write their stories and to find a suitable title.
- You can check their work or ask them to read out loudly what they have written.

Listening Tape script

Unit-2

Good morning! Welcome to the popular radio programme “The Local Market”. I am your host, Kailash with the comparative prices of common vegetables in the local market.

Last week potatoes and onions were cheaper than this week. Potatoes were sold at Rs.25 per kilo last week whereas you need to pay Rs. 3 more this week. Onions which were sold at Rs. 65 per kilo are now selling at Rs.70. You can have really hot vegetable curry this week because green chilly is being sold at Rs.10 less than last week. It was sold Rs. 150 per kilo last week. Brinjal and cauliflower are sold the same price as last week. You can get a kilo of brinjal for Rs. 45 and a kilo of cauliflower for Rs.30. green vegetables have fallen sharply. Spinach which sold Rs.20 per *muttha* is sold for only Rs.10 this week. The same is with lettuce. It is sold at Rs.5 per *muttha* compared to Rs. 10 last week. Goodbye for now. Have a lot of vegetables and remain healthy.

Unit-3

What to teach	This unit links with the unit-1 of the curriculum. It consists of 6 lessons including the fun activity. Each of the lesson is on reading, grammar in use, speaking, listening and writing and fun activity
Language function and Language exponents	Greeting (formal/informal), introducing and leave taking <ul style="list-style-type: none"> - Hello Kate, good afternoon. - Hi, Dawa! I'm pleased to see you./ Nice to meet you - How are you? - How do you do? - Fine thanks. And you? - I must leave now. Thank you for ----- - Bye, have a nice day.
Reading Topic	A Tea Party
Grammar items	Be verbs: I am, you are, He is. Modals: Can I, May I, I'd like you to/ I want you to, etc. Greeting and leave taking expressions. Good morning/afternoon, evening, Bye, see you soon. Have a nice day.
Teaching Learning activities	<ul style="list-style-type: none"> • Showing pictures and taking with the pictures/about the pictures to discuss the pre-questions. • Drilling the pronunciation of the typical words • Silent reading for getting information and the contextual meanings of key vocabulary • Loud reading and answering orally • Pair work for speaking practice • Listening for identifying minimal pairs • Short dialogue writing based on everyday situations.
Instructional Materials and their use	<p>Pictures of a foreigner and some native people talking, sitting together and having tea. Some people singing with musical instruments, a guest thanking the host and leaving: textbooks, writing material: instructors can use the pictures and ask the learners who the people are, their relations, whether strangers, what they are doing, where, their professions, Whether they have been in such situations themselves, etc. This has to be done to rouse interest in the learners to read the text.</p> <p>Note: Teachers can make use any other instructional materials depending upon their availability and facilities in their class rooms as well as the learners' competence of language.</p>

Lesson 1

Exercises

- a. Pronunciation practice of some words
- b. dramatizing
- c. Read and answer

Step-1

Use the picture in the text book and the ones below. Talk to the learners about the pictures and get their opinions as to who these people might be, where they are what they are talking about. This will give them clues that they are going to read about a tea party of the people related to music and song fields.





Step-2

Use your own simple questions like:

- Who do you think these people are?
- Where are they?
- Why are they there?
- What's happening in the first/second/ third/ fourth picture?

Let the learners make as many answers as they like.

Step-3

Make the pre-questions clear to the learners given in the book. Let the learners make their answers. Their guessing will motivate them to read. Tell them clearly that they have to find the answers to the pre-questions by reading the text and give them some time for silent reading.

Let them go through the text fast. They don't have to understand everything clearly at this stage.

- Help them with the pronunciation of some of the words like: musicians, lyricist, restaurant, venue, foreign, folk song, introduce, colleague, etc. If need be you can help them with their meanings, too.
- Use drill method for pronunciation.
- Let them read once again, silently.

Possible answers to pre-questions:

- a. They are friends.
- b. They are there for a tea party.
- d. Kate is the host.

Step-4

- Give the roles of different people to the learners. Make the setting of a restaurant.
- Make them act out the drama using the dialogues in the story.

Note: A picture in page no. 20 (top) is missing. Instead, the instructions for the picture are printed as: Pict. A foreign lady and a Nepali man talking to another man standing. Make the learner clear about the error.

A. Read and answer:

Step -1

- Tell them the answers need to be in the same tense as the questions are.
- Give them an examples of the questions asked with each of do, does and did.

Possible Answers:

- a. She wants to study Nepali folk songs and their importance.
- b. They are Dawa, Umesh and Dhiraj.
- c. Dawa comes to the party first.
- d. They suggest her to visit the western region because western region is richer in folk songs than other regions.
- e. We say so while someone of us is taking leave/ going away.

Lesson 2

Exercises

- A. Practice with the dialogues given.
- B. Completing the dialogues
- C. Practicing the completed dialogue by role play.

Step-1

- Copy the dialogue in the passage on the board.
- You play one role and the rest of the class plays the other.
- Swap your roles and have more practice with the dialogues you have written.

Step-2

- Go to the table and explain each of the expressions.
- Tell them when each of them is spoken.
- You may need to tell them the difference of the dialogues with someone familiar and some strangers.
- Tell them that introduction part is used only while talking/ introducing oneself to the strangers.
- Let them complete the dialogues choosing the appropriate expressions from the table.

Possible completions of the dialogues:

- I. A: Good afternoon. How are you?
B: Good afternoon. Fine, thanks. How about you?
A: Very well. Where are you heading for?
B: To market. And you?
A: To school. I'm getting late. Bye!
B: Bye! See you.

- II. Mr. Shrestha: Good evening , Mr. Chaudhari. How are you?
- Ms. Chaudhari: Good evening. Very well, thanks.
- Mr. Shrestha: Plesase meet this geltleman? This is Khagendra, my friend.
- Ms. Chaudhari: Hello , Khagendra!. Nice to meet you.
- Khagendra: I'm pleased to meet you, too. Would you like to have a cup of tea with us?.
- Ms. Chaudhari: I'm in a hurry.I've to catch a bus. Thank you, bye.
- Mr. Shrestha: See you soon.
- Khagendra: Bye!

Lesson 3

This is speaking practice.

Step-1

- Play the role of Dorje yourself and let the whole class play Shila.
- Let the class play Dorje and you play Shila.
- Divide the learners into pairs of A and B.
- A plays Dorje, B Shila.
- Ask them to swap their roles.

Step-2

- Tell them to practice the given dialogues.
- Make it clear to them that they can use words like good morning, afternoon, evening whichever is suitable to them.
- Let them go practicing with their partners.
- Move round the pairs and help them if they encounter any difficulty.
- For the second dialogue: tell them what is greeting, introducing one to the other, remind them of how one introduced another in the text.
- You can form new groups of three and let them practice the second dialogue too.

Lesson 4

This is Listening practice with minimal pairs which rather sound identical in Nepali way.

Step-1

- Use the given minimal pairs and pronounce them correctly and ask the learners to listen to you.
- Show them the difference between long and short vowel, /ɜ:/ and /ɜ/, /ə:/ and /ə/, /ʌ:/ and /ʌ/, and /ɔ:/ and /ɔ/, /ɒ/ and /e/ and /æ/
- Get the learners repeat after you.

Step-2

- Show them the given minimal pairs and explain the task well.
- Play the sound file A or read the tape script and ask them to listen.
- Let your learners listen and tick the right box.
- Go round the class and evaluate to see how much they have got.
- Tell them to listen once again carefully correct or complete the ticking.

Step-3

- Play the audio file B and ask the learners to tick the correct in (a) to (d) .
- Get the write information by asking what they have ticked in each number.
- Ask them to listen to the sound file B once again and correct or complete everything.
- Help them check whether they were correct.
- Tell them to make a list of similar pairs they know.

Lesson 5

This is dialogue writing practice.

Step-1

- Remind the learners of how Kate introduced Janet to Dhiraj.
- Make them repeat the dialogue once again.
- Remind them of how you take leave. What expressions are used.

Step-2

- Make the given situations given clear to the learners.
- Tell them who the speakers are. You may write their names on the board.
- Ask them Who are familiar to each other and who introduces whom.
- Tell them to write a dialogue incorporating the ideas given.
- Help them with the spelling and the appropriate expressions if they need.
- Check their writing once they have completed.

Listening Tape script

Unit-3

“A”

dog: duck

pen:men

goat:got

peal: steal

pull:pool

pol: rod

so:show

sale: sell

“B”

- a. Five men put the pens on the fan.
- b. There are three ducks under the shade of the tree.
- c. She sells sea cells.
- d. They dug a pit in the middle of the road.

bin bean	pass purse	boat vote	U
chip cheap	C she	bowl vole	S
his he's	sea she	serb serve	E
it eat	seat sheet	hand hanged	F
sit seat	see she	band banded	U
bath berth	sock shock	sin sing	L
far fir	ban van	sun sung	M
ha her	bat vat	win wing	I
hard heard	beer veer	wind winged	N
heart hurt			I
			M
			A
			L
			P
			A
			I
			R
			S

Unit-4

What to teach	This unit links with the unit-4 and 23 of the curriculum. It consists of 6 lessons including the fun activity. The lessons focus on reading, grammar in use, speaking, listening and writing. Besides there is a fun activity
Language function and Language exponents	Identifying and describing positions <ul style="list-style-type: none"> - one of his nephews who studies in Kathmandu - laptops that turn on and off - computers that record your work - computers which show you who is standing at the door. - to the right/left of, in the middle of, - in front of, out of the hall - in Kathmandu - inside the hall
Reading Topic	A Visit to an Electronic Exhibition
Grammar items	Use of location prepositions: It is in the middle of Kathmandu. The exhibition hall is next to the fun park. To the right of the camera stall there were wrist watches. Manohar spent three hours inside the hall.
Teaching Learning activities	<ul style="list-style-type: none"> • Showing pictures and making the learners talk about the pictures. • Discussing the pre-questions. • Drilling the pronunciation of the less familiar words • Silent reading for getting information and the contextual meanings of key vocabulary • Loud reading and answering orally • Pair work/group work • Listening for identifying location prepositions and prepositional phrases. • Writing short descriptions of familiar places using location prepositions
Instructional Materials and their use	<p>Pictures of exhibitions or fairs that are familiar to the learners/ video could be more effective.</p> <p>Pictures of different electronic gadgets as mentioned in the text.</p> <p>Location map of Kathmandu showing Bhrikuti Mandap</p> <p>textbooks, writing material:</p> <p>Instructors can use the pictures and ask the learners who the people are, where they are and why they are there,</p>

	<p>what they are doing, why are exhibitions held, if they have ever been to any exhibitions themselves, etc. These activities will encourage the learners to read and understand the text.</p> <p>Note: for different lessons different activities will have to be used. Some are mentioned along with the teaching strategy of the lessons. Instructors may devise their own and make the given ones more effective using their own ways.</p>
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Lesson 1

Exercises

- a. Read and match
- b. Read and answer

Step-1

Use the picture in the text book and the ones given here. Elicit from the students as much information as possible about exhibitions and the different things exhibited. It should be in line with the language function





Step-2

Use your own simple questions like:

- Have you ever been to an exhibition?
- Where was it held?
- What things were exhibited?
- Did you see any special thing?

Encourage the learner to use English as they describe about the exhibitions they have been to.

Step-3

Make the pre-questions clear to the learners. Let them guess the answers. Don't worry whether the answers are correct or incorrect. Accept any answer they give you.

- Tell them clearly that they have to find the answers to the pre-questions by reading the text.
- Let them scan the text. They don't have to understand everything clearly at this stage.
- They will make their eyes run to the points serving as the answer to the questions.
- Help them get the meanings if they require your help.

Possible answers to pre-questions:

- a. There are so many people, things and stalls.
- b. To see/ buy the things.
- c. This answer may depend on individuals.

Step-4

- Deal with the key vocabulary like: electronic, exhibition, gadgets, voice command, slim, efficient, menu pad, grinders, amazed,
- Use these key words in sentences verbally as well as in written form.
- Ask the learners to read the text once again. This time they will be reading in detail.
- Help them out individually so that they can understand the text well.

A. Matching Exercise

Step-1

- Paste the pictures you have got on the board.

- Let the learners see the pictures well.
- Ask some of them whether they have seen/ used any of those.
- Let them say as much information as they have about any of the gadgets in the pictures

Step-2

- Read the instructions given loudly and make them clear to the learners.
- Let the learners match the definitions with the pictures one by one.
- You can ask others to correct the matching if errors occur.

Possible answers are:

a. a laptop that turns on and off at your voice commands



b. a slim and small mobile set which costs a lot of money



c. an electric bulb that turns on as you enter the room and off as you get out

d. a wrist watch with mobiles and a calculator in it



e. a cooker with a menu pad



C. Read and answer:

Step-1

- Discuss some important information from the text. Prepare them for group work.
- Let them take the given questions one by one and get the answers in groups.

- They may revisit the text or underline the portions that make the answers.
- Help the groups if they don't understand the questions and/or don't get the points for the answers.

Step-2

- Ask individual students to give the answers verbally.
- Get others agree/ disagree with the answers and give your decision.
- Make sure that every student can write the answers individually.
- Ask the learners to write the answers as homework or class work.

Step-3

- Check the answers for they submit to them.

Possible Answers:

- a. He lives in Dhangadhi. He came to Kathmandu for some official work.
- b. Bhrikuti Mandap is in the middle of Kathmandu city.
- c. An electronic exhibition was going on at Bhrikuti Mandap.
- d. He saw laptops, mobile sets, electronic bulbs, super televisions, etc.
- e. The sentence "With the wondrous impression in his mind, Manohar came out of the hall" shows he was amazed.

Lesson 2

Exercises

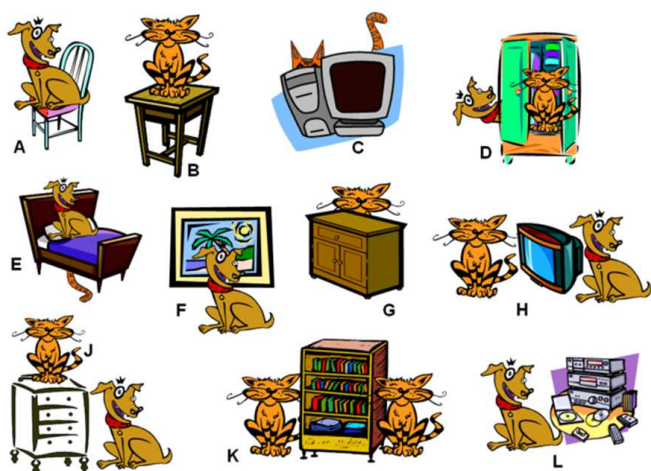
- Reading the sentences given forming similar sentences
- Describing the picture given with location prepositions/prepositional phrases

A.

Step-1

- Ask the learners to read the text again and underline the target sentences.
- Tell them to dictate the sentences to you and write them on the board.
- Show them how location prepositions/ prepositional phrases are used.
- Draw pictures and/or show the positions of different things in the real situation.





Step -2

- Use the picture given in the text book.
- Let the learners study the picture.
- Ask them to form sentences using the given prepositions and describe the positions of the different cats present in the picture.
- You can give an example like: **A cat is sitting in front of Mrs. Majhi and looking at her.**

B.

This exercise is also related with location prepositions.

Step-1

- Show your learners the picture given in the book or other better ones if you have.
- Tell them we can describe the positions of things in relation to one another or in relation to only one object.

Example: I am standing in the middle of the room.

I am standing in front of Karmath and Sushila.

- Let the learner make sentences verbally first.
- Help them to form their sentences.
- Correct if anyone happens to use the prepositions wrongly.

Setp-2

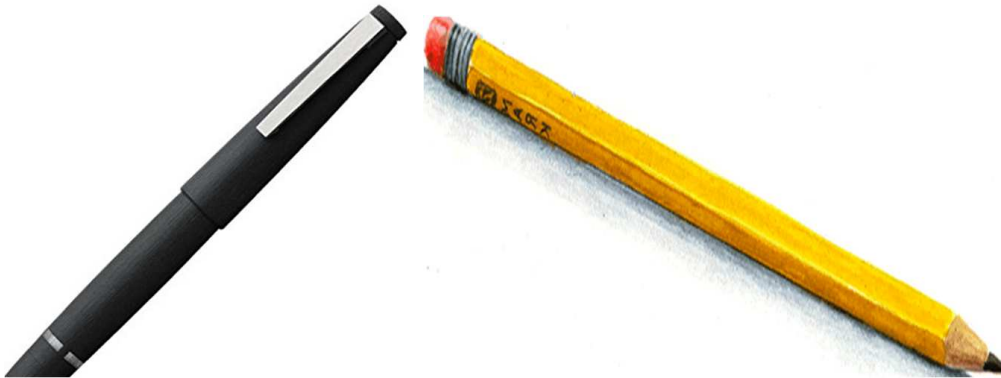
- Make the written task clear to the learners.
- Let them write the beginning of the paragraph as given in the book.
- Encourage them to describe the pictures in as much detail as they can.
- You can later ask them (individually) to read out what each one have written while others listen and check whether the sentences are formed correctly.
- Collect the work and check it for them as the last activity.
- Asking them to bring the similar description of the place where they live could be an added advantage.

Lesson 3

A. This is a speaking practice based on identifying the things/people using prepositions.

Step-1

- Show them a pen and a pencil.



- Ask the learners “Which is the pencil/pen?”
- Get them to answer your question using one of the features.

Example:

Teacher: Which is the pencil?

Student: It’s the one with an erasure.

- Make it clear to the learners that we can identify things by using their features and a preposition.
- Ask them to use “It’s the one/They are the ones”
- Show them the pictures in the exercise.
- Tell them that you are A, and all the learners are B.
- Ask your question and let all of them answer.
- Swap your roles. This time learners are all A, and you are B.

Step-2

- Divide the learners in A's and B's (maybe all on the left are A's, and all on the right are B's)
- Tell them that all A's are asking questions and all B's are telling them the answers.
- Tell them to use the given clues.
- Listen to them talking.
- Help round the class.

B. This speaking practice enables your learners to identify people and things by using relative clauses.

Step-1

- Use the pictures and let the learners know the difference between 'who' and 'which/that'.
- Ask your students to refer back to the reading text and underline the sentences with who and which/that.
- Use the pictures and the examples in the book, and give good practice to the learners.
- Play yourself a role, and let the learners play the other role.
- Divide the learners into pairs and let them play their roles. One asks questions, and the other answers using a relative clause.
- Go round and help them if needed as they practice speaking.

Lesson 4

This is Listening practice for the use of prepositions.



Step-1

- Use the pictures and talk about the different buildings in the village.
- Ask questions like: Where do you think the village is? Where is the temple? Where is the school? Where is *peep*le tree?
- Get the learners to answer your questions.
- Prepare them to listen to the description of a village.

Step-2

- Explain the task to the learners well.
- Tell them that they have to tick only the prepositions/prepositional phrases they hear.
- Play the sound file or read the text out yourself.
- You can evaluate some of them by asking what prepositions/prepositional phrases they have ticked.

Step-3

- Make the second task clear to them.
- Tell them that they have to complete the sentences by inserting only one or two words they listen in the sound file.
- Play the sound file again and let the learners complete the sentences.
- Tell them to listen once again and check their answers.
- You can play once again or go for extended activity based on listening. You can make your learners write a short description of the place where they live.

Lesson 5

This is writing task. It focuses on the use of location prepositions while describing a place. The second part of the writing consists of relative clauses and the use of relative pronouns.



Step-1

- Show the pictures of a room.
- Tell them that it is your room and that you are standing in the middle of it.
- Describe the room using : There is/ are -----and location prepositions.
- Ask them to make some sentences about the room they are in now.
- Help them with the use of there is/ there are-----.

Step-2

- Make the task clear to them.
- Tell them to begin their paragraph with the beginning provided.
- Ask them to write about their own rooms.
- Tell them to give a suitable title to the paragraph.

- Help them out as they write.

B. This a on the use of relative pronouns who/whose/ whom, which/that, where, etc.

Step-1

- Remind them of what they have done in the speaking practice.
- Give further explanation of the use of who,whose, whom , etc.
- You can show this with some examples written on the board.
- Let the learners fill in the gaps and copy out the paragraph in their exercise books.
- You can make them read out aloud and help others check their work.

Step-4

This is fun activity.

- Tell them how digits represent the letters in the English alphabet.
- You can perhaps write your name in digits.
- Show them how the digits make your name.
- Let the learners discuss and do the rest of the fun activities.

Listening Tape script

Unit-4

My village is remote but very beautiful. There are only 20 houses. In the middle of the village there is a temple. Next to the temple there is a big peepal tree. The school is beside the temple. We don't have any big river in the village. There is a small stream at the bottom of the village. We use the water from the stream for our drinking, washing and cleaning. We have only three shops in the village. The shops are together at the corner of the village. In front of our small village, there is a big wooded hill. We graze our cattle in the hill get most of our forest product from there. We have a health post and a post office. Both of them are opposite each other at the top of the village. Most people in my village are simple hardworking and friendly. I like my village and its environment.

Unit-5

What to teach	This unit links with the unit-21 of the curriculum. It consists of 5 lessons that can be covered in five periods or more depending upon the levels of students.
Language function and Language exponents	How high/big/ deep/ heavy, etc something is? <ul style="list-style-type: none"> - No other peak is as high as Mt. Everest. - Mt. Kangchenjunga is 8,586metres high.. - Manaslu is taller than Annapurna. - It is shorter than Dhaulagiri. - Mt. Kangchenjunga which is higher than Lhotse
Reading Topic	The High Mountain Peaks in Nepal
Grammar items	Comparison (degrees of adjectives) of the adjectives of height , weight and distance.
Teaching Learning activities	<ul style="list-style-type: none"> • Talking about the pictures and discussing pre-questions • Silent reading/ loud reading • Finding the contextual meanings of key vocabulary • Matching, Deciding True/false and Answering orally • Pair work/group work with maps and information cards • Listening for simple instruction for doing something. • Introducing electronic mails and writing them.
Instructional Materials and their use	<p>Pictures of high mountain peaks in Nepal, videos of mountain climbing, pictures of famous mountain climbers, maps of different countries , Pictures of people for comparing their physical features: textbooks, writing and drawing material:</p> <p>Note: Teachers can make use any other instructional materials depending upon their availability and facilities in their class rooms as well as the learners' competence of language.</p>

Lesson 1

Exercises

- a. Read and match
- b. Read and decide
- c. Read and answer

Step-1

Use the picture in the text book or some better one if you have. Elicit from the students as much information as possible about the mountains in Nepal.



Mt. Everest: 8,848m



Kangchenjunga: 8,586 m



Lhotse: 8,516m

Step-2

Use your own simple questions like:

- Why is Mt. Everest so famous?
- Where is it, which district?
- Do you have any mountain in your area? How high is it?

Elicit as much information as possible. Your job is getting them ready to read about mountains in Nepal.

Step-3

Make the pre-questions clear to them. Let them guess their answers. Don't give them decisions whether they are right or wrong.

Tell them clearly that they have to check whether their guesses were correct by reading the text.

- Allow the learners scan the text.
- Help them find the answers to the pre-questions as they read.

Possible answers to pre-questions:

- a. Because they are very high mountains.
- b. It is 8,848 metres high.
- c. The answer to this question may vary.

Step-4

- Deal with the vocabulary like: roof of the world , land locked, range, exaggeration, bulwark, adventure tourists , global warming, expedition teams
- Give examples verbally or by writing on the board.

Example:

Teacher: Which is the top most part of a house?

Learner: The roof.

Teacher: Why do you think Nepal is the roof of the world?

Learner: Because it has the highest peak , Mt. Everest.

Teacher: Yes, Nepal is called the roof of the world because the highest mountain in the world lies in Nepal.

Note: The phrase “ roof of the world” is wrongly spelt, there is the repetition of the same clause : the third tallest mountain in the world down the middle of the reading text.

A. Read and match

Step -1

- Make the instructions clear to your learners.
- Ask them to read the text and once again and do the matching.

Step-2

- Tell them to write the name of the mountain peak and the right information next to it in their exercise books.
- Write an example of the matched column on the board for them to see.

Possible answers are:

A

- a. Mt. Everest
- b. Mt. Lhotse
- c. Mt.K2
- d. Mt. Dhaulagiri-I
- e. Mt. Manaslu
- f. Mt. Cho Oyu

B

- the highest mountain in the world
- higher than Mt. Makalu
- taller than Mt. Kangchenjunga
- taller than Mt. Manaslu
- shorter than Dhaulagiri-I
- shorter than Mt. Makalu

B. Read and decide whether True or False:

Step-1

- Ask the learners to make a list of all the mountain peaks according to their heights.
- Let them rank the peaks first, second, third, etc.
- Tell them to read the text once again and make sure of their list.

Step-2

- Ask the learners to read the statements given in the exercise.
- If they can't understand them well help them to understand by rephrasing the statements.
- Let them write the statements in the exercise books and mark whether they are True or False.
- You can ask particular students to say what they think of the statements. And give reasons why they think that way.

Possible Answers:

- a. All the eight highest mountains in the world are in Nepal. False
- b. Mt. Makalu is not as tall as Mt. K2. True
- c. Mt. Dhaulagiri-I is taller than Mt. Manaslu just by 41 metres. True
- d. All the mountains in Nepal are made up of pure silver. False
- e. Pollution in mountains is caused by the mountaineers. True

C. Read and Answer

- Get the learners to express the main points in the passage one by one.
- You can add some specific points they have missed out.
- Ask some of them to read the text loudly.
- Make them see the questions and clarify the questions.

- Let them have some time to make the answers to the questions working in groups.
- Ask the questions individually and let them answer orally.
- You can set this task as homework as well.

Possible examples are:

- a. Because most of the high peaks including Mt. Everest are in Nepal.
- b. Mt. Kangchenjunga is 8,586 metres high.
- c. It isn't an exaggeration to call Nepal 'the roof of the world' because seven out of the eight highest mountains in the world are all in Nepal. This clearly pictures Nepal as the land of high mountains.
- d. They are great sources for national income as several expedition teams and hill walkers come to climb them every year and spend foreign currency here in Nepal.
- e. The two factors affecting mountains are global warming and the pollution caused by the mountain climbers.

Lesson 2

Exercises

- Degrees of adjectives and adverbs.
- Completing the sentences with suitable forms of adjectives/adverbs
- studying the map and filling in the gaps with correct information

A.

Step-1

- Use the picture and talk about their height.



Kamala



Dina



Lipika

- Show them how tall, taller than and the tallest are used.
- Make it clear to the learner that adjectives and adverbs have three degrees.

Step-2

- Talk about different types adjectives/adverbs and how we make their comparative and superlative forms.
- Give example of each of them and use the examples given in the book.
- Talk about where to use 'than,' 'as-----as', and 'the' .

Step-3

- Make the task clear to the learners.
- Tell them that they have to use the correct forms of the adjectives or adverbs given in the brackets.
- Let them do the exercises in their exercise books and help them around as they do.
- Check their sentences and see whether they have used the forms correctly.

B.

Setp-1

- Talk about the picture.



- Talk about the sizes of the countries.
- Ask questions like : which is the biggest/smallest, bigger/smaller than, etc.
- Tell them the sentences below are about these three countries and that they have to complete the sentences using the correct forms of the adjectives given.
- Let them complete the sentences in their own ways.
- Ask them to read out what they have done.

Lesson 3

This is speaking practice focused on the appropriate use of the degrees of adjectives/adverbs.

Step-1

- Ask them to look at the pictures given and know the names of the people in the pictures.
- Go over to the information cards and ask what adjective they would use for each of the features.
- Give example 4.9ft, 5.1 ft., 5 ft.= tall/short
21 years, 17 years, 24 years = old/young
- Tell them that they can make questions using : who, whose, etc.

Step-2

- Divide the learners in A's and B's (maybe all on the left are A's and all on the right are B's)
- Tell them that all A's are asking questions and all B's are telling them the answers.
- Let them have practice with the given questions and answers first.
- Encourage them to make other possible questions and answers.
- Help them to form questions and answers.

Lesson 4

This is Listening practice where the learners will hear some directions to make pinwheels.



Step-1

- Use the pictures and the questions in exercise A.
- Make them guess the answers to the questions.
- You can also ask them whether they can make paper pinwheels.

- Get the learners ready to listen about the pinwheel making process.

Step-2

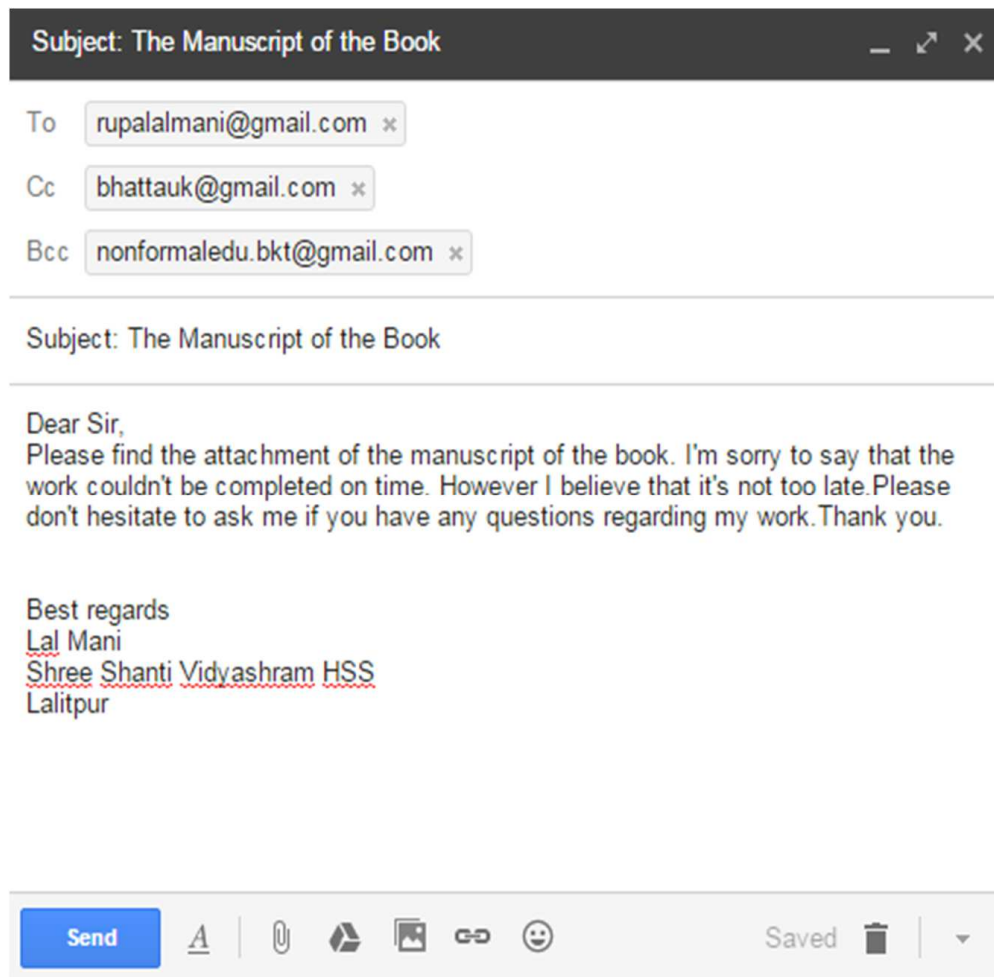
- Explain the task to the learners well.
- Tell them that the boxes: a to g given at the end of the exercises have to be filled with the correct numbers : 1 to 6 .
- The numbers have to be as the instructions come chronologically in the pinwheel making process.
- Play the sound file and let the students order the instructions.
- See whether they have done some of the ordering.
- Play the sound file again and let them try until they get the right order.

Possible answers are:

a	b	c	d	e	f	g
4	5	1	6	3	7	2

Lesson 5

This writing task teaches the learners to use/write emails.



The screenshot shows an email composition window with a dark header bar. The subject line is "Subject: The Manuscript of the Book". The "To" field contains "rupalalmani@gmail.com", the "Cc" field contains "bhattauk@gmail.com", and the "Bcc" field contains "nonformaledu.bkt@gmail.com". The body text reads: "Dear Sir, Please find the attachment of the manuscript of the book. I'm sorry to say that the work couldn't be completed on time. However I believe that it's not too late. Please don't hesitate to ask me if you have any questions regarding my work. Thank you." Below the body text, the signature reads: "Best regards, Lal Mani, Shree Shanti Vidyashram HSS, Lalitpur". At the bottom, there is a blue "Send" button and a toolbar with icons for text formatting, attachments, and a "Saved" status indicator.

Subject: The Manuscript of the Book

To: rupalalmani@gmail.com x

Cc: bhattauk@gmail.com x

Bcc: nonformaledu.bkt@gmail.com x

Subject: The Manuscript of the Book

Dear Sir,
Please find the attachment of the manuscript of the book. I'm sorry to say that the work couldn't be completed on time. However I believe that it's not too late. Please don't hesitate to ask me if you have any questions regarding my work. Thank you.

Best regards
Lal Mani
Shree Shanti Vidyashram HSS
Lalitpur

Send

Saved

Step-1

- Ask the learners whether they have email IDs or whether they have heard about them.
- Show the format of an email.
- If possible show them the real format in the computer or mobile.
- Tell them how important it is and how it is overtaking postal system and letters.
- Make them realize that emails are one of the most popular means of communication.

Step-2

- Tell them what to write and where
- If you are showing real email complete the subject line, the address, CC (Carbon Copy) and BCC (Blind Carbon Copy) .
- Provide them the clues on what type of language can be used in an email: formal/informal
- Tell them to read the given email and see how the mail is closed and how the message is sent.

Step-3

- Once your learners know how to write an email, make them write emails as asked in the exercise.
- If they have email IDs of their own , you can ask them to send you an email.
- You can also give them practice by letting them draw the email box as in the example.
- Once they have written , check their emails.

Step-4

This is fun activity.

- You can discuss about the topic “The Dentist and the Crocodile”.
- Ask them if there is any danger to the dentist if he/she has to treat the teeth of a crocodile.
- Show the picture below and ask them to read the poem.





Listening Tape script

Unit-5

First take a piece of a chart paper, a pencil and a ruler. If you want your pinwheel colourful , you can use the paper with colourful patterns.

Then draw a square on the paper. You can make the square depending on the size of your paper. The bigger square you draw the bigger pinwheel you get.

Next cut your square separate and draw two cross line on the square so that you have four equal sized squares. To make your pinwheel look attractive, you can colour the square in different colours.

After that draw two diagonal line from corner to corner.

Then take a paper knife and cut along the diagonal lines from each of the corners. Leave 3 centimetres of uncut space in the center along each line. You will have four triangles all attached to the centre.

After that flip one corner of each of the tangles and hold them to the centre. Make sure the corners thus flipped to the centre overlap each other equally.

Then use a push pin to make a hole passing through all the four ends and the centre of the paper. You can also paste the four corners to the centre. Now your pinwheel is ready. Finally you can insert a pin through the hole, hold the pinwheel against the wind and the pinwheel will start spinning. If the wind is too gentle, you may have to run holding your pinwheel.

Unit-6

What to teach	This unit in the text book links with Unit-9 of the curriculum. It talks about expressing likes and dislikes.
Language function and Language exponents	<ul style="list-style-type: none"> - I like reading books. - Ganesh likes travelling. - She doesn't like going out much. - My friends don't like staying idle. - Like to do/ don't like to do much
Reading Topic	Expressing Likes and Dislikes : Mahesh Sharma
Grammar items	<p>Like/dislike/ don't like + V-ing for general likes and dislikes</p> <p>Like/dislike / don't like + to infinitive (preferred ones)</p>
Teaching Learning activities	<ul style="list-style-type: none"> • Discussing pre-questions in relevance to the learners likes and dislikes. • Silent reading/ loud reading • Guessing contextual meanings of key vocabulary • Matching ,Answering orally, making sentences from the table • Pair work/group work and making sentences with the clues. • Listening for likes and dislikes. • Writing about one's likes and dislikes.
Instructional Materials and their use	<p>Pictures of people having picnics/ travelling to different places, dancing/ singing, playing musical instrument, etc. textbooks, writing material:</p> <p>Note: Facilitators can make use any other instructional materials depending upon their availability and facilities in their class rooms as well as the learners' competence of language.</p>

Lesson 1

Exercises

- a. Read and match
- b. Read and underline
- c. Read and answer

Step-1

Use the picture the following pictures. Elicit from the learners about their likes and dislikes.



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Step-2

Use your own simple questions like:

- Do you like having picnics?
- What do you like doing when you are free?
- Do your friends like doing the things you like?

Try to get as much responses as possible. Your job is getting them ready to read about people's likes and dislikes

Step-3

Make the pre-questions clear to them. Let them guess their answers. Don't give them decisions whether they are right or wrong.

Tell them to check whether their guesses were correct by reading the text.

- Let the learners scan the text.
- Help them find the answers to the pre-questions as they read.

Possible answers to pre-questions:

- a. He likes reading books on science and history.
- b. There are altogether five of them including Mahesh.
- c. It is famous for its Botanical Garden.

Step-4

- Discuss the key vocabulary: historical, religious, importance, criticizing, idle, places of interest, various, etc.
- Give examples verbally or by writing on the board.

Note: The word “places” is wrongly spelt. I have many new friends should be “I have made many new friends”

A. Read and match

Step -1

- Make the instructions clear to your learners.
- Ask them to read the text and once again and do the matching.

Step-2

- Write an example of the matched column on the board for them to see.
- Tell them to write as complete sentences matching the correct options.

Possible answers are:

- a. Ganesh likes travelling.
- b. Mahesh's parents like travelling to new places and taking photographs.
- c. Sabina and Radha like dancing and singing.
- d. Mahesh's friends dislike staying idle.

B. Read and decide whether True or False:

Step -1

- Ask the learners to read the text aloud in turns.
- Ask some of them make sentences using phrases like stay idle, places of interest,

Step-2

- Ask the learners to read the questions given.
- Allow them to discuss in the pairs/groups and get the answers to the questions.
- Tell them they will be asked the questions individually afterwards.
- Ask individual learners and get their answers agreed upon by others.

Possible Answers:

- i. He is 12 years old.
- ii. Mahesh is in grade VI.
- iii. Mahesh Sharma, his friends and teachers are taking part in the picnic.
- iv. They are going to Godavari for their picnic.
- v. Hari and Ramesh like playing the Madal.

C and D. These exercises are meant for helping the learners to make correct sentences expressing likes and dislikes.

Step-1

- Let the learner go through the text once again.
- Ask them to mark the sentences showing likes and dislikes of different people.

Step-2

- Let them have a careful look at the table in exercise D.
- Let them form true sentences in line with the message in the text.
- They can use only the information provided in the table.
- Check their answers with verbal responses of each.

Possible examples are:

- a. Mahesh likes reading books on science and history.
- b. Ganesh likes travelling.
- c. Mahesh's friends dislike staying idle.
- d. Sabina dislikes going out much.
- e. Suman likes playing the guitar.

Lesson 2

Exercises

- a. Practising degrees of likes and dislikes with speech bubbles.
- b. Asking for likes and dislikes.
- c. Making sentences from the table.

A.B.C.

Step-1

- Use the speech bubbles
- Let the learners practise reading all of them loudly.
- Ask some of them to say their likes and dislike in the structures they have read.

Step -2

- Talk about how they can ask for others likes and dislikes.
- Use the speech bubbles in exercise B.
- Ask them to read them aloud.
- You may make some of them ask you about your likes and dislikes.
- Respond to their questions in the structures provided.

Step-3

- Go over to exercise C. and make the task clear to the learners.
- Tell them that they can use only the information provided in the table.
- Let them produce sentences using the columns in the table.
- Check whether they are making structurally correct sentences.
- Their sentences may be all different in the semantic levels.

i.e. some may make a sentence : Fatima Banu likes wearing ‘Burka’ whereas others may make: Fatima Banu doesn’t like wearing ‘Burka’.

- Make the structures: Like to do/ like doing clear.
- We tend to use like/dislike doing something when we are expressing what we enjoy doing/ don’t enjoy doing. We use like/don’t like to do to express our preferred way.

Example: **I like waking up early in the morning.** (means you do it and you enjoy doing it)



I like to wake up in the morning. (means you think waking up in the morning is a good thing yet it may not mean that you do it and enjoy it.)

Lesson 3

This is speaking practice focused on expressing likes and dislikes.

Step-1

- Use the pictures and the prompts given.



- Show how the question asking for likes and dislikes.
- Show how like and dislike is expressed.

Step-2

- Play the role of A yourself and give the role of B to the whole class.
- As the question provided and let the learners read out the answers provided.
- Swap your roles and have more practice.
- Divide the learners into A's and B's and let them have practice.
- Tell them how to use the prompts provided.
- Help them to form questions and answers.

Lesson 4

This listening exercise is meant for picking specific information. The learners will listen to the sound file and fill in the missing information and answer in short with specific information.



Step-1

- Use the pictures and talk about indoor /outdoor games.
- Ask them whether they like playing any indoor/outdoor games?
- Tell them they are going to listen about some sports/ games.

Step-2

- Explain the task to the learners well.
- Tell them that they have to fill in the correct information as they listen in the sound file.
- Play the sound file and let the students supply the correct information in the blank spaces.
- See whether they have done correctly.
- Play the sound file again and let them try writing the answers to the questions in the second exercise.
- Tell them they needn't write the answers in complete sentences: Phrases will do.

Lesson 5

This writing task where the learners will be using all the structures they have practised throughout the unit.

Step-1

- Ask the learners whether they know how to express likes and dislikes.
- Show them the possible structures they can use by writing them on the board.
- Tell them they have to write a few paragraphs on the title “My likes and Dislikes”
- Give them some useful vocabulary they can use while writing about their likes and dislikes.

Step-2

- Tell them they can begin the paragraph with their short introduction.
- Provide necessary vocabulary as per their needs.
- Encourage them to write by giving some model sentences.
- Help them around and correct their sentences as they write.
- Once they have finished you can ask them to read out their paragraphs to the whole class.

Listening Tape script

Unit-6

There are many types of games. Some are outdoor and some are indoor. Outdoor games are played outside the house like football, volleyball, cricket etc. Indoor games are played inside the house like ludo, dice, chess etc. I like almost all the outdoor games. But I don't like playing basketball. Among all the games I like playing football very much. It is a famous game in the world.

I am a good player of football. I play football almost every day. I have got many friends. Among them my best friend, Mohan doesn't like playing football. But, he likes playing tennis. We have a good football team. We like to take part in various tournaments.

Unit-7

What to teach	This unit deals with expressing possession and links up with unit-10 of the curriculum.
Language function and Language exponents	<ul style="list-style-type: none"> - The school has got two buildings. - Whose book is this? - It's mine. - It's my book. - It is the play field of the school.
Reading Topic	Expressing Possession : School Information
Grammar items	<p>My/your/his/her/our/ their + Noun(possessive adjectives)</p> <p>Mine/yours/ hers/ theirs/ ours (possessive pronouns).</p> <p>Noun +of+ noun for expressing possessions.</p>
Teaching Learning activities	<ul style="list-style-type: none"> • Discussing pre-questions and other relevant questions. • Silent/Loud reading in turns • Guessing contextual meanings of the vocabulary • Matching continuations, answering, identifying the sentences expressing the target language function. i • Using possessive adjectives/pronouns. • Pair work/interviewing with the clues. • Listening for specific information and supporting details. • Writing about household goods showing people's possession.
Instructional Materials and their use	<p>Picture of a school with sign showing its establishment/ picture of some renowned social reformers in Nepal., textbooks, writing material:</p> <p>Note: Facilitators can make use any other instructional materials depending upon their availability and facilities in their class rooms as well as the learners' competence of language.</p>

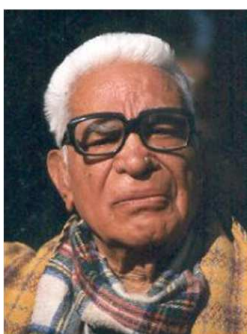
Lesson 1

Exercises

- Read and match
- Read and answer.
- Read and underline and fill in the correct possessive adjectives/ pronouns.

Step-1

Use the following pictures. Elicit from the learners about their school or any other schools they know about and the social reformers in their area.



Dr. Dilli Raman Regmi



Daya Bir Singh Kansakar

Step-2

Make the pre-questions clear to them. Let them guess their answers. Don't give them decisions whether they are right or wrong.

Tell them to check whether their guesses were correct by reading the text.

- Let the learners scan the text.
- Help them find the answers to the pre-questions as they read.

Possible answers to pre-questions.

- Kripanath Adhikari
- Dayalu Prasad Sharma
- in Kathmandu
- all those who have contributed to the school

Step-3

- Discuss the key vocabulary: establish, surrounded, founder, kindhearted, donate, contribution, etc.
- Give examples verbally or by writing on the board.

Note: The article “the” is missing with ‘school’ in pre-question (a) and ‘and--- other’ and article “a” is missing with ‘He is ----very kindhearted person’ as well as ‘ ----great contribution’.

A. Read and match

- Tell the learners to read the text silently once again.
- Tell them that the columns below have continuation matching.
- Ask them to work in pairs and match the continuations.
- Tell them to write complete sentences after matching.

Possible answers are:

- (a) The chairman of the school is Kripanath Adhikary.
- (b) The school was established in 2007 B.S.
- (c) Donors from foreign country provided clean water for drinking.
- (d) The school has got two buildings.
- (e) Inside the school compound there is a Saraswati temple.
- (f) The founder is a kindhearted person.

B. Read and answer

- Ask the learners to read the text aloud in turns.
- Once some of the learners have read go over to the questions.
- Encourage them to locate the answers in the text and answer orally.

Possible Answers:

- i. It is Janapriya Secondary School.
- ii. It was established in 2007 BS.
- iii. He has donated five acres of land.
- iv. Yes, it has.
- v. No, one is new and the other is old.
- vi. A foreign donor has provided the facility of clean drinking water to the students.

C. Read and underline.

- This exercise is for the learners to locate the words that are used to show possessions.
- Let them read the text once again and underline the sentences showing possessions.
- You can ask them what sentences they have underlined.

D. Complete using whose and the correctly chosen second part of the sentence.

Step-1

- Make the learners clear about what they have to do.
- Ask them to find the correct second part of the sentence first.

Step-2

- Let them use 'whose' every time and add the suitable second part of the sentence.
- They will read out the complete sentence as they match.
- You can make them write the completed sentences.
- Check their answers by listening to them.

Possible examples are:

- (i) We saw some students whose school is very near to their town.
- (ii) A widow is a woman whose husband is dead.
- (iii) What is the name of the girl whose father had left her.
- (iv) I met someone whose name is very common in Nepal.
- (v) This is Hari whose passport was lost.
- (vi) A widower is a man whose wife is dead.

Lesson 2

This is a grammar based exercise teaching the difference between possessive adjectives and possessive adverbs.

- Let the learners practise the speech bubbles in pairs.
- Make them clear about the use of 'my' and 'mine' (possessive adjective/ pronouns)
- Tell them adjectives need a noun to follow them whereas pronouns don't.
- Show them the examples; how possessive adjectives could be replaced by possessive pronouns.

Example : This is my book. This is mine. These are your shoes. These are yours. etc.

- Let them do exercise B themselves and check whether they have done it correctly.

Lesson 3

This is speaking practice focused on expressing possession using possessive adjectives and possessive pronouns like my/mine, your/yours, etc.

- Use the pictures and the prompts given.



- Show how the questions and answers are made.
- Divide the class into A's and B's and let them have similar conversation.
- Tell them to use the hints given in the book.

Lesson 4

This listening exercise is meant for picking specific information. The learners will listen to the sound file and fill in the missing information and answer in short with specific information.

Note to the facilitators: Some sentences of the script need to be corrected: ---

- “Last Friday, I visited my friend’s father who was admitted in a hospital for necessary treatment.
- They are unfortunate.
- I met a middle-aged woman whose husband had.....
- Then I met one of my best friends whose
- one of the best hospitals.....

Step-1

- Use the pictures and talk about hospital and heart disease.
- Ask them whether they have seen/known someone with heart disease.
- Tell them they are going to listen about a person’s visit to a hospital.



Step-2

- Explain the task to the learners well.
- Tell them that they have to fill in the correct information as they listen in the sound file.
- Play the sound file and let the students supply the correct information in the blank spaces.
- See whether they have done correctly.
- Play the sound file again and let them try writing the answers to the questions in the second exercise.

Lesson 5

This is a writing task where the learners will be using possessive adjectives/pronouns and genitive cases (of someone) and describe their things and how they use them.

There are two shaving machines in our wash room. The red one belongs to my father and the black one is mine. My father uses his every morning but I use mine once or twice in a week. We have

.Listening Tape script

Unit-7

Last Friday, I visited Gangalal Heart Centre where my friends' father was admitted for necessary treatment. He was suffering from heart-attack. I met so many people there. They were unfortunate. At first, I met a middle-aged woman whose husband had died of heart failure a few days ago. Then I met one of my best friends whose mother was suffering from heart disease. The hospital which lies in Bansbari, Kathmandu, is known as one of the best hospitals for heart treatment. Many people from inside and outside the valley visit this hospital for the treatment of heart disease. It has become popular among many people.

I am a good player of football. I play football almost every day. I have got many friends. Among them my best friend, Mohan doesn't like playing football. But, he likes playing tennis. We have a good football team. We like to take part in various tournaments.

Unit-8

What to teach	This unit deals making predictions as given in unit-13 of the curriculum.
Language function and Language exponents	<ul style="list-style-type: none"> - We are going to do a project there. - He is going to give us some questionnaires. - I am going to take photographs. - Our visit is going to be wonderful. - Our friends are going to organize some fun activities there.
Reading Topic	Making predictions : Our visit to Pokhara
Grammar items	Is/ are/ am going to + v-infinitive. May/might + v-infinitive.
Teaching Learning activities	<ul style="list-style-type: none"> • Discussing pre-questions and related questions with a visit. • Silent/Loud reading in turns • Matching words with suitable definitions. • Answering the questions. • Pair work for practicing speech bubbles. • Listening for information and supporting details. • Writing a paragraph expressing predictions about oneself.
Instructional Materials and their use	Pictures, textbooks, writing materials: Note: Facilitators can/may use any other instructional materials to make the students able to use write structures for making predictions.

Lesson 1

Exercises

- Read and match
- Read and answer.
- Read and copy out various activities.
- Read and decide whether 'true' or 'false'.

Step-1

Use the following pictures. Elicit from the learners about their excursions/ tours.



Step-2

Make the pre-questions clear to them. Let them guess their answers.

- Let the learners read the text fast.
- Help them find the answers to the pre-questions as they read.

Possible answers to pre-questions.

- a. He is a student of grade VIII.
- b. They are going to Pokhara.
- c. There are altogether 6 members in the family.

Step-3

- Discuss the key vocabulary: housewife (house maker) , in the heart of, excursion, questionnaire, lake side, fun activities, make the best of ,etc.
- Give examples verbally or by writing on the board.

Note: I have go two sisters = I have got two sisters, to make the best use of our visit= to make the best use of our visit.

A. Read and match

- Tell the learners to read the text once again.
- Tell them that the columns below have words and their meanings.
- Ask them to work in pairs and match the words with their meanings.
- Tell them to write them in their exercise books.

Possible answers are:

A

(a) community

(b) excursion

(c) project

(d) questionnaire

(e) fun

B

(iv) the people living in one place considered as a whole

(v) a short journey especially made for pleasure.

(i) a piece of work designed to achieve a particular goal.

(ii) a written or printed list of questions to be answered by a number of people.

(iii) enjoyment, pleasure

B. Read and answer

- Ask the learners to read the text aloud in turns.
- Once they have read, go over to the questions.
- Encourage them to locate the answers in the text and answer orally.

Possible Answers:

- i. He is from Saptari district.
- ii. He came only a month ago.
- iii. It is Saraswoti Vidya Niketan.
- iv. Yes, they are. Some of them are singing and dancing.

C. Read and copy the activities.

- This exercise is for the learners to locate correct structures with 'going to'
- Let them to read and underline the activities.
- You can later ask them to copy them out in the exercise books.

D. Writing True or False

Step-1

- Tell the learners to read the text once again.
- Ask ask them to discuss in pairs and decide whether the statements are true or false.

Step-2

- Ask some of them individually to read some of the sentences and say whether it is true or false.
- Let them write the sentences in the exercise book and mark 'True/ False'
- Check their answers in the class.

Possible examples are:

- (i) Birendra Yadav came to Kathmandu from terai. True
- (ii) Yadav's brother has a job in Kathmandu. False
- (iii) The school is in the centre of the city. True
- (iv) The students are going to write an essay at the end of the tour. False
- (iv) They are doing some entertaining activities there. True

Lesson 2

This is a grammar based exercise based on making predictions.

- Let the learners know how going to predictions are different from may/might predictions.
- Show them the structures to clarify the difference between: They are going to Pokhara and They are going to go to Pokhara.
- Let them practice with the items given in the speech bobbles.
- Encourage them to write sentences as asked.

Example : My father is going to buy me a new bicycle.
 Mother is going to cook chicken this evening.

Lesson 3

This is speaking practice focused on expressing predictions using ‘going to +v infinitive.’

- Use the pictures and the prompts given.



- Show how the question and the answer.
- Play A yourself and let the learners play B
- Swap your roles and repeat the same dialogue.
- Divide the learners into A's and B's and let them do the same with every prompts.

Lesson 4

This is a listening exercise for learners to pick up important information in the sound file. They are based on the structure they have just learnt. They will fill in the missing information and answer in short with specific information.

Step-1

- Talk about fun activities like : visiting places, lying on the beach, seeing wonderful things, having picnics, etc.
- Ask them how they entertain themselves.
- Tell them that they are going to hear the predictions about a person who loves having fun and entertainment in life.

Step-2

- Make the task clear to the learners.
- Tell them that they have to fill in the correct information.
- Play the sound file and let the learners supply the correct information.
- See whether they are doing correctly.
- Play the sound file again and let them try writing the answers to the questions in the second exercise.

Lesson 5

This is a writing task where the learners will be using ‘be going to +v infinitive’ to make predictions about themselves. You can give some beginning examples:

I’m going to have some rest next week. I am going to have a picnic with my family. We are going to go to a beautiful place for it. We

Listening Tape script

Unit-8

Bhakta is an interesting person. He likes to enjoy in his life. First of all he is going to organize a party. He is going to invite his close friends and relatives. Then he is going to visit some beautiful places of Nepal. He is going to stay in a comfortable hotel where he is going to take his breakfast and lunch. He is going to meet new people and visit new places.

Bhakta is also planning to go to India. He is going to see the Tajmahal in Agra. He is going to visit Mumbai where he stays for few days. He is going to lie on the beach. Then he is going to see the Rastapati Bhawan in New Delhi. He is going to take photos of all the places he visits. He is also going to support his family with the money.

Unit-9

What to teach This unit is related with the unit 15 of the Curriculum.

It consists of 4 lessons which can be taught in 4 periods or more depending upon the level of students.

Language function Drawing inferences / degrees of probability
and - He must be ill.

Language exponents - It may / might rain today.

- I might go tomorrow.

Reading Topic Drawing Inferences / Degrees of Probability

Grammar Items May / might / must be / may not / might not

Teaching Learning - Listen to the text and do the activities

Activities - Group work

- Filling Blanks
- Guessing games
- Silent / loud reading and answering orally
- Pair work for speaking practice
- writing answers to the questions asked
- writing Paragraph, etc.

Instructional - Pictures of people / objects, usual materials, and textbook, writing materials. Teacher can use the

Materials pictures and ask the learners to draw inferences

their use with degrees of probability For example; I'm not sure where to go for my holidays, but I may go to India.

Note: Teachers can use any other instructional materials depending upon their availability and facilities in their class rooms which may cope with the learners' Competence of language.

Lesson 1

This lesson mainly focuses on reading and writing language skills.

Exercises

- A. Vocabulary Practice
- B. Read and Answer
- C. Read and Fill in the blanks

Step-1

Use the passage related picture of a girl name Sarita karki or some better one if you have. Then, elicit from the students as much information as possible more of which should be related to the language function; may, may not, may be, may not be, must, might, etc.

Sarita Karki

Sarita's brother

Sarita's parents

Step-2

Use your own Simple questions requiring answers with degrees of probability like:

- Have you seen such a girl like Sarita in your village/ town?
- May I know her name?
- Can you guess how old she is?
- Does she live in a Village or town?

Now, encourage the learners to have good discussion (if possible in English). Your job is motivating the learners to read the passage about Sarita and her family.

Step-3

Use the pre questions given on top of the passage. Let the students guess their answers. You don't have to be worry whether the answers are correct or incorrect. Make the questions clear to the learners and give some time for silent reading.

- Tell them clearly that they are required to find the answers to the pre-questions by reading the text or passage.
- Let them scan the text. In this stage they don't have to understand everything clearly.
- If they require your help to get the meanings; help them.
- Possible answers to the pre-questions
 - (a) Sarita Karki is an intelligent, hardworking, helpful, popular and disciplined girl.
 - (b) She helps her mother in the Kitchen and takes care of her little brother.
 - (c) Sarita's interest may be to be a nurse.

Step-4

- Deal with the key vocabularies like: intelligent, secure, popular, foreign, current
- Supply examples verbally or writing on the board

Example:

Teacher: Does Sarita take part in most of the school activities?

Learner: Yes, she does.

Teacher: Whom does Sarita respect?

Learner: She respects her teachers and other seniors.

Teacher: Such a person who is hardworking, disciplined, helpful and talent is called 'popular'. Sarita is a popular girl.

After clarifying the keywords ask your students to read the text in detail. Don't forget; this time you should visit each student in the class and facilitate them to understand each and everything in the text. They may read it aloud or silently.

A. Vocabulary Practice

Step-1

Give clear instructions to the students and ask them to match the words in Column A with their definitions in column B.

Step-2

Give an example of the matched column from the exercise.

Step-3

Ask the students to match in their books or exercise books.

Possible answers are:

A

Intelligent:

Secure:

Popular:

Foreign:

Current:

B

having mental ability

to obtain something

liked by many people

dealing with other country

of the present time

B. Read and Answer

Step-1

- Tell some facts to your students from the text (Passage). Prepare them for group work.
- Let them take the given questions one by one and get the answers in pair or groups. They may revisit the text or passage and copy the portions that make the answers.
- Notice that you will be asking the questions individually very soon.

Step-2

- If any of the pair or group finds the questions difficult; help them by pointing to the lines where they find the answers.

Step-3

- Ask the given questions individually. If the students make errors correct them and help them to form correct sentences.

Possible answers:

- (i) The purpose of going to foreign country may be for further education.
- (ii) She might want to become a nurse in the future.
- (iii) Sarita's parents spend a lot of money on their children's education. They don't discriminate son and daughter in educating them.

- (iv) Because she is intelligent, hardworking, helpful and disciplined.
- (v) She likes reading books and also reads newspapers to keep herself up to date to all the current affairs.

C. Read the passage again and fill in the blanks choosing the correct alternatives given:

- Ask the learners to read the text or passage again and also tell them to fill in the blanks choosing the correct alternatives given.
- This exercise requires complete sentences with correct words in the blanks.
- You may help the learners to accomplish this task by providing one example if necessary.
- Both of the oral and written practice will be suitable for this task.
- Check the answers given or written by the students.

Correct answers

- (i) Sarita is a students of Lower Secondary level.
- (ii) She helps her mother in the Kitchen.
- (iii) Sarita wants to become a nurse.
- (iv) Sarita may go to foreign country for her Study.

Lesson 2

This lesson mainly focuses on writing skill.

Exercises

- A. Paragraph writing
- B. Practice with speech bubbles
- C. Grammar / language structure

Use of may, may not, might (Sentence formation)

- D. Filling the blanks.

Step-1

- First of all, write a small paragraph on the board about yourself using ‘may’ ‘might’ or ‘must be’.
- Read the paragraph loudly and ask students to read the same, Make clear to the learners.
- Ask the students to write a paragraph about themselves in about 100 words using ‘may, might or must be;
- Visit each and every student, and encourage them to write.
- Help them whenever they need.
- Let them read out what they have written and check as well as guide them at last.

Step-2

- Use the pictures and the speech bubbles given in this lesson.
- Let the students read the sentences given in bubbles and ask them to practice in pair.
- Tell them “we use ‘may’ or ‘might’ to talk about possible happenings or possible actions in present or future. The negative forms are ‘may not’ or ‘might not’;
- Give some examples of their use in sentences like; I may not go out because it is raining.

- Ask the learners to write 4 sentences each using the degrees of probability (may, may not, must be, might, not).
- Visit to each students, encourage them and help them whenever they need.
- Inspire and ask the learners to perform a dialogue in pair using the words; may, may not, might, might not, must be and mustn't be' in their own sentences.
- Correct them carefully.

Step-3

Fill in the blanks with may / may not / might / might not:

- The teacher (You) must be clear about the proper use of the auxiliary verbs like 'may, may not, might, might not, must, must not' in this regard. Consult a grammar book if necessary.
- Tell some rules about the use of such auxiliary verbs. For example: 'May' is used to denote possibility and also asking for permission e.g. May I come in ? etc.
- Write some sentences on the board using, may, might, may not and might not' Explain them with the rules of their use.
- Ask the learners to copy the exercise 'B' of page 58 in their exercise book.,
- Ask them to fill in the blanks with appropriate words given as alternatives.
- Check them in line with the correct answers.

Correct answers.

- There may not be a meeting on Friday because the Director is ill.
- Sita may not come to the party tonight. She is not feeling well.
- I can't help you, why don't you ask Harish? He might be able to help you.
- Do you think it will rain this afternoon? It may not rain this afternoon.

Lesson 3

This lesson mainly focuses on speaking skill.

Step-1

- Write the given clues on the board.
- Ask the students to make a question using the clues.
- Ask some others to make answers with the clues.
- Notice the learners that you are A and all students are B.
- Ask your question and let all of them answer.
- Swap your roles. This time all the learners are supposed as A and you are B.

Step-2

- Divide the students into 2 groups (A and B). May be all on the right are A's and all on the left are B's.
- Tell them that all A's are asking questions and B's are answering them.
- Tell them to use the given clues (i) to (iv).
- Listen to their talk carefully.
- Exchange the roles of them (A and B) and tell them to do the same as above.

Step-3

- If you think they need further practice, give them more clues of your own and let them have practice.
- If the time permits, you can ask them more individually too whereas the learners are required to give their answers.
- It will be better to encourage the learners to ask questions as well as answering the questions asked.

Lesson 4

This lesson focuses on all of the language skills (listening, speaking, reading and writing)

Step-1

- Ask the students to look at the passage or the text given on top of 59th page in their book.
- You have to read the passage aloud or use tape recorder /sound file if possible.
- Let the learners underline the difficult words.
- Write down those difficult words on the board and explain or define them clearly.
- Tell the learners to look at the questions given below which are related to the text.
- Play the cassette or sound file to deliver the text or passage. If it is not possible you must read the script or text from top to bottom. At the same time learners should be required to fill in the blanks and answer the questions in short.

Step-2

Additional time can be required to complete the questions. Therefore provide enough time to the learners to accomplish the task.

- Ask the learners to listen again and you must play the sound file or read the script (text or passage) again.
- Let your learners do the last task (question answer).
- You can evaluate some of them by asking what they have got. You don't have to be worry for the wrong answers. Tell them to listen once again Carefully.

Step-3

- Make the second task (question answer) clear to them.
- Tell them that they don't have to write complete sentences. Only the answer is enough.
- Play the sound file again / read the script or text again.
- Tell them to listen once again and check their answers.

Step-4

- You can extend your activity by letting the learners to write a short paragraph about themselves using 'may/ may not / might / might not'.
- You can follow all of the sub-steps under step 1, lesson 2.

Unit 10

What to teach:	This unit links with the unit 6 of the curriculum. It consists of lessons that can be covered in 3 periods or more in line with the level of students.
Language function and Language exponents:	<p>Narrating events (simple past, direct speech) describing habits.</p> <p>–The girls said.”.....”. It was raining when I came yesterday. We play volleyball on Fridays.</p> <p>-The man climbed the tree, etc.</p>
Reading Topic:	Narrating Events/ describing habits, reporting about Accident, Daily routine of a student
Grammar Items:	Simple Past, direct speech
Teaching learning Activities:	<p>- Pair work</p> <p>-Group work</p> <p>- Visiting new places</p> <p>- Events and reporting them</p>
Instructional Materials and their use:	<p>Pictures of different objects, people and animals, videos, usual materials, textbooks, writing and drawing materials: Instructors can use the pictures and ask the learners about them individually or in group. Interview can be conducted during the course of describing pictures, objects and events.</p> <p>Note: Teachers can use any other instructional materials depending upon their availability and facilities in their classrooms as well as the learners’ competence of language.</p>

Lesson 1

This lesson mainly focuses on reading skills.

Exercises:

- A Vocabulary Practice/ Matching
- B Read and Answer
- C Finding True and False
- D Filling blanks

Step-1

Reading

Read the passage given in page 60 of the book aloud. Ask the learners to read the passage silently. Then elicit from the students as much information as possible more of which should be in line with the language function.

step-2

Use your own simple questions like:

- How many members were there in your family when you were 10 years old?
- Who taught you moral lessons?
- What do you say to your teacher when you want to go out?

Let the learners have good discussion (if possible in English). In this step, your job is getting the students ready to read the passage meaningfully.

Step-3

Exercise A

Make clear about the message given by the passage and write down the matching column A and B on the board. Let the students guess their answers. Don't worry whether the answers are correct or incorrect. Make the

instructions clear given in exercise A and give them some time for silent reading.

- Tell the learners clearly that they have to match the words in column A with their meaning in column B. This activity requires writing in their book or exercise books.
- Help them to solve if they require your help.

Possible answer to exercise A:

Various = of several types

Moral = between right and wrong

Affection = feeling of loving somebody

Cope = to manage

Migrate = to move to another place to live and work

Step-4

Exercise B

- Ask the students to study the passage again.
- Deal with the key vocabularies like: members, migrate, encourage, etc.
- Give examples verbally or writing on the board.

Example:

- Moving to another place to live and work is called migration.
- Each and everyone in the family are members, etc.

Once you have clarified the keywords ask the students to read the text in detail. You should visit each learner, and facilitate them to understand each and everything in the text. They can read it aloud or silently.

- Ask the students individually and also in groups to answer the questions given under exercise B (on top of page 61).
- Let them write answers in their exercise books and check moving around. If they make errors correct them.
- Help them whenever they need to form correct sentences.

Possible Answer:

- (i) The writer learnt moral lessons from his grandparents.
- (ii) There were 12 members in his family.
- (iii) The writer found mathematics very difficult.
- (iv) Yes, he did/ Yes, he really enjoyed his school life.

Step-5**Exercise 'C'**

- Ask the students to read the passage silently.
- While at the time of reading, write down the statements given in the text book on the board.
- Ask the students to copy them in their exercise books.
- Tell the students to write 'T' for true and 'F' for false statements at the end of the statements.
- Lastly, you, yourself should write 'T' or 'F' correctly at the end of each statements mentioned on the board.
- Ask to check their answers in pairs.

Possible answers:

- (a) F (b) T (c) T (d) F

Step-6**Exercise 'D'**

- Ask the students to read the passage thoroughly.
- Ask them to copy the exercise 'D' in their exercise books.
- Ask them to fill in the blanks with the correct words from the passage.
- You can write one example on the board for their support
- Ask them to check each other's answers. This time you should tell the right answers one by one.

Possible answers:

- (i) Popular
- (ii) Joint
- (iii) Migrated
- (iv) Encouraged
- (v) School

Lesson-2

This lesson focuses on grammar altogether with speaking skills of language.

Exercise-B

- (a) Use of simple past tense for the actions completed in the past.
- (b) Use of simple present tense to express habits.
- (c) Describing picture using present continuous tense.

Step-1

- Read the sentences given in the speech bubbles aloud.
- Divide the class (students) in 4 groups.
- Ask each group to read the sentences.
- Let them find out the action in the sentences completed in the past or expressing the habit.
- Tell them that we should use the simple present tense for the actions completed and simple present to show the habits.
- Let the students distinguish and tell the sentences given in the speech bubbles.
- Tell and write some examples on the board related to these tenses.

For example:

- (a) I did not come to school yesterday.
- (b) I do not come to school on Saturdays.
- Likewise, let the students write and tell two sentences each.
- Help them whenever they need,
- Divide the students in two groups (simple past and simple present) and ask them to tell 2 sentences each.
- Continue the practice until they become clear.

Lesson 3

This lesson mainly focuses on speaking, reading and writing skills as well.

Try Speaking

- Note to the teacher: There is no picture in the book, so you should use the following picture

! Pp6f s]6f / Pp6L s]6L gfRb} u/]sf]

@ s]l6x? km'6an v]Nb} u/]sf]

Pp6f sIff sf]7f h:df ljBfyL {x? k9\g j;}sf], lzIfsn] k9fp“b} u/]sf]

Step-1

- Ask the students to look at the picture and describe what is happening there. Don't worry if they make mistakes.
- Help individually pointing to the picture.

For example: a) Who are dancing?

(b) Who are playing football?

(c) Who are reading?

(d) Who is teaching?

Step-2

- Likewise, you can ask students to find out the difference between simple past, simple present and present continuous.
- Help them whenever they need.
- Supply orally or writing on board such sentences that carry present continuous tense.
- Let the students compare and contrast between those tenses taught.
- Conclude your lesson telling "Present continuous tense is used to express happening in the present time".
- If they need more practice; let them write and tell one sentence each.
- Encourage, reinforce and provide feedback in need.
- Make them familiar with the sentence structure (verb pattern)
"Sub + is/ am / are + v - ing + object (Sita is playing football)".
- Ask students to tell or write one sentence about themselves using present continuous tense.
- Correct them when they make mistakes.

Listen and do

Step-1

- Read the passage or text aloud.
- Ask the students to write difficult words in their exercise books.
- Tell the meaning of the difficult words altogether with examples.
- Ask the learners to read the text aloud and silently too.

Step-2

Exercise 'A'

- Now, ask the students to fill in the blanks with suitable words or phrases from the text.
- You can give an example like 'Kabita gets up at 5 AM'.

- Move one learner to another checking their answers.
- Help them whenever they need.
- Encourage all students to fill in the gaps.
- Write the answers of all on the board and tell them to correct and revise their answers.

Step-3

Exercise 'B'

- Ask the learners to read the text again.
- Read yourself the passage aloud and ask the students to listen to him.
- Then, ask the learners to write or tell the answer to the questions. Tell one answer. For example, "Kabita is a very hardworking student,"
- You can write example answers on the board too.
- Ask all the learners one by one to tell the answers to the questions asked.
- Help and correct them in line with their need.

Writing

This activity is for enhancing the writing skill of the learners.

Step-1

Write your own daily routine on the board using Simple present tense.

Step-2

Ask the learners to look at that.

Step-3

Ask them to write their own daily routine in about 100 words using Simple present tense. Lastly, check and correct them providing positive feedback to the learners.

Unit 11

What to teach:	This unit links with unit 11 and 12 of the Curriculum. It consists of 4 lessons that can be covered in 4 periods or more depending upon the level of students.
Language function and Language exponents:	Asking and giving permission/ Expressing obligation, requesting and replying politely.
Reading Topic:	The topic is not mentioned in the textbook. Although it is about an educational tour to Pokhara.
Grammar Items:	Use of Can, may or will, can't, may not, won't, must, have to, should, ought to, could you, would you mind, mustn't, shouldn't and don't have to.
Teaching learning Activities:	Conversation, Group work, role play, report writing, etc.
Instructional Materials and their use:	<p>Pictures of different people and places, usual materials: Textbooks, writing and drawing materials.</p> <p>Teacher can use the pictures and ask questions to the learners. Discussion and question answer related to the lesson related pictures may be more fruitful.</p> <p>Note: The teachers can use any other teaching materials depending upon their availability and facilities in their classrooms.</p>

Lesson 1

This lesson is mainly designed to develop the reading skill of language.

Step-1

- write down the four questions given in this lesson on the board.
- Ask the learners to listen to you altogether with looking at the paragraph in this lesson.
- Read the paragraph aloud and ask them to write difficult words in their exercise books.
- Ask the learners one by one to tell the difficult word written by them.
- Tell the synonymous words or meaning of them to make clear.

Step-2

- Ask the students to read the passage silently.
- Tell them to write the answers of the questions written on the board.
- move around the class and help them in line with their need.
- Write down the answers to those questions on the board and ask the learners to exchange their exercise books to check each others answers.

A. Vocabulary Practice

- Ask the students to read the passage again.
- Ask them to match the words in Column A with their meanings in Column B.
- Pay your attention to each and every students in this moment.
- Help them telling one example of this task.
- Write down that matching exercise on the board and solve the problem with the help of arrows from A to B.
- Tell them to correct their answers in line with that.

B. Answering the questions asked.

- Tell the learners to read the passage thoroughly.

- Ask them to write the answers to the questions asked.
- Write down the answers to those six questions on the board.
- Let them check each other's answer. This time you should move all around the class so that the learners get help from you.

C. Writing 'T' or 'F' correctly.

- Ask the learners to read the passage again.
- Tell them to write 'T' for the true and 'F' for the false statements in their exercise books.
- Tell them to check their answers in pairs exchanging their exercise books each other. This time your duty is to write the correct answers on the board.
- You can tell such sentences of your own and require answers from the students.

D. Filling the blanks.

- Write down the six incomplete sentences on the board.
- Tell the students to copy them in their exercise books.
- Complete the first sentence with the correct word from the passage. For example: Every student had to participate in the programme.
- Ask the students to find the correct words from the passage and fill in the blanks with them.
- Ask them to exchange their exercise books each other and check the answers. This time you should complete the sentences written on the board so that they feel easy to check.

Lesson 2

Grammar / Language structures/ try speaking

Step-1

- Write down the rules on the board about the use of 'can, may' or 'will, can't, may not, won't which are for asking, giving and denying permission.
- You should write at least one example each. For example: May I go out?
- Your efficiency will be reflected by your sufficient written or oral examples.
- Ask learners to make sentences using may/ may not, can/ can't, etc.
- Help them in line with their need.

Step-2

- Write down the rules on the board altogether with some examples each about the use of 'must, have to, should, ought to'.
- Don't forget to tell that these words are used to show obligation.
- Tell and write some examples on the board.
- Ask the learners to tell one sentence each using 'must, have to, should, ought to'.
- Check them, and provide reinforcement/feedback, etc.

Step-3

- Copy the 3rd rule of grammar/ Language structure given in page no 65 of the textbook on the board.
- Write and tell at least one example each which must be polite request.
- Encourage the learners to produce such sentences of their own.
- Ask to tell or write in their exercise books.
- Check them and correct them moving all around the class.

Step-4

- Read the dialogue given in page 65, 66 and 67 yourself aloud.
- Divide the class in two groups 'A and B'.
- Ask them to read the dialogue turn by turn.
- Continue all the dialogues in pairs too.

Step-5

- Ask the learners individually to tell at least one sentence with asking for/ giving permission/ deny permission/ expressing obligation/ negative obligation/ requesting/ replying politely.
- Be attentive and correct them whenever they need.

Lesson 3

This lesson mainly focuses on listening and reading for comprehension. Moreover it also supports speaking and writing skills of language.

Step-1

- Ask the learners to look at the passage or text given in page No 67 of the text book.
- Read the passage aloud yourself first.
- Ask the learners to write down the difficult words.
- Tell the synonymous words or meanings of those difficult words pointed or written by the learners.

Step-2

- Ask the students to read the text thoroughly.
- Ask them to listen to you and answer the questions asked in 'A' and 'B' on the bottom of the passage.
- This time you should read the passage aloud so that students will be able to answer in line with the text.
- Ask the students to fill in the blanks with the alternatives given in exercise 'A'.
- Similarly ask them to say 'T' or 'F' at the end of the statements given in exercise 'B'.
- It will be easy to check their answers if you write the correct answers of both exercises 'A and B' on the board.
- You can ask the learners to check each other's answers in line with the answers that you have written on the board.
- If you have the access to develop the audio material, you can record the passage or text and use it properly as in listening and testing attempt.

Lesson 4

This lesson is designed to develop the writing skill of the learners.

Step-1

- Write a report on the board about the educational tour to chitwan which you have made last year.
- You should utter the sentences which you are writing on the board aloud so as to draw the learners' attention to you.
- The report you have written a paragraph should consist of at least 150 words.
- Explain about your report, discuss with learners until they become clear.

Step-2

- Ask the learners to write a report on the educational tour to Pokhara which they have made recently (in about 150 words).
- Move one learner to another helping, encouraging and reinforcing them.
- Check their reports pointing and correcting the mistakes made by them.

Unit 12

What to teach:	This unit links with unit 16 of the curriculum. It consists of 4 lessons that can be covered in 4 periods or more depending upon the level of students.
Language function and Language exponents:	Inviting and Suggesting (with suitable replies)
Reading Topic:	At a Dinner Party, School Rules, Household functions.
Grammar Items:	Would you like to come in? Shall we play volleyball? Come in, Sit down. Yes, let's why don't we go out?
Teaching learning Activities:	Practice in contact session as a medium of instruction. Observation on students' performance and checking worksheets, etc.
Instructional Materials and their use:	<p>pictures of different people, places, usual materials (text books, writing and drawing materials)</p> <p>Teachers can draw the pictures, show the pictures to the learners and discuss about them.</p> <p>Question answers related to the lesson and picture will be more effective.</p> <p>Note: The teachers can use other related materials too.</p>

Lesson 1

This lesson mainly focuses on reading skill of language.

Step-1

- Ask the students to look at the picture given in the text book or show the enlarged picture of page no. 69.
- Discuss about the picture with a lot of questions and answers to them. For example: what do you see in the pictures?
- Ask the learners to look at the passage and read the passage aloud.
- Ask the learners to write down the difficult words in their exercise books and explain them with their meanings.

Step-2

A. Vocabulary Practice

- write down/ copy the exercise on the board.
- Match one word from column A and B with an arrow.
- Ask the learners to match the words in column A with their meanings in column B.
- Lastly, match all words of column A with their meanings in column B.
- Ask the learners to exchange their exercise books and check each other's answers.
- Help them if needed.

Step-3

Exercise B

Read and Answer:

- Ask the learners to read the passage thoroughly.
- Write the answer of question number (a) on the board. For example - Pasang got an invitation card.

- Ask the students to write the answers of the questions from (a) to (h).
- You yourself are required to write the correct answers of all written on the board.
- Ask the learners to exchange their exercise books and check the answers according to the answers written on the board.
- Encourage and help the learners whenever they need.

Step-4

Exercise C

- Ask the learners to read the passage again.
- Ask them to underline the sentences with invitation and suggestions.
- Tell the right answers and ask them to correct themselves.

Step-5

Exercise D

- Copy the table given in the text book on the board.
- Write a sensible sentence from the table on the bottom of the board.
- Ask the students to make any five sentences from the table.
- Ask individual students to tell those sentences that they have written as their answers.
- Tell right or wrong at the end of each sentence they have uttered.
- Correct the wrong answers immediately.
- Encourage them to make more sensible sentences from the table.

Lesson 2

Grammar in use

Step-1

- Tell the rule that "will" is used with the second person in questions, making polite requests and often equivalent to please. Write this rule on the board too.
- Ask the learners to practice the dialogue in pairs.
- Each and every learners should participate in it, so that they will be able to use 'will' and 'would' properly in their own sentences too as in the speech bubbles.
- Let them practice more until they become clear.
- You can conduct variety of exercises to support it.

Step-2

Exercise 'B' (Notice that 'C' is printed instead of 'B')

- Notice and correct the mistakes in the table: (a) 'go out?' and 'come in?' and 'the ball' must be in the 3rd column.
- Write or copy the table on the board correctly.
- Do solve one on the board as an example e.g. will you like to come in?
- Ask the learners to make any five sentences from the table (in their exercise books).
- Ask them individually to tell sentences in line with this and correct them in need.
- Encourage to make more sensible sentences from the table.

Lesson 3

Exercise 3

Try listening and Speaking

Step-1

Practice the conversation.

- Read the conversation aloud given in the textbook.
- Ask the learners to underline difficult words.
- Tell the meanings of those difficult words with some examples each.

Step-2

- Pretend that you are Hari, and the class is Sita.
- Perform the dialogue and swap the roles. Then perform the dialogue again.
- You can ask the students to perform the dialogue in two groups and also in pairs.

Exercise 4

Learn and act

- Ask the students to look at the pictures given in page no 74 and 75 of the text book. You can show the enlarged pictures if you have been prepared with.
- Discuss about the pictures and happenings on them.
- Ask the learners to look at the pictures (picture No. 1 and 2) and answer the questions given below them.
- Both oral and written practice will be more effective. So you can ask them to tell as well as write the answers in their exercise books.
- Brain storming method can be more fruitful while listing the things they find in the picture.
- Lastly, write down the answers to the questions on the board and ask them to tally, check and correct their answers written in their exercise books by themselves.
- If the time permits you can check their task.

Lesson 4

Exercise 5 and 6

This lesson consists of 2 exercises. The first one focuses on developing writing skill of the learners and the next promotes, listening, speaking and comprehending skills.

Step-1

- write a paragraph on the board about the dinner party in which you had been presented last year.
- Explain about that paragraph.
- Ask the learners to write a similar paragraph about the dinner party or birthday party they had been presented.
- Move around the class and encourage the learners to write.
- Ask the learners individually to present their writing.
- Correct them when you find mistakes in their presentation.

Step-2

- Write "school rules" on top of board as a topic and underline it.
- Write an example just below the topic e.g. students should go to school at 10 o'clock.
- Ask the learners individually to add one school rule each.
- Your duty is to write their answers correctly on the board.
- Let them discuss and find more rules of schools.
- Ask them to copy those school rules in their exercise books.

Step-3

- Write "Things to be done at home" on top of board as a topic and underline it.
- Write an example just below the topic e.g. (i)we must clean the house.
- Follow the guide lines appropriately in step two mentioned just above to accomplish this task.

Step-4

True/False statements

- Read the statements from (a) to (p) aloud.
- Ask the learners to list down the difficult words.
- Explain the meanings of those difficult words listed by the learners.
- Ask the class to read the statements from (a) to (p). At the same time you should write down them all on the board (like dictation).
- Let them copy and discuss on whether the statements are true or false. Let them say their finalized answer.
- Write 'T' after the true statements and 'F' after the false statements along with the discussion.
- Ask the learners to do the same (writing 'T' or 'F' appropriately).

Unit 13

What to teach:	This unit links with the unit 17 of the curriculum. It consists of 3 lessons that can be covered in 3 periods or more in line with the level of students.
Language function and Language exponents:	Expressing wishers/ Good wishes. <ul style="list-style-type: none"> - Have a good time. - Well done! - Congratulations! - Good Luck! - I wish I had a bicycle.
Reading Topic:	<ul style="list-style-type: none"> • Parent's day • A poem • An essay on 'Milk' • Making different types of sentences
Grammar Items:	<ul style="list-style-type: none"> - Role play - question answer - Developing sentences to paragraphs
Teaching learning Activities:	Pictures of different people, places and animals, videos, usual materials: textbooks, writing and drawing materials. Teachers can use the pictures and ask the learners about what (things in the pictures), writing on board and have discussion with the learners.
Instructional Materials and their use :	Note: Teachers can make use of any other instructional materials related and available in classroom.

Lesson 1

Exercises

- A Vocabulary Practice
- B Read and Answer
- C Finding words related to wishes and good wishes
- D Drafting a Greeting Card.

Step-1

Use the picture in the textbook or some better one if you have, Elicit from the students as much information as possible more of which should be in line with the language function.

Step-2

Use your own simple questions like:

- Have you celebrated your birthday?
- Does your school organize Parent's day?
- Have you taken parent's day?
- Whom should the school invite in parents' day?

Let the learners have good discussion (if possible in English). Your job is getting them ready to read about Parent's day.

Step-3

Use the pre-questions given in the book. Let the students guess their answers. Don't worry whether the answer are correct or incorrect. Make the questions clear to the learners and give some time to them for silent reading.

- Tell them clearly that they have to find the answers to the pre-questions by reading the text.
- Let them scan the text. They don't have to understand everything clearly at this stage.
- Help them on getting the meanings if they require your help.

Possible answers to pre-questions:

- (a) The parents of all the students were invited by the school Head Teacher.
- (b) The Parent's day is on the 2nd April.
- (c) The Chairperson of the school distributed prize to the class toppers.

Step-4

- Ask the students to read the passage again and copy the difficult words in their exercise books.
- Make a list of those difficult words on the board (use brain storming method in it).
- Tell the synonymous words of them or meaning of them until the learners become clear.

Step-5**Vocabulary Practice**

- Copy the matching exercise on the board.
- Match one word of column A with its meaning in Column B (use an arrow in it)
- Ask the students to copy in their exercise books.
- Ask them to match the words under column A with their meanings under B.
- Ask them to exchange their exercise books each other (in pair)
- Solve all on the board using arrows and ask them to check their answers.
- Help them whenever they need.

Step-6**Question answers**

- Ask the learners to read the passage thoroughly.
- Tell the answer of question number (a) as an example.
- Tell them to write the answer of the questions asked (in their exercise books).

- Move around the class and pay your attention to each individual.
- Help them to find the answers from the passage if needed.

Step-7

- Write down some words or sentences related to expressing wishes and good wishes. For example, Good!, Well done!, Congratulation!. Have a good time, Good luck!. I wish I had a bicycle, etc.
- Explain clearly about their use in speech or writing.
- Supply more examples of your own too.
- Ask them to read the passage again and underline the words sentences related to expressing wishes and good wishes.
- Check their answers moving around the class and help them in their need.

Step-8

- Show one or more sample greeting cards to the learners. They may be about New Year, Dashain festival or any other festival, etc. If you don't have any or if you did not find any you should draw on the board as an example of greeting card.
- Ask the learners to look at that shown or written example of greeting card.
- Lastly, ask them to make a draft of a greeting card in choice of themselves.
- Help them moving around the class.

Lesson 2

Step-1

- Write down or copy on the board, (exercise E from page No 79 of the text book).
- Write a sensible sentence on the bottom of the board as an example.
- Ask the learners to write 5 sensible sentences in their exercise books looking at the example given.
- Ask each learners to read the sentences.
- Check their writing whether they are right or wrong.

- Help them to make sensible sentences in line with their need.

Step-2

- Read the dialogue aloud yourself first.
- Ask the learners to copy difficult words in their exercise books.
- Tell them the meanings of those difficult words they have listed.
- Ask them to pretend as Hari and Sangita in pairs.
- Ask them to perform the dialogue. You can use the role play method while performing the dialogues.
- Similarly, let them practice the dialogues between Sushila and Sovit as well as Pasang and Alam.
- Ask them to swap their role and continue to practice the dialogue.

Step-3

- Write an incomplete paragraph as in story writing on the board. It may be about a cow or any other animal except elephant.
- Ask the learners to look at the board.
- Complete or fill in the gaps supplying suitable words or sentences.
- Tell them clearly that assembling sensible sentences in their sequential order is called paragraph writing.
- Ask the students to write a paragraph in line with the hints given at the bottom (3A) of page 80 in their text book.
- Let them discuss and finalize the answers to be written.
- Visit each and every learner while writing the paragraph.
- Help them whenever they need.
- At last, let them present their completed paragraphs in the class.
- Correct them if needed.

Step-4

Making sentences

Exercise B

- Write down the words given in the textbook on the board.
- Write an example sentence using one word from them.
- Ask the students to write their own sentences using those words from the board.
- Ask individually to present their answer.
- Correct them when they make mistakes.

Step-5

Fun corner

- Read the poem aloud yourself first.
- Tell the students to underline the difficult words to them.
- Tell the meanings of those difficult words underlined by the learners. You should be well prepared consulting the dictionary if needed.
- Ask them to read the poem aloud.
- Ask them to find the answers to the following questions in the poem: (a) how is Nepal beautiful? (b) How do you express your good wishes to her?
- Ask them to write the answers in their exercise books.
- You should write down the answers on the board.
- Let them check their answers in line with the answers that you have written on the board.

Lesson 3

Essay writing

Step-1

- Ask the students to look at the essay given in page 82 of the text book.
- Read the essay yourself aloud.
- Ask them to write difficult words from that essay.
- Tell them the meanings of difficult words they have listed.

Step-2

- Ask the learners to go thoroughly to the new vocabularies and their meanings in page 83 of the textbook.
- Write two sentences using those difficult words and their meaning on the board. For example: I like to drink milk. I prefer milk without sugar.
- Ask the learners to try to make one sentence each using the words given in this exercise A.
- Visit each and every individual learner and encourage as well as correct their answers.
- You can use as many words as possible to get them well practiced.

Step-3

Question Answer

Exercise B

- Ask the students to read the essay thoroughly again.
- Write an answer of the questions on the board as an example.
- Ask them to see the example given and write down the answers to the questions asked.
- Check their answers moving around the class or writing answers on the board and asking them to check their answers themselves.
- Encourage, inspire or motivate them to write similar essay on water.

Unit 14

What to teach:	This unit links with unit 7, 14 and 18 of the curriculum. It consists of 3 lessons that can be covered in 3 periods or more depending upon the level of students.
Language function and Language exponents:	<ul style="list-style-type: none"> - Asking question and answering(Yes/ No, Short and long answer, affirmative/ Negative), - Stating intention/ reason - Asking question seeking confirmation - Seeking confirmation to a supposition, - Asking for information.
Reading Topic:	- Visit to Pokhara.
Grammar Items:	<ul style="list-style-type: none"> - Yes/ No questions - Use of because - Tag questions, etc
Teaching learning Activities:	<ul style="list-style-type: none"> - Pair work - Role play - Listen and write - Pictorial description - Project work - Group work - Discussion - Elicitation - Question answers, etc. - Different types of pictures - Usual Materials - Writing and Drawing materials
Instructional Materials and their use:	<ul style="list-style-type: none"> - Teachers show the pictures and describe, discuss about them, - Match stick figures, etc. <p>Note: Imaginative and creative teachers can use appropriate materials enough.</p>

Lesson 1

Step-1

- Write down the three pre-questions on the board.
- Ask the learners to focus them for finding the answers from the passage.
- Read the paragraph aloud.
- Discuss about the picture.
- Tell the learners to make a list of difficult words.
- Tell the meanings of those difficult words listed by the students.
- Ask the learners to read the passage thoroughly.
- Encourage the learners to tell the answers of pre-questions.

Step-2

Exercise A

vocabulary Practice:

- Copy or write down the words in column A and B on the board.
- Tell the meanings of all the words written.
- Match the first word of column A with the word in column B. For Example:
Tamu People → Gurung.
- Ask the learners to copy in their exercise books and to match all the words under column A with their meanings under column B using arrows.
- Lastly, match all the words of column A with the words in column B on the board.
- Ask the students to exchange their exercise books and check them accordingly.

Step-3

- Ask the learners to read the passage thoroughly again.
- Ask them to find and write the answers of the questions asked from (a) to (f).

- Move around the class and encourage them to write answers.
- Use reinforcing words like: Good! Well done! etc while moving and helping them.
- Write down all the answers on the board and ask them to correct themselves.

Step-4

- Ask the learners to read the passage again and underline the yes/ no questions found in the text or passage.
- Check them individually and help them if needed.

Step-5

Making Yes/No questions

- Ask the learners to look at their textbook page No. 87.
- Tell them one Yes/ No question from the table given in the text. For example: Did class 8 students visit Pokhara?
- Ask the students to make Yes/ No questions from the table.
- Encourage them to make sensible Yes/ No questions as many as possible.
- Check their answers individually too.

Lesson 2

Grammar in use

Step-1

- Write down some rules of Yes/ No questions with the examples on the board.
- Ask learners to pay attention towards you and your writing.
- Correct the mistake in the 2nd line of Grammar in use-'Come' but not 'comes'.
- Explain with examples of Yes/ No questions as it is given in the textbook (use of 'be' verbs, 'do' verbs, 'have' verbs and 'can, may, shall, will, must too).
- Ask the learners to make at least one sentence in line with the verb pattern taught.
- Remember, the teacher's teaching and student's practice should go simultaneously. Make the learners clear with the exceptions too.

Step-2

- Look at page No 88 of the textbook and write one rule and its example on the board.
- Discuss enough to make the learners clear.
- Encourage the students to produce similar questions and sentences.
- Help them while needed. In such a way each and every rules with their examples much be taught one at a time. Only after the learners being clear, you should shift to another rule and example.

Step-3

- Look at the page No 89 of the textbook.
- Copy or write down the table on the board.
- Divide the class into 2 the board.
- Name them as ' Gita' and 'Gelu'.
- Pretend that you are Ram.
- Play the role of them as a dialogue. For example:

You (Ram): Is today Sunday?

Gita: Yes, it is.

Gelu: No, it isn't because it is Friday.

- Practice this exercise swapping the role too.
- You can divide the class into 3 groups and let them practice.
- Tell them 'because' is used to state intention/ reason.
- provide sufficient examples orally and writing on the board too.

Step-4

- Copy the exercise (IV) of page 89 and 3 lines of page 90 (on the top) on the board.
- Write down both of the affirmative and negative answers to the 1st question on the board. For example:
Is it Sunday today? Yes, it is./ No, it isn't.
- Ask the students to fill in the gaps as indicated in the brackets.
- After the completion of learners' writing; you should write all of the answers on the board.
- Let them check their answers looking at the board too.
- Wrap up the lesson with discussion on the use of 'because, Yes/No question answer, etc.

Lesson 3

Question Tags

Step-1

- Write down "Question tags" on the top of the board.
- Tell the learners that the question tags are used for asking questions to seek confirmations.
- Write one example on the board e.g. He is Shyam, isn't he?

- Tell them that "He is Shyam" is a positive statement and "Isn't he?" is the negative tag.
- Provide or give a lot of such statements and tags with their examples each.
- Write down a rule on the board, for example: Positive statement negative tag, negative statement positive tag.
- Give examples of each and tell the students to produce such statement and tags.
- Encourage and correct them whenever they need.

Step-2

- Write a negative statement on the board and write suitable tag at the end of it. For example: He isn't Shyam, is he?
- Ask the learners to produce such sentences (statements and tags) showing their friends each other.
- You can conduct this practice up to individual level too.
- You should teach the learners about auxiliaries (be, have, do) and their use in statement and tags as well.
- You can ask your students to look at page 90 of the textbook and tell them the rules for question tags with sufficient examples.
- Ask them to fill in the gaps with question tags (exercise (ii) of page 90).
- Give examples if needed.
- Correct their answers writing answers on the board or visiting each and every learner in the class.

Step-3

Use of "How"

- Write the rule of using 'How' on the board with one example. For example: 'How' can be used as an adverb to ask for information e.g. How long is the bridge? It is 55 meters long.
- Ask the learners to look at the exercise (iii) page no 91 of the textbook and tell them to write all possible answers to those 'how' questions asked.

- Check their answers individually because answers may not be same.
- Ask the students to ask and answer in pairs using 'how' questions.
- Move to exercise (IV) and ask them to write the answers. You may give clue answers if needed.
- Correct the mistake of the 3rd last question of this exercise i.e.: 'How far is your' but not 'how far is you'.
- Let them practice to ask question and answering them in pairs too.

Step-4

Paragraph Writing

- Write a paragraph describing about your own house on the board.
- Ask the learners to look at that and write a similar paragraph about their own houses.
- Ask them to present their paragraphs.
- Correct them in need and give feedback in line with the learner's necessity.

Unit 15

What to teach:	This unit is related with the units 19 and 22 of the curriculum. It consists of 3 lessons which can be taught in 3 periods or more too.
Language function and Language exponents:	<ul style="list-style-type: none"> - Asking with alternatives/ reasons - Sating purpose - Comprehension
Reading Topic:	At The Market.
Grammar Items:	<ul style="list-style-type: none"> - Sorry, I can't because I'm not free. - I came to see you, etc.
Teaching learning Activities:	<ul style="list-style-type: none"> - constructing sentences from a Substitution table - Conversation - Writing and enacting dialogues answers.
Instructional Materials and their use:	<ul style="list-style-type: none"> - Pictures of people/ objects, usual materials like text books, writing and drawing materials can be used by the teacher while teaching. - Elicitation, Matching, Guessing, pair and individual works, etc. - Oral and written exercises with the help of pictures substitution tables and dialogues conversations can be used. <p>Note: Teachers can use any other useful materials depending upon their availability and capacity of the learners'</p>

Lesson 1

This lesson focuses on the 4 skills of language and grammar as well

Step-1

- Ask the students to look at the picture given in the textbook.
- Show the enlarged picture if you have been prepared with.
- Let them discuss about the picture.
- Ask individual students to describe the picture.

Step-2

- Write the three pre-questions on the board.
- Read the passage about "at the market" aloud.
- Ask the learners to write the difficult words in their exercise books.
- List down the difficult words written by the learners on the board.
- Tell same meaning coming words or explain about those words listed on the board (meanings of difficult words must be clear).
- Ask the learners to read the passage thoroughly.
- Tell them to write the answers of pre-questions in their exercise books.
- Write the answers of those pre-questions on the board. For example: (a) Ramesh and Gita went to the market last Friday.
- Ask the learners to check their answers exchanging each other's exercise books.

Step-3

- Copy the matching table on the board.
- Match one word from column A with the word from column B. For example; Classmate → Class friend.

- Ask the learners to match the words under column A with the words in column B. Tell them to use arrows while matching.
- You should match all the words of column A with the words in column B on the board.
- Let them check their answers themselves in line with your answers given on the board.
- Ask them to tell or write one sentence each using the words in column A.
- Check their answers and correct them.

Step-5

- Ask the learners to read the passage thoroughly again.
- Write down the question number (a) and its answer on the board.
- Ask the students to look at the board and write the answers of all up to (f) in their exercise books.
- Check their writing (answers) moving around the class.
- Pay attention to individual students.
- Help them whenever they need.

Step-6

- Explain the words 'Purpose and reason' writing on the board.
- Tell them that the word "Because" is used to denote the reason. For example: No, I can't because I'm not free.
- Ask the learners to read the passage again and underline the sentences talking about sating purpose and reasons.
- Move to each and every student to check their task whether they are following the instruction or not.
- Help them to underline in line with the instruction given.

Lesson 2

Step-1

- Tell the students to look at the bottom of page No. 93 of the text book.
- Ask them to make sensible sentences from the table.
- Write one answer on the board. For example: Sorry, I can't but I can come on Sunday.
- Ask them to check their answers in pair.
- Help them in line with their need.

Step-2

- Read the dialogue yourself first. Correct mistakes in line no 6 and 9.
- Divide the class in two groups (Radha and Yadav) and ask them to practice the dialogue.
- Continue the practice in pairs too.
- Explain difficult words if they have pointed.
- Try to be imaginative and creative teacher on providing similar dialogues.

Lesson 3

Step-1

- Ask the students to look at the examples given under "Try speaking" (page no. 94 of the textbook).
- Ask them to practice the conversation in the same way for the given clues.
- You can encourage them to ask to you, your job is to develop their confidence in their questions and answers later.
- Write or tell example answers or example questions.
- let them write first and ask/ answer in pairs.
- Help them in each and every steps of their attempts.

Step-2

- Write two words "Pronunciation" and "Uncomfortable" on the board.
- Tell the meanings of them.
- Remember, brain storming method will be better to accomplish this task which is like a game too.
- Write one word each from the words written on the board. For example; From 'Pronunciation'→ 'Pronoun' from 'Uncomfortable'→ 'table'
- Ask the learners to make as many as meaningful words from the words given or written on the board.
- Ask them to present their answers.
- Write down or make a list of the words made by them on the board.
- Correct them if they have made mistakes.
- You can continue such practice writing your own other words on the board which may be like a word formatting funny game

Unit 16

What to teach:	This unit links with the unit 20 of the curriculum. It consists of 3 lessons that can be covered in 3 periods or more depending upon the level of students.
Language function and Language exponents:	<ul style="list-style-type: none"> - Expressing wants and needs, e.g. I need something to eat. (Do you want a new pencil? Yes, please, Excuse me). - Tag questions and answers to them, etc.
Reading Topic:	<ul style="list-style-type: none"> - My Town - Essay
Grammar Items:	<ul style="list-style-type: none"> - Use of "need" in question tag. - Sentence formulation
Teaching learning Activities:	<ul style="list-style-type: none"> - Pair work - Reading, Discussing pre-questions - Comprehension - Written/ oral works - Answering questions - Listening and comprehension activities, etc.
Instructional Materials and their use:	<p>Pictures of different people, places and animals, usual materials, text books, writing and drawing materials. Teachers can use the pictures and conduct question answer and discussion about them.</p> <p>Note: Teachers can use any other related instructional materials depending upon their availability in the classroom.</p>

Lesson 1

This lesson focuses on reading and comprehension as well.

Step-1

- Write down the three pre-questions on the board.
- Ask the students to look at them and the passage.
- Write the topic "My town" on the board.
- Read the passage or the text aloud.
- Tell the learners to write difficult words in their exercise books.
- Make the difficult words easy to understand by the learners by means of simplifying them with example.
- Ask the learners to guess and write the answers to the pre-questions asked on top of the text.
- Write the correct answers on the board and tell them to correct their answers accordingly.

Step-2

- Copy the matching table on the board.
- Ask the learners to point out the difficult words if they have felt in that matching table.
- Make clear telling the meanings of them with examples too.
- Match one word under Column A with its meaning mentioned under column B. Use an arrow to show the link (or match each other). For example: Capital City→ town that is the seat of government.
- Ask the learners to match the words under Column A with their meanings under B.
- Tell them to be sure of the meanings find the words in the passage and try guessing their meanings.

- Now, you should match all the words in column A with the words in Column B on the board.
- Tell them to check and correct their answers accordingly.

Step-3

Exercise B

- Correct the mistakes in the second line of exercise B as "make one sentence each from the words under column A"
- Write one sentence on the board using one word from Column A. For example: The father of the nation lives in the capital city.
- Ask them to make one sentence each using the words under column A.
- Ask them to tell their answers individually and correct and help them if needed.

Step-4

- Ask the learners to read (go to) the passage thoroughly again for finding the possible answers to the questions asked.
- Remember that some of the questions are common. So that some answers may not be found in the passage but related with their own lives.
- Write on the board or tell one answer of the question asked as an example.
- Ask the learners to write the answers to the question asked in this exercise 'C'.
- Pay your individual attention to each and every student. This time you should move around the class encouraging and helping learners while writing the answer.
- Ask those questions in group and pointing one learner ask to tell the answer.
- Correct them immediately while you find the wrong answer.

Lesson 2

Essay writing

Exercise D

Step-1

Write "Essay" on top of the board.

- Write an essay about your own town or village where you live in.
- Ask the learners to look at the board and write an essay similar to that.
- Tell learners to write the essay easily by the help of the questions asked in exercise C.
- Tell them that the answers of those questions in paragraphs will be a sample of an essay.
- Ask them to write an essay in their exercise books. While writing by the learners you should move one learner to another helping them to accomplish the task.
- Encourage the students to write an essay about a Cow and check them.

Step-2

Write "use of need" on top of the board.

- Tell the learners that "need" is used in question tags if there is 'must' in positive statement and refers necessity/ essentiality. For example: A pupil must be obedient, needn't he?
- You can write the example on the board which becomes easier to understand what you mean.
- Ask the students to see other examples given in page 97 of the text book.
- Ask the learners to fill in the gaps using the word "need" appropriately.
- Write the answers on the board and ask them to correct their writing or answers accordingly.
- You can give more examples and tasks to promote the student's learning.

Lesson 3

Speaking and Writing

Step-1

- Ask the students to look at page No 97 exercise no. 3.
- Tell them to correct the mistakes in the text book. For example: There is 'customers' in the dialogue given but it is 'customer' only.
- Ask the students to pay their attention to you.
- First of all you should read the dialogue aloud.
- Pretend that you are customer and students of whole class are shopkeeper. Perform the dialogue.
- Swap the role and perform it again.
- Divide the class into two groups and name as Group A is Customer and Group B is Shopkeeper.
- Ask them to perform the dialogue.
- Swap the role of them and ask to perform again.
- Tell them to perform the dialogue in pairs too.
- Help them to pronounce the words correctly while performing the dialogue.
- You can ask the learners to play the role of customer and shopkeeper like in a drama too.

Step-2

- Write "Sentence formation" on top of the board.
- Write a list of words on the board just below the topic.
- Make one or two sentences using the words listed.
- Ask the learners to make their own sentences using the words listed on the board.
- Ask them to present their sentences and correct them.
- Ask the students to write 5 sentences each using the words " want" and 'need'.
- Visit every learners and help them whenever they need.