

English Skills

Teacher's Guide

Book (1 – 7)

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English Skills

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Grade 1

Unit 1 Hello!

This unit focuses on the personal introduction. After the completion of the unit, students should be able to introduce themselves as well as greet each other. Therefore, the teachers can form pairs and groups of students to engage them in communication. Before asking the students to introduce themselves, the teacher should demonstrate the language in use. Before the end of the unit, let the students practise leave-taking as well.

In this unit, there is a song to introduce oneself. The student must enjoy it. Play the song and then let students insert their names in the blank. Then, a similar conversation has been presented.

The series has also given a special focus on pronunciation. The pronunciation lesson in this unit is the first one. Here, students are to learn to pronounce the English alphabet correctly. The teacher should play the audio and ask the students to repeat the sounds for each letter.

In the writing section, let the students write about themselves after reading the model text that has been provided.

Script question 4

Narrator : Two students meet at school on the first day and introduce each other.

Tek : Hi

Tanu : Hello!

Tek : What's your name?

Tanu : My name is Tanu? What's your name?

Tek : I'm Tek.

Narrator : Tanu and Tek meet the next day as well and greet each other.

Tek : Hi, Tanu! How are you?

Tanu : Hi, Tek! I'm fine. How are you?

Tek : I'm also good!

Narrator : Now it's time to go home

Tanu : Goodbye Tek.

Tek : Goodbye Tanu. See you soon.

While working with this conversation, the teachers should tell the students that in the first dialogue the children are meeting on the first day for the first time.

The second part is of the next day when they meet and greet.

The third part is the time before going home.

Unit 2 Things At School

In this unit, students will learn to point at things and say what they are. This is a simple but very important language skill. For the drill, the book provides a number of pictures. However, the teacher can make use of real things. Since this unit deals with things at school, teachers are suggested to take the students to see the different places at school and learn things.

In the pronunciation section, the students will learn to produce two sounds – /æ/ and /eɪ/. Here, the teacher can provide more words for further practice. It is suggested that the teacher write the phonetic symbols on the board and put the words under the symbols. While doing so, it is good to use one-syllabic words.

In the grammar section, children will learn to use articles a/an. First, the students will listen and read the words in the exercise. Then, they will practise using the correct articles with the singular countable nouns. It is recommended that the teacher make the students write the articles in context.

In the reading section, the students will learn 180 things they normally have with them. After reading the text, it is good to make the students bring those things in front of the class and name them.

In the writing section, the students will enlist the things around the school. Teachers should encourage the students to enlist as many names of things as possible.

Audio Script

Vocabulary Exercise 1 track 8 page 14

- | | | |
|-----------------|------------------|-----------------|
| 1. a marker | 2. a ruler | 3. a ball |
| 4. a chair | 5. a book | 6. a slide |
| 7. a whiteboard | 8. a bag | 9. scissors |
| 10. a swing | 11. a paper clip | 12. a sharpener |
| 13. a laptop | 14. a table | 15. a pencil |

Exercise (Listening) Track 10 page 15

- a. A: What's this?
B: It's a sharpener.
- b. A: What's this?
B: It's a ball.
- c. A: What's this?
B: It's a table.

Unit 3: Colours and Toys

In this unit, students will learn to use these and those. In addition to that, they will learn the plural of nouns. They will also learn colour and shape vocabulary along with the names of toys. Finally, students will write about their toys in the form of a letter.

To start this unit, the teacher can bring some toys in the class. The teacher can start the lesson by showing the toys and asking the students to name them. Or the teacher can point and say the name of the toys given at the beginning of the text. Also, ask what colour the toy is. Then, the teacher can lead the students in Exercise 1. First, ask the students to number in the boxes to name of the colour. As they finish doing so ask the students to check if they named the colours correctly.

Then, lead the students to exercise 2. Ask the students to talk about the colour of the toys. Then provide the feedback as per the need.

Correction: an train. (an orange train)

In Exercise 3, first, present the dialogue and ask the students to listen carefully. After they have heard it, ask the students to sit in pairs and practise the dialogue. Give special attention to the pronunciation of short forms. Ask the students to practise the pronunciation while practicing. This should lead to the speaking section.

The main objective of lesson five is to make students able to pronounce the numbers correctly. Make them listen and say them correctly.

The song provides joy to students and enforces the structure. Let them sing and enjoy first. After they have finished the given ones there, bring some real objects or toys in the class and make them sing in a similar rhythm.

In the listening section, ask the students to mark the pictures and name their colours. Ask to identify them. Instruct them on what they need to do. Then, play the audio and ask them to tick the correct pictures. You may have to play the audio more than once.

In the reading section, the students read the names of toys. The teacher and the students can read the text aloud. The teacher can also ask the students to underline the name of the toys in the text. She can also ask some questions like:

Who is telling this story? How many brothers does Farina have?

What colour is the train?

What colour are the planes?

What is father buying for Irfan?

Then, lead the students to Exercises 9/ 10/ 11 on their own. Help the students after they are given ample time to do the exercise. The teacher can also let the students work in pairs while completing this story.

Exercise 12 is for coordinating the idea of colour and toys. Let the students read the script and instruct them that they have to colour the toy as stated. Go around the class and see if they are doing as it is stated. Assist them if they need special help.

On page 34, there are two shape toys. It teaches about colours and shapes together. Before leading the students to Exercise 13, the teacher is expected to discuss the mentioned vocabulary. For that, she can take some cut shapes with her own, show the shape toys and ask them to name

the shapes. Besides, the teacher should also talk about the different colours that are there in the shapes. Finally, the teacher can ask the students to work out Exercises 13, 14.

Exercise 15 mentions about the solid shapes. The teacher can bring in some objects with regular shapes. Show them and tell what shape are they. Then finally ask the students to write the objects that are similar in the shape. Exercise 16 and 17 are a continuation of the earlier exercise. This gives students an opportunity to expand their language skills as well as the concept of shapes. The teacher can make some riddles and encourage students to do so.

In Exercises 18 19, 20 and 21, the students learn plural nouns. Here, using real objects becomes effective. By showing a toy first, the teacher asks What is this/ that? Then, by showing more than one toy, she asks What are these/ those? After having done the oral practice, the teacher can ask the students to work on Exercises 18 and 19.

Exercises 20 and 21 focus on spelling rules. Here, students learn to make plurals of nouns by adding s or es. Here, the teacher should not explain the rules. At the same time, the exceptional words should not be given in the list.

Exercises 22 and 23 focus on pronunciation. Here, students learn to pronounce the s and es ending. While training the students to pronounce s and es ending, the teacher has to pay attention every time she pronounces the word. This exercise is just an initiator.

Finally, lead the students to the writing section. Bring a toy or teddy or a doll in the class and ask the students to describe it as it is in the example. Then, ask them to read the sample text. Then, ask them to write sentences describing each type of toy pictures. By this time the students would have learned to write sentences and describe toys. Now assign the students to do exercise 25.

Audio Script

Exercise 1 track 15 page 27

- | | | |
|----------|-----------|-----------|
| 1. blue | 2. purple | 3. orange |
| 4. white | 5. green | 6. brown |
| 7. black | 8. yellow | 9. pink |
| 10. red | 11. grey | |

Exercise 7 page 30 Track 19

- a. A: What are these?
B: These are blue cars.
- b. A: What are those?
B: These are red motorcycles.
- A: What are those?
B: Those are pink boats.
- c. A: What are those?
B: Those are grey robots.
- d. A: What are these?
B: These are green caps.
- e. A: What are these?
B: These are orange markers.

Exercise 23 page 40 Track 21

- | | | | | | |
|-----------|----------|---------------|-----------|------------|---------|
| a. pens | b. buses | c. Pages | d. apples | e. classes | f. vans |
| g. horses | h. cakes | i. sandwiches | | | |

Unit 4: People

In this chapter, the students learn job-related words. They learn to talk about different jobs that people do. They will learn to use is/ am/ are with the correct pronoun. Finally, they will write about their hero.

In Exercise 1, let the students brainstorm first. Ask them to read the words in the list and write numbers in the correct boxes. Then play the track and ask them to check the answer.

Exercise 2 of this unit is a conversation. Here, after practising the conversation, the students must be able to ask and answer about their parents' jobs.

In Exercise 4 the students are to listen and choose the correct option. In this case, first, make the students read the sentences. Then play the track and make them choose the correct word.

Exercise 5 is a song. This song enforces students' word power. Ask the students to sing along the track and encourage them to add more words in the song and sing themselves.

In the reading section, the students read about Agrata's family. They also read about professions of different people. While teaching this lesson, share what Agrata has to say. Then, elicit answers by asking various questions:

What does Agrata's father do?

How old is her brother?

What does her grandfather do?

What does Aunt Shushila do?

What is the job of Uncle Sam?

After that, encourage students to share what different people they know. You can encourage the students to share by asking some more questions.

Do you know any farmers? Do you know any shopkeepers? Do you know any postman? Do you know any doctors? Do you know any drivers? etc.

After having ample discussions on it, lead the students to the comprehension section in Exercises 7, 8, and 9.

While working with Exercise 10, the teacher can have some oral discussions at first. Then ask the students to write the words in the correct boxes. Besides the teacher can bring more pictures and ask the students to identify them. In Exercise 11 as well the children will try to identify the job-related words with the given clues.

Exercise 12 is speaking exercise. (The title is incorrect here). There are some more pictures on page 52 to practise questions and answers.

First, hold the dialogue in TT/ TS/ST fashion and then let the students have a conversation on their own.

In Exercise 13, teachers are suggested to bring more pictures of famous personalities, most probably, they know them. Then talk about their profession.

In the Grammar section in this unit, the students will learn to use is/am/are with correct subjects. First, ask the students to read the dialogues. Elicit what is used with 'I'? What is used with "he/she/it" what is used with 'you/we/they'. Then explain the general structures from page 54.

You can play a game. The teacher can write 'is/ am/ are' and various subjects on placards. Display a pair of the placard and ask the students to make sentences orally first. Then, raise two placards of subjects and then one of the verbs, after that one of the subjects and two or more verbs. As they form the sentences orally, they get the idea of using 'be' verb correctly.

In Exercise 15, the students will write the answers, then listen, and check them. This will enhance their listening skills.

In the pronunciation section, the students are supposed to listen and practise the short forms of is, am and are with personal pronouns.

In the writing section, make the students read the sample text. Here, make them write four to five simple sentences about themselves and four to five sentences about their hero.

After reading the text, talk about sentence writing mechanics. Make sure that they understand that they have to use a full-stop or a question mark to end a sentence. Besides, they must understand they must use a capital letter to begin a person's or a place's name. Provide more practice sentences.

Finally, they complete the given format on page 57 on their own.

Audio Script

Exercise 1 Track 22 page 43

- | | | |
|--------------|----------------|------------------|
| 1. a teacher | 2. a farmer | 3. a footballer |
| 4. a driver | 5. a student | 6. a singer |
| 7. a writer | 8. a policeman | 9. a doctor |
| 10. a barber | 11. a tailor | 12. a shopkeeper |

Exercise 4 Listening Track 24 (page 44)

- a. I'm Sonu. I'm a student. b. I'm Hem. I'm a singer.
c. Prem is a doctor. d. Sam is a pilot. e. Mr. Rai is a teacher.

Grammar Exercise 15 Track 26 (page 55)

- a. She is five years old.
b. We are Nepalese.
c. It is a nice cat.
d. I am six years old.
e. You are a student.
f. The car is blue.
g. Pemba and Prem are cricket players.
h. Hira and I are football players.

Unit 5: Where Is The Cat?

In this chapter, students learn to use correct prepositions to describe a location. Besides, they learn to describe a scene. In grammar, they learn to use There is/ There are.

In Exercise 1 the students learn various words. First, let the students do the exercise and then play the audio and ask them to check if they have done correctly.

In Exercise 2 students learn to say the words correct and conceptualize the positions. The prepositions are highlighted here. Here, make the students repeat after the audio and point to the picture. Sometimes, you can pause the audio and ask questions:

Where is the apple? Where is the ball? Where is the cup? Where is the dog? etc.

Exercise 3 is a listening exercise. Before playing the audio, please point at the pictures and ask the students to answer the following questions after pointing to each picture.

1. Where is the bird?
2. Where is the cat?
3. Where is the garden?
4. Where is the balloon?
5. Is the boy going into the room or coming out of the room?
6. What is the boy doing?

After that, tell the students to listen to the audio and tick the correct pictures.

In Exercise 4, hand movement is necessary. The teacher should play the hand according to the song. While saying 'on' put the palm on the fist, 'in' put the finger inside the fist palm, 'under' put the palm under the fist and 'by' put both hand fists side by side.

When you say where is the butterfly. Put your palm if the different position of a fist.

In the second song also hand movement is very important so that students learn how to conceptualize it. Put a fist fix and then move another fist as you move ahead.

Exercise 5 is about reading. This is a story. Before the students read the story ask some questions like: Are you afraid of a cat? What would you do if you see a cat in your room?

Then lead the students to read the story. As the students read the story elicit answers from each part: Where is Sam? Where is the cat?

After reading, lead the students to work on Exercises 6, 7 and 8.

Exercise 9 is speaking exercise. First, demonstrate the dialogue in TT/TS/ST fashion and ask the students to look at you. After that ask the students to sit in pairs and practise asking and answering. You can ask the students to change their roles and practise the dialogue again.

Exercise 10 also a speaking exercise. Here too, students ask and answer about the position of things. Follow the same process as you did in exercise 10.

In Exercise 11, Students are to encourage reading the picture and finding things in different positions.

Answers: a. bicycle b. teddy bear c. ball d. kite e. cow f. frog g. goat h. dog

In Exercise 12, ask the student to read the picture and put the sentences in the correct box as per the pictures. Here the main objective is to teach the students about the preposition of movement.

In the grammar section, the main objective to teach using 'There is/ There are'. The song should give some idea about structures. Play the song and let them sing. Then lead to Exercise 14 to use the idea. First, ask students to look into the picture and find the details. Then complete the sentences. Give prompts to dig in.

In the speaking section, students learn to ask yes/no questions using 'There is/ There are'. Bring pictures and encourage asking questions and responding to them. It is a good group work in the class.

In the writing section, the students will describe the scene. You can have some pictures with many things included and ask the students to brainstorm first. Then ask them to write using There is/ There are.

In the pronunciation section, students learn about pronouncing /p/ or /b/. First, play the audio and let them repeat. Then in Exercise 22 ask the student to listen carefully and choose the word they heard.

Script Vocabulary

Exercise 1 Track 28 page 58

- | | | | | |
|------------|-------------|------------|-------------|------------|
| 1. Park | 2. bedroom | 3. grass | 4. bee | |
| 5. Roof | 6. pond | 7. tent | 8. bathroom | |
| 9. Flowers | 10. kitchen | 11. garden | 12. gate | 13. stairs |

Audio Scripts Exercise 3 Listening Track 30 (page 62/63)

- | | |
|---|---------------------------------------|
| 1. The bird is on the branch. | 2. The cat is under the table. |
| 3. The garden is in front of the table. | 4. The balloon is on the boy's head. |
| 5. The boy is going into the room. | 6. The boy is jumping over the bench. |

Script Exercise 22 Track 33 (page 80)

- a. peg b. back c. bill d. pay e. bat

Unit 6: My Clothes

In this unit, students learn to talk about their clothes. Talking about possession is the main language function of this unit.

The teacher can start this unit with a discussion on the clothes the students have. The introductory vocabulary can be used to start the discussion.

In Exercise 1, let the students name the clothes they know. Read out the word list loud in the class. Ask the class to repeat. Then ask them to match the word with the clothes. Finally, play the audio and ask them to check the names.

Script Exercise 1 Track 34

- | | | | | |
|-----------|--------------|----------|------------|-----------|
| 1. a hat | 2. a uniform | 3. socks | 4. a shirt | 5. jeans |
| 6. shorts | 7. gloves | 8. a cap | 9. a belt | 10. boots |
| 11. shoes | 12. a jacket | | | |

Exercise 2 is a conversation. Ask students to listen to the dialogue first and then make them practise. This unit actually presents yes/no questions with 'do' and talk about possession. Here, students learn to talk about their possession. After practising the conversation in the book, the teacher is supposed to form pairs and ask the students to talk about their own clothes as it is given in the conversation.

Then, lead the class to the next conversation. They will listen to dialogue and discussion. After that make the student pair up and have a role-play. Ask them to suppose that one of them is Anu and another one is Aman. They have different clothes and they talk about what they have.

After that, extend activities to say what they have and ask what their friends have.

Exercise 5 is for enriching vocabulary. Play the audio in the class so that they learn how to say the word as well. When they say the word, ask them to point at the items in the pictures.

Exercise 6 is a fun game. First, ask the students what items are there in pictures. Then ask them to find the words in the crossword.

Exercises 7 and 8 are listening exercises. Ask the class if they know what clothes they are. Also, tell them what to do after listening.

Script Exercise 7 Track 38 (page 85)

1. a uniform 2. a pair of jeans 3. two shirts 4. a pair of gloves

Script Exercise 8 Track 39 (page 85)

- a. I have a pair of gloves. b. He has a pair of boots.
c. She has a uniform. d. They have two shirts.
e. This is a puppy. It has a tie.

In the speaking section, the teacher starts the conversation asking: What do you have? Then the students say: I have As they get the idea of question and answer, the teacher can lead the students to Exercise 14 where they come to the front one by one and say what they have.

In the grammar section of the unit, students learn to use has/ have according to the subjects. Here the teacher can write the following on the board:

I have

We have

You have

They have

He has She has It has

Then ask the students to complete the sentences. They can make many sentences so that they can learn the structure.

In the writing section, make students read the sample text and ask them to write about their own.

In the pronunciation section, the instruction has been a bit wrong. This should be '**Listen and say.**'

Unit 7: My Family And Friends

In this unit, students learn about family and friends. They learn the vocabulary talking about family relations and describing a person. They also learn to use present continuous tense.

Begin the lesson with the discussion on the picture and family relations. Let the students say the words and realize the meaning. In Exercise 1 they choose and write the relation who the persons are. Let the students write words with similar meanings together and also let them colour the same.

Exercise 3 is a song. First, make the students be prepared to say we are going to sing a song. Then play the song and let them listen. After that ask everyone to sing along with the audio. Finally, ask: How many members are there in the family? How many kids are there? Who are the members of the family?

Exercise 4 is a listening exercise. Here, students listen to the description of the family and then identify which picture is being described. Tell students that they have put 1 in the circle that is described first.

Audio Script Exercise 4 and 5 Track

This is Suman's family. The family has seven members. He lives with his grandparents and parents. His grandparents are still active. They work together on a farm. In the picture, Suman is standing in front of his grandfather.

Hello! I am Anuj. I live with my uncle and aunt. My parents have gone to another country. Now, I'm with my cousins. They are very nice persons. The elder cousin is wearing purple trousers. Another cousin is wearing brown trousers. Do you know who I am? What colour are my trousers?

They are Geeta's grandfather and his friend. Geeta's grandfather is wearing a cap. His friend is holding a walking stick. They both are 70 years old. They do not go to work. However, they go to different places together and spend their time in the park in the afternoon.

This is Manita's family. She has a big family. There are seven members in her family. Her husband is not in the picture. He has gone to work. She has five children: three daughters and two daughters. Her youngest son Suyog studies in grade one.

In Exercise 6, students read about various families. They, talk about big and small families. The text actually gives a model to the students to talk about their own families. While dealing with the exercise the teacher is expected to elicit answers from the students by asking various questions: Who has a big family? How old is Sona? Who does she live with? Whose father is abroad?

In Exercise 9 and 10, students learn to talk about a person. Ask them to sit in pairs and practise the conversation. Finally, ask them to talk about their family members.

Exercise 11 is a listening exercise. Ask students to look at the picture on the page. Make them guess where they are from. Then make the instruction clear and play the audio the students fill the missing information.

Script Exercise 11 Track 46 Page (104)

Phurba lives in Solu. He is seven years old. He lives with his parents. His father's name is Norbu and his mother's name is Dolma. He has no brothers but he has two sisters. His sister Tsering is ten years old. No one is a baby. The family has a dog. His name is Puppy.

In Exercise 12, the students are to work on antonyms. Here the teacher can make more worksheets and use to enrich students' word power.

In the Speaking section, present the model in TT, TS, ST model and ask the students to sit in pairs and hold conversations.

Exercise 18 is for enhancing vocabulary. Let students identify the actions. Here they are to say action words in -ing form. This prepares the base for reading present continuous tense. After that play the audio and ask students to repeat the words.

Audio script Exercise 18

jumping	playing	running
swimming	writing	cooking
flying	carrying	reading
fighting	eating	cutting
crying	picking	throwing
pulling	singing	bathing
brushing	dancing	

Exercise 19 is a song. This is to enforce the spelling system in -ing form of the verbs. First, read it aloud. Then play the audio and let students follow it. To help students learn more words bring more pictures showing actions and let them make songs.

In Exercise 20 and 21 give a model to practise. Mime different actions ask students to guess what they are doing. Besides, you can ask a student to act something and others guess what he/she is doing.

The grammar section focuses on the present continuous tense. After presenting the structure, let the student talk using the pictures on pages 114 and 115. Finally, make them work on Exercise 23.

Exercise 24 helps students learn how to write correct spellings while adding -ing in a verb. Let the students write the spellings and consolidate the idea providing more words to spell.

In the writing section, the students are to describe a scene.

In the Pronunciation section, let students practice saying the words. In Exercise 29, play the audio and let the students write words in the correct column.

Script Exercise 29 Track 49 (page 118)

part start done front mask does

Unit 8: My Home

In this unit, the students learn to talk about home and its different parts, use can talk about ability and some describing words.

Begin with the discussions on the words. Encourage the students to identify the different parts of the house in the picture and match them with the given words. Explain the instruction clearly. After they have done, play the audio and let them check the answers.

Audio Script

Exercise 1 Track 52 (page 119)

- | | | | |
|----------------|------------|---------------|----------|
| 1. balcony | 2. window | 3. bathroom | |
| 4. gate | 5. chimney | 6. garage | |
| 7. living room | 8. stairs | 9. study room | |
| 10. kitchen | 11. door | 12. bedroom | 13. roof |

In the conversation section, the students practise answering phone calls. First, play the audio and let the student follow the dialogue. After that ask them to sit in pairs and practise the conversation.

In the listening section, first, make the instruction clear. Then, read the sentences. Encourage them to guess: Who do you think is reading the newspaper in the study room? Who do you think is cooking food in the kitchen?

Audio Script Exercise 3 Track 53 (page 120)

Hello, good morning! I am Kamal. I am in the living room and I am watching television. My brother is reading a newspaper in the study room. Today is Saturday and my sister is still in the bedroom. She is sleeping. My father is cooking food in the kitchen my mother is watching clothes n the bathroom.

Exercise 4 is a reading lesson. After reading the text, encourage the students to do the comprehension exercises.

In the grammar section, the students are to learn about using can to express abilities. Encourage the students about what they can do. After that looking at the table in Exercise 8, ask the students to make sentences. Exercise 9 is enforcement. Let them write sentences on their own.

In the speaking section, the teacher is suggested to demonstrate how to ask questions and answers. The students will look at the teacher and ask questions in a similar way. The same strategies can be used for Exercise 10 as well.

In the next grammar section, the students will learn some describing words. Encourage the students to use describing words by showing objects.

In pronunciation section, the students learn to pronounce /f/ and /v/ sounds. These two sounds are different in English in Nepali. In Nepali /f/ and /v/ are bilabial. We pronounce them using our two lips. However, in English they are labiodentals. We pronounce them by pressing our lower lips with our upper teeth and pressing the air out. Meanwhile, /f/ is voiceless and /v/ is voiced. So, the right practice is necessary.

Audio Script Exercise 14 Track 56 (page 129)

- a. vat b. few c.van d. vast e. leaf

In the writing section, make students read the sample text. Then, let them talk to their best friend. Finally, ask them to write about their best friend.

Correction note:

Exercise 3 a. is reading a newspaper in the study room.

Unit 9: I like cakes

In this chapter, the students learn to express likes and dislikes. They also learn how to make polite requests. Expressing wants is another language function-focused in the unit. The students will also learn food-related words in the lesson.

To start the unit the teacher discusses the food items shown in the pictures. If these foods are available in the canteen, the teacher is suggested to take the students in the canteen and show the food items there. The teacher can discuss if the students like the food there.

After having discussed the introductory vocabulary, the teacher can make the students practise the conversation and Exercise 2 as well. The teacher can follow the steps as given in the introduction section of this resource book.

Exercise 4 is a conversation at a restaurant. If possible, the teacher can perform the dialogues with role assignment. In this case, if possible, the teacher can take the help of another teacher as well. Then the teacher and the students can read the text aloud. The teacher writes the names of the food mentioned in the text on the board. She can also make a column of healthy food and unhealthy food and write the foods under the given column. The teacher makes a list of food that Sheila likes and dislikes. Similarly, she can list the food the mother likes and dislikes.

After the discussion, the teacher asks the students to work out Exercises 5, 6 and 7.

Exercise 8 is a listening exercise. First, make the students mark the items in the pictures and let them know the names of the food items. After, instruct them what they have to do. After that play the audio and ask them to listen carefully.

Script Exercise 8 Track 59 (page 134)

Hello! Today I am going to talk about five of my friends. First, let me tell about Bunu. She is a nice girl. She is fond of meat. She likes chicken very much. She often eats fish but she does not like curd. Mangoes are also not her favourite.

Now, let me talk about Junu. Junu likes rice and curry. She also likes noodles. She eats noodles in her snacks in the afternoons. However, she dislikes potatoes and tea.

Jenish is a grape lover. He likes grapes very much. He also likes curd but tea and cookies are not for him.

Mark likes pineapples. He does not fail to come to our home when I say we have brought a pineapple. He also loves curd. Even in winter, he takes curd in his lunch and dinner. He likes bread as well. He, sometimes, takes bread in his breakfast. But he does not like cookies.

Like Mark, Farina also likes curd. She also likes cauliflower in her curry. She even knows how to cook it. However, she does not like bread and noodles.

Does Bunu like rice? Does Junu like biscuits? etc. In Exercise 9, students write about their own likes and dislikes. Here, too, it is necessary to have oral practice. The teacher can ask a student: Do you like tea/ curd/ grapes ...?

Exercise 11 is a song introducing a question and answer pattern. Ask them to sing, they will also learn to ask a question. After they have got structures, they will use them. In Exercises 11 and 12, the students talk about what they want. The teacher demonstrates the conversation and the students practise the language. If possible it is suggestible to bring some fruits in the class and practise the dialogues in real-life situations. Otherwise, the toy fruits will also work. In Exercise 12, students point the food items and practise the language they learn in Exercise 11.

In the grammar section, the students learn to make polite requests. There are conversations on Page 137. The teacher is expected to make the students practise the conversations. Then the students make polite questions with the help of the clues given. After making the questions, the students ask and answer the questions. Similarly, Exercise 14 can also be carried out.

In pronunciation section, the students learn to pronounce /t/ and /d/. Play the audio and let the student say it aloud. After that, ask the students to listen to the minimum pair and write the correct word in the boxes.

Audio Script Exercise 17 Track 62 (page 140)

dry try dip tip ten den two do

Finally, the students learn to write an email. First, they read the sample email written by Sunny. Then they write an email of their own, using the clues given.

Unit 10: What time do you get up?

In this unit, students learn to tell time, recall the names of days in a week and months in a year. In language function, they learn to express routine. In the grammar section, the students learn to use the present simple for talking about a repeated action. This will be further strengthened in the speaking and writing sections as well.

Begin the chapter with some introductory vocabulary. First, instruct students to match the words with the pictures by writing numbers in the boxes. After that play the audio and ask them to check.

Audio Script Exercise 1 Track 63 (Page 142)

- | | | |
|----------------------|----------------|------------------|
| 1. get up | 2. read a book | 3. got to school |
| 4. brush your teeth | 5. do homework | 6. eat lunch |
| 7. play with friends | 8. go to bed | |

For the teacher, concerning Exercises 2 and 3, it will be better if she takes a wall clock to the classroom to make the students practise reading time. At first, the teacher can make the students read the clock time by changing the position of the hands of the clock. Only after that, the teacher can take the students into the exercise.

Exercise 3 is a listening exercise. Thus, make students familiar with what to do. Then play the audio and ask them to tick the correct picture.

Audio Script Exercise 3 Track 65 (page 143)

- It's nine o'clock.
- It's seven-thirty.
- It's nine-thirty.
- It's three-thirty.

Exercise 4 is a conversation exercise. Here, the teacher is suggested to follow the guideline given in the introduction section of the book. After that, the teacher can make the students talk about what the students do at different times of the day.

Exercise 5 is a listening exercise again. The first point at the activities shown in the pictures and discuss what the person is doing. After that, instruct the students that they have put a tick in the picture if the person is doing the activity as it is said.

Audio Script Exercise 5 Track 67 (page 145)

- | | |
|----------------------------|-------------------------------|
| a. Kamal is taking a bath. | b. Tina is washing her face. |
| c. Tashi is drinking tea. | d. Krish is playing football. |
| e. Muna is watching TV. | f. Usha is reading a book. |

While working in the reading section, the students will also learn about months and days. The teacher can ask the students to name the months and days or make them write them.

Finally, in the writing section, the students will read the sample text before they write their own descriptions. The teacher can ask the students to write about any other day's routine as well. After they bring the task, the teacher is expected to let the students share the answers in the class.



Grade 2

Unit 1: Back To School

This unit focuses on school things, basic conversation and using pronouns correctly. To have easy introductory conversations, teachers are suggested to make the students speak and take part in conversations. There some songs and chants as well.

There are some pair and group activities in this lesson. Since this is the first unit, the students may need help in forming pairs and groups. Besides, the teacher must demonstrate the activities before asking the students to work them out independently.

The pronunciation exercise in this unit is a revision of the one the students have already learned in grade one.

In the writing section, a sample is given so that the students can learn from it and produce a parallel text. At the same time, there are also exercises on word order and capitalization. These are essential parts of writing mechanics. To further reinforce them, teachers can develop some worksheets on their own and let students practise them.

Audio Script Exercise 1 Track 1 (page 1)

- | | | |
|---------------|-------------|----------------|
| 1. a map | 2. a window | 3. a book rack |
| 4. a cupboard | 5. a door | 6. the wall |
| 7. a board | 8. a table | 9. a chair |
| 10. the floor | 11. a clock | 12. a calendar |
| 13. a desk | 14. a bench | 15. a picture |

Exercise 7 Track 5 (page 4)

Rosy: Hi Abhi! How are you?

Abhi: I am fine. How are you?

Rosy: I'm fine too. Well, I can see two people coming to us. Can you see them?

Abhi: I can see a boy. He has a bag with him.

Rosy: The girl is behind him.

Abhi: Anyway, we will give them a surprise.

Answers

Exercise 16

- a. I b. me c. He/ him d. her/ She e. them/ They f. We/ us

Exercise 17

- a. She b. I c. He d. it e. We f. They

Exercise 18

- a. it- math b. them- Bill and John c. us- Kate and I d. her- Janet.

Unit 2: Around Home

This unit expands vocabulary to talk about things around us. Then they will also learn to use 'There is/ There are' and use this or that to talk about things around. Even the reading section gives descriptions of things around home. The students will also practise using correct articles with understanding.

In the writing section, the students will learn to describe things around. Therefore, the teacher is expected to bring pictures full of things around and ask students to describe. There is an example text on how to make students write a description.

There are songs in the lesson. They provide recreation to students at the same time they learn structures that will help them to have conversations. The teacher is expected to make the singing easy in the class by humming herself.

While working on exercise 2 especially, the teacher is expected to bring things or pictures and ask them questions using 'Is there/ Are there...?'

In the speaking section of the lesson, students will learn to point, ask and answer. They can use demonstratives to talk about all those.

In the grammar section, students will learn to use *a/an*. In this section, teachers can develop their own worksheets as well. But while developing worksheets, confusing words must be avoided. In addition, students will also learn to use *the* in some special cases.

Audio script Exercise 1 Track 10 (page 17)

1. a tiffin box
2. a TV set
3. a mosquito net
4. a fan
5. a wall clock
6. flowers
7. a newspaper
8. a kite
9. a towel
10. a soap
11. a mobile phone
12. a comic book
13. a water bottle
14. a pillow
15. a sleeping bag

Audio Script Exercise 5 Track 12 (page 21)

a magazine a raincoat a picture colour pencils a suitcase a soap
a mobile phone

Which items are left to be circled?

Audio Script Exercise 6 Track 13 (page 22)

- a. There are three books.
- b. There is a cow.
- c. That's frock.
- d. Those are balls.
- e. That is a clock.
- f. These are flowers

Audio Script Exercise 23 Track 16 (page 33)

- a. cold b. gap c. come d. goat

Answers to some of the exercises:

Exercise 16

- a. an b. a c. x d. an e. x f. an g. a h. a i. an j. x k. a l.
- an m. a / a n. a/ a o. a/ a

Note to teacher: Ice-cream can be both countable and uncountable. When it is countable, it refers to the filled ice-cream cone. When it is uncountable, it is just a lump of cream.

Exercise 17

- a. √ b. x c. √ d. √ e. √ f. x g. x h. √

Note to teacher: We write the moon and 'the moon' refers to the moon that revolves around the earth. However, some planets do have more than one moon. In that case, a moon is also correct. Here in grade two, we do not need to explain everything. Thus, a moon is considered incorrect here supposing it refers to the earth's moon alone.

Exercise 18

- a. the b. A/ the c. The/ the d. the e. The

Exercise 19

- a. What's that? b. What are these?
- c. What are those? d. What's this?
- e. What's this? f. What are those?
- g. What are these? (pieces of cakes) h. What's this? (a marker)
- i. What's this? j. What's that?
- k. What are those? l. What are these?

Unit 3: My Routine

In this unit, students will learn to read time and describe their routine orally as well as in written form. In the grammar section, students will learn to use the present simple tense to talk about day-to-day activities. Besides, they will learn to make plurals of nouns. In the pronunciation section, students will learn to pronounce the s or es endings correctly.

The teacher will open up the lesson with a short discussion on introductory vocabulary.

At first, ask the students to match the sentences with the activities in the pictures. Then, after

play the audio to let them check.

Audio Script Exercise 1 Track 17 (page 36)

- | | |
|----------------------|----------------------|
| 1. Brush your teeth. | 2. Have a shower. |
| 3. Have lunch. | 4. Play basketball. |
| 5. Do homework. | 6. Get on a bus. |
| 7. Read books. | 8. Draw pictures. |
| 9. Wash your face. | 10. Comb your hair. |
| 11. Get dressed. | 12. Go to school. |
| 13. Do exercises. | 14. Listen to music. |
| 15. Watch TV. | 16. Have breakfast. |
| 17. Make your bed. | |

Then she will take the students to reading time. At first, the teacher will play the audio that reads the given time. Here, it is suggested that the teacher take a wall clock and make the students read the clock changing the arms of the clock. The teacher may also draw clocks on chart paper and display in the class and ask the students to read the time. The main objective here is to have ample oral practice of reading time and displaying time in English. After having a proper discussion, the teacher may lead the students to Exercises 2, 3 and 4.

Exercise 5 is a listening exercise. However, the exercise focuses on making students able to ask and tell the clock time. So the teacher is expected to make the students practise the conversations in the class. After having practised the given conversation, the teacher can provide time and clues to the students and they will practise independently.

For example:

4 o'clock / go home

A: What's the time?

B: It's 4 o'clock. Let's go home.

Audio Script Exercise 5 Track 20 page 39

- Seema: What time is it, Tina?
Tina: It's nine-thirty.
Seema: Thanks.
Tina: You are welcome.
- Ravi: What time is it, dad?
Dad: It's five o'clock. Go back to bed.
Ravi: OK, dad. Have a nice dad.
- Shiva: What's the time?
Anil: It's 4:30. Let's go home.
- Seema: Excuse me. What time is it?
Sundar: I'm sorry. I don't have a watch.

In Exercise 7, the students sing a song on daily activities. This will give structures as well as vocabulary. Let them enjoy the song.

In Exercise 8, students read about the day-to-day activities of members of a family. This text provides a sample on how to talk about routine in our day-to-day life. While approaching this exercise, the teacher can take the students in Exercise 9 first and ask them to read the questions and find the answers from the text. Similarly, the students will work on Exercises 10, 11, 12 and 13. The teacher will discuss the answers only after the children complete the exercise.

Exercise 16 and 17 are listening exercises. Students listen to the audio and insert the time in the given spaces.

Audio Script Exercise 16 Track 22 (page 48)

Hi, I'm Muna. This is my daily routine. I get up early every day. I get up at six o'clock. Then, I take a shower. My mother gives me my breakfast then. At around seven I take my breakfast. After breakfast, I read for some time. At 8:15, I get ready for my school. Our bus arrives at the station at 8:30. At nine, I reach school.

We begin our classes at 9:30. Then, we have classes. Our lunchtime is at 12 noon. All the students take lunch at school. Then again, we have some period. We finish our school at 3:20. Our buses leave school at 3:40. At four, I get back to our station. After five minutes, we reach home. At 4:30, I start doing my homework.

Audio Script Exercise 17 Track 23 (page 49)

Miss Natasha is asking her students how they spent their week.

1. What did you do on Sunday, Day?
-I practised singing on Sunday, ma'am.
2. What did you do on Monday, Mukhiya?
-I spent the day playing games on the computer, ma'am.
3. What did you do on Tuesday, Riza?
-I played karate on Tuesday, ma'am.
4. What did you do on Wednesday, Navyata?
-I went swimming on Wednesday, ma'am.
5. What did you do on Thursday, Dikshya?
-I went shopping on Thursday, ma'am.
6. What did you do on Friday, Suman?
-I watched television all day on Friday, ma'am.
7. What did you do on Saturday, Mohan?
-I played football with my friends on Saturday, ma'am.

In the grammar introduction section, the children learn to use do or does in question and use correct (singular or plural) form of the verb in the sentences. At first, the students are to practise the conversations on Page 50 and 51. Page 52 provides a pattern or structure for a drill. The teacher can give more verbs so that they will drill to consolidate the idea.

Exercise 18 gives a drill about spellings. Make the students practise the spelling.

After learning the spelling, the students should learn to say the words correctly. In the pronunciation section, make the students practise saying the inflections. Actually, the rule is:

Pronounce the -s, -es, 's ending as /ɪz/ when the final sound before the addition of the -s, -es, 's end is any of the following:

1. /s/ 's sound': misses
2. /z/ 'z sound': causes
3. /tʃ/ 'ch sound': watches
4. /dʒ/ 'j sound': changes
5. /ʃ/ 'sh sound': wishes
6. /ʒ/ 'zh sound': garages

When the final sound of the word is of the unvoiced sounds listed below, the -s, -es, 's ending is pronounced as /s/.

1. /p/ 'p sound': stops
2. /k/ 'k sound': looks
3. /t/ 't sound': cuts
4. /θ/ 'unvoiced th': baths
5. /f/ 'f sound': laughs

In other cases, the final -s or es is pronounced as -z/

Please bring Exercise 26 (page 59) here and play the audio and make the students learn.

Exercise 20 is to make the correct use of singular or plural verbs correctly. Here students should realize that after do/does, they must use the base form of the verb.

Exercise 20 answers:

- a. opens b. open c. rides d. doesn't fight e. don't cook
b. f. wear g. don't go h. play

Exercise 22 is a song. The students will have fun listening to the song and it will help reinforce the structure they have already learned. After enjoying the song discuss the questions given below the song.

The main objective of Exercise 23 is to make students able to write the correct structure in the question answers fashion. Ask the students to look into the picture and make the write sentences before that discuss the sample sentences.

In the speaking section, along with some pair work, there is a group work as well. This group work should encourage the students to share in the class.

In the writing section, students are to write about their own routine. First, they will read the sample text on Page 61 and take notes. Then ask the students to list their own activities during a day from morning to evening. This is a part of the preparation for writing. These clues will help them to develop their writing.

After that make the students do Exercise 30. And lead them to write in Exercise 31.

Answer Exercise 30

- a. watch b. help c. go d. visit e. write f. Play

Unit 4: Healthy Food

In this unit, students will learn to express their likes or dislikes and wants. Besides, they learn to talk about the food they eat. They will also learn to describe the texture. In addition, they will practise making requests.

The teacher can start the lesson with the discussion on food the students have. The teacher can write the food items on the board as the students tell the names. After doing this for some time, the teacher can ask students what item they like.

Then, the teacher can lead the students to Exercise 1. Ask if they know the food items in the pictures. Have short discussions. Then, ask them to match the name of the food items with their names by writing numbers in the given boxes. After they have done, play the audio and ask them to check if they have done it correctly.

Audio Script Exercise 1 Track 28

- | | | |
|--------------|-----------------|----------------|
| 1. salad | 2. chicken | 3. cheese |
| 4. bread | 5. Cucumber | 6. papaya |
| 7. broccoli | 8. Mushroom | 9. cauliflower |
| 10. sausages | 11. pineapple | 12. doughnut |
| 13. radish | 14. cooking oil | 15. butter |
| 16. peas | 17. Pasta | 18. sandwiches |
| 19. omlette | | |

Exercise 2 is all about likes and dislikes. First, ask the students to observe the expressions of the animals with their food in front of them. Do they look happy or unhappy? Then, ask them to read the sentences. You may need to read them with correct intonation as well. Each animal has got a name. The students have to supply the name of the animal in the blank spaces. One has been done as an example. Have whole class discussions if they have got correct answers or not at the end of the exercise.

Exercise 3 is a song. This exercise provides a basic structure to talk about likes and does not like. Play the song and let the students sing along. They might want to listen to it more than once. They must feel easy with the targeted structure.

Exercise 4 is a conversation exercise. The procedure to handle the exercise is given in the introduction section of the book. Exercise 5 is the complement of Exercise 4. Here, students will be able to ask and answer about the food items they like and don't like. The language model provided in the song will be very useful here.

Exercises 6, 7, 8 and 9 are speaking exercises. In the beginning, the students get the model language: how to ask yes/no questions and have a short response. As a part of the preparation, the students, work on the subject-verb agreement first. They need to understand singular verb and plural verb use as per the subject. Thus, before going to have a speaking exercise. Explain which verb is correct in each case and why. Make them do Exercises 6 and 7.

Exercise 6: Answers

- a. likes b. like c. like d. You e. She f. It

Exercise 7: Answers

- a. Do they/ do
- b. Do you/ don't
- c. like/ Yes,
- d. like/ do
- e. Does she / doesn't
- f. Does he/ he
- g. Does it/ it

After having ample discussion with the question structures, encourage students to see the pictures in Exercise 8. Try to interpret the facial expressions. Ask the students to mark like and unlike. Then, ask them to sit in pairs and hold a conversation: Does he like ice cream?/ No, he doesn't.

Exercise 9 is also a speaking exercise. Here the students are supposed to practise asking about wants. First like in other conversation exercises make the students practise the given dialogues. You may present the dialogues in TT/TS/ST/SS fashion.

Then let the children go around the class and find out what five or six of their friends want for breakfast. They must use the correct question: What do you want for breakfast?

After they have brought the information from the five of their friends, you may encourage the students to share in the class. For example:

Well, I asked five of my friends to share their breakfast. As they said, Suman wants apples and eggs. Shova wants eggs and bread. Juna wants oranges and cake.

Exercise 10 is a listening exercise.

While working here let the students read the sentences. After that play the audio and ask the students to tick the correct sentence.

Exercises 11, 12, 13, 14 and 15 are reading comprehension exercises. First of all the teacher should encourage the students to answer the questions in exercise 11. If possible, it is good to bring a menu from a restaurant to a class. Then, show the students what a menu is. Discuss it.

After that lead the students to the next exercise. There, the students will read the menu. Discuss the foods under different headings. Discuss what they could have in the breakfast, lunch or dinner.

Then, lead the students to exercise 12. Ask the students to work in pairs. Tell them to reread the text and check the facts.

Exercise 13 is an individual task. Ask the students to work separately. Provide around 10 minute time. Meantime, monitor the class and see if all have finished or not. Then, ask them to share their answers in pairs. Ask them to write their friend's food items under the correct headings.

Exercise 14 has a close connection with Exercise 13. After the students have written the food items ask them to make the sentences using 'and'. The teacher may provide sample sentences by filling in the gaps to ease the students. After that this exercise and exercise 15 can be set as homework.

Exercises 16 and 17 are vocabulary exercises. Here, the teacher can use real objects or clay fruits while teaching this lesson. If there is a fruit shop or a vegetable market nearby, the teacher can take the students there for a visit. Especially, while working in Exercise 17, the teacher is suggested to take the things that are rough, smooth, soft, hard, and crunchy and some thick liquid. The students should get a chance to feel things.

In the grammar section, the students are to learn to make polite requests. Here, they

will learn to use *may* and *can* to request. It is good to practise the conversation. Then the teacher can show how to make a request and respond to it on Page 78.

In the writing section, students write a letter. It is important to highlight the layout of the letter. Along with that, the students are learning to use a comma correctly in the text.

Suggested answers

Exercise 16 Answers:

1. cucumber 2. banana 3. peaches 4. cheese 5. Bread 6. Broccoli

Unit 5: My Home And My City

In this unit, students will learn to name places around us. Besides, they learn to use prepositions to describe a location. The students will also learn to use the present continuous tense. In writing the students describe a scene or a place with all information.

Begin the lesson with the discussion on the pictures given in Exercise 1. Ask the students if they know the places shown in the pictures. Then, ask them to work in pairs and match the pictures with the corresponding words by writing numbers in the given boxes.

Then, play the audio and ask the students to confirm the answers.

Audio Script Exercise 1

- | | | |
|----------------|-------------------|-----------------|
| 1. garden | 2. Temple | 3. park |
| 4. supermarket | 5. School | 6. hospital |
| 7. footpath | 8. Zoo | 9. bridge |
| 10. bookstore | 11. river bank | 12. bus station |
| 13. museum | 14. swimming pool | 15. restaurant |
| 16. airport | 17. Library | 18. bank |

After discussing the vocabulary introduction, lead the student to Exercise 2. It is a song introducing a new language point. Here the students learn to use the present continuous tense. First, read the song normally making sure that the students know the pronunciation of each word. Then, play the audio and let the students sing along.

Exercise 3 is a listening exercise. First of all, talk about the pictures given on the page. Discuss what is happening. Try to elicit answers from the students. After that ask the students which event happened first then tell the students that they have written the correct letter in the given spaces in exercise 4 after listening to the audio.

Finally, encourage the students to retell the story. You may assign the students to write the story at home.

Audio script

There is an old orange tree in the garden. The tree is full of ripe oranges. They look really nice. Today is Saturday. It is a sunny day. Suman is at home. It is a holiday. Grandfather and Suman are going to the garden. Grandfather is carrying a ladder.

Grandfather is standing on the ladder. He is picking the oranges.

Suman is helping him. He is catching the oranges and putting them in a basket.

Grandmother and Subina also come to the garden. Subina is carrying some orange juice.

Grandparents, Suman and Subina are sitting in the garden. They are drinking orange juice

happily.

Exercises 6,7 and 8 are reading comprehension exercises. Encourage students to read the text and lead the exercise. Let the students in pairs. Provide ample time to them and go around the class, help the needy ones. Finally, have a whole class discussion.

After that let the students talk about their family.

The grammar section focuses on the use of the present continuous. Provide the grammar structure and play a game here. You can mime something and ask the students to guess and tell what you are doing. At the same time, encourage students to ask yes/no questions: Are you.....?

After that ask one of the boys to come and do something. Then ask the other students to ask questions using yes/no question: Is he?

Follow the same process by calling a girl in front of the class. This will help to internalize the structure. Along with that, make the students write correct spellings. There are some spelling rules. Make the students aware of these rules. [Add -ing to most of the verbs. If the verb ends in -e, remove -e and add -ing. If the verb ends in a consonant after a vowel as in 'stop' double the last consonant and add -ing.]

Exercise 10 provides opportunities for the students to use the present continuous tense. Ask the students to work in pairs and choose the correct verb to describe the pictures. Besides, bring more pictures and tell the students to describe the activities.

In Exercise 11, the students reinforce the idea of asking yes/no questions through speaking. Here you can play a game. Bring a picture of activity, hide it from the students and ask them to guess what activity is going on. Encourage them to ask yes/no questions. You can give some verbs for each picture so that the students will feel easy to make sentences. Encourage them to do so until they find the correct answers. Exercise 12, 13 and 14 are similar to these. These exercises also give the students opportunities to practice writing. In Exercises 15 and 16, students describe the picture using the present continuous tense. After having discussions, ask the students to write sentences about each person in exercise 16. At the end of the lesson, explain Exercise 17 and assign them to work as a home assignment.

Exercise 18 is reading exercise. The steps to handle a reading exercise are given in the introduction section of the book. Apart from that, the teacher can make the students work in groups. Here, the teacher can divide the class into groups of three or four students each. It is advisable to tell the students that they will be given points for correct answers. Then, the teacher can ask the students to do each of the exercises from Exercises 19 and 20. Let each group solve the answers in the textbook. The teacher can write the answers on the board and show the score.

Exercises 21, 22 and 23 focus on the use of prepositions. Exercise 21 is a song. Let the students enjoy the song. First, read the song and then play the audio and ask them to sing along. Exercise 22 provides sample phrases and the use of prepositions. Make the students read the phrases. Give similar other pictures and help students understand how prepositions are used. Then lead them to exercise 23 and ask them to work in pairs. Provide ample time for them to write the prepositions in the blank spaces. Finally, have classroom discussions. After doing all these, assign the students to describe their own room [Exercise 24] describing positions of things using correct prepositions.

Exercises 27 and 28 focus on how to pronounce the vowel sound as in buy and boy. First, make the students listen to the audio and repeat after it. Finally, play the audio and write the words.

Unit 6: People And Jobs

In this unit, students learn about people and their jobs. In the grammar section, students will learn how to make plurals of nouns and how to use present simple tense in questions.

The teacher can start the lesson with a question, *What does your father/ mother do?* They come up with different answers. The teacher can write the words on the board. Then the teacher can talk about the introductory vocabulary. Ask the students to work in pairs and match the words with pictures by writing numbers.

Audio script Exercise 1

- | | | |
|-----------------|-------------------|---------------------|
| 1. a teacher | 2. a student | 3. a fisherman |
| 4. a soldier | 5. a firefighter | 6. a police officer |
| 7. a farmer | 8. a tailor | 9. a pilot |
| 10. a carpenter | 11. a shoemaker | 12. a butcher |
| 13. a postman | 14. a hairdresser | 15. a chef |
| 16. a nurse | 17. a driver | |

Connect Exercise 1 with Exercise 2. Ask the given questions to have a class quiz.

Exercise 3 is a listening exercise. First, lead a discussion in the class and let the students identify who the people are. Then tell them to listen carefully and tick who they are. Similarly, in Exercise 4, too, lead a discussion in the class before playing the audio.

Exercise 5 is speaking exercise. Students are to learn to ask questions using *who* and answer accordingly.

First, let the students practise the model exercise in TT, TS, ST and SS format. Then, make the students sit in pairs and hold the conversation. Go around the class and help the needy ones.

Exercise 6 is a conversation exercise. First, the teacher can practise the conversation following the steps given in the introduction section of the book. Then the teacher can write the questions on the board and hold a conversation with a child to show how to ask and answer again. Then the teacher can ask the students to sit in pairs and hold conversations about their parents.

In the grammar section, the students will learn about countable and uncountable nouns. For this, the teacher can bring some real objects to class and ask the students to count. Make sure some of the items are mass nouns. Then tell the students that only the countable nouns can have plurals. After that, lead the students with spelling rules for making plurals. Exercise 8 provides rules and exercises for making plurals.

In Exercise 9, the students should learn to use the plural nouns in question while talking about a person's job. Here too, follow a similar pattern as it was done in earlier speaking exercise.

Exercises 10-16 are reading comprehension exercises. The teacher starts the lesson by asking "What do you want to be? Do you want to be a doctor/ pilot/ police officer/ teacher/ farmer, etc.?"

Then the teacher can ask the students to read the text aloud in the class. Also lead a discussion on what kinds of jobs people do, what kinds of jobs are available in cities and villages.

Then encourage them to work in pairs and let them do the exercise. Do not forget to allocate

time for doing each of the exercises. After they have done each exercise, let them share in the class. Let the other students have time to decide if they have similar or different answers.

Exercise 17 is a vocabulary exercise. Ask the students to fill in the gaps with the appropriate words. Encourage them to read the sentences. Discuss if they understand the words properly.

Exercise 18/19 Speaking

Here the students learn about how to share their favourite job. First, explain the instruction to the students. It is suggested that the teacher shows the pattern by using the note based on the description. Then encourage the students to select their own job and notes using the blank spaces. After they have taken the note let them share in the class. If anyone is stumbling to take note, go around and help them.

This exercise is a blend of speaking and writing. As a part of an assignment, you can ask them to write a paragraph on their favourite job.

After sharing in the class, let the students read the instruction in Exercise 19. Discuss the questions in the questionnaire section. This should be done as an assignment. If the school is in town, you can lead the students to the street and conduct an interview. Here the main objective is to provide a chance for the students to speak. After they have interviewed and brought the information to class let the students make a presentation like in the previous exercise and let them present in the class. Connect these two speaking exercises to provide writing opportunities as well.

Grammar Exercise 20

In the grammar section, the students are supposed to learn about how to make a question using wh-questions. Provide more simple sentences so that students can transform them into questions.

Unit 7: Touch Your Nose

In this unit, the students will learn to talk about their bodies and some basic rules and regulations they have to follow. In the grammar section, they will learn to give a command. In the writing section, they will write rules.

Here, the teacher can start the lesson with the discussion of body parts. The students are familiar with some of the body parts as they have already learned their names. The teacher can touch the body parts and ask the students to name them. Then, the students will open the book, read the names of the body parts, and match by writing numbers. Let the students work in pairs or groups. Then after play the audio so that they can learn correct pronunciation and confirm the answers as well.

Audio Script Exercise 1

The body

- | | | | |
|-------------|--------------|-----------|-------------|
| 1. mouth | 2. ear | 3. neck | 4. chest |
| 5. arm | 6. waist | 7. leg | 8. hair |
| 9. forehead | 10. shoulder | 11. elbow | 12. stomach |

page 111 Correction Note: It should be 'elbow' only instead of 'elbow back'.

The Face

- | | | | |
|-------------|--------|------------|---------|
| 1. forehead | 2. eye | 3. teeth | 4. chin |
| 5. tongue | 6. lip | 7. eyebrow | 8. nose |
| 9. cheek | | | |

The hand

- | | | |
|------------------|-------------|---------------|
| 1. middle finger | ring finger | little finger |
| 2. palm | wrist | index finger |
| 3. thumb | | |

The foot

- | | | | |
|----------|---------|------------|------------|
| 1. ankle | 2. sole | 3. toenail | 4. big toe |
|----------|---------|------------|------------|

The legs

- | | | | | |
|----------|---------|---------|---------|---------|
| 1. thigh | 2. calf | 3. heel | 4. knee | 5. foot |
|----------|---------|---------|---------|---------|

Exercise 2 is to be performed in the class. The teacher calls a pair of students to the front and one asks another to act. Sometimes, the teacher might have to show how to do it.

Exercises 5 and 6 are also supposed to be performed. One of the students in the class comes to the front of the class and shows different body parts and other students will name them. Similarly, in the next exercise, the student, who comes to the front, will ask yes/no questions and the rest of the class will answer *yes* or *no*.

Following it, ask the student to listen to the audio and do as it is instructed.

In Exercise 8 and 9, students learn to correctly pronounce the numbers. Play the audio and let the students repeat after it. Then check if they could find the correct numbers.

In Exercise 10 students learn to ask and answer –‘how many’. In this lesson too, let the students read the dialogue first. Then, play the audio so that they can catch up with the correct rhythm. Connecting this with exercise 11, let the students read the instructions first. Clear their doubt. Tell them that they are going to use ‘How many’ in their questions to know quantity. After that ask the students to sit in pairs and hold the conversation. Go around the class and help the ones facing difficulties. Make sure they can make relevant questions.

In the reading section, the children will learn about rules in different places. This reading exercise also provides a sample for writing rules. After reading the text in Exercise 12, the teacher can divide the class into groups. Each group will work on Exercises 13, 14, 15 and 16 one by one. After each exercise, the teacher discusses the answers in the class to see which group got the most correct answers and give feedback.

While working in Exercise 17, the teacher can show how to ask and tell the other students. Three students can be asked to come to the front and practice. Here the students are practicing forming imperative sentences. Then, call out something to do and perform it. You can provide many other doable activities to do. Besides, you ask the students to look at you and mime some activities and let the students guess what the command was. Then let the students work on the exercise independently.

In the writing section, the students will write rules for the classroom. The teacher can take the students to the reading section for more samples although there is one sample already given in the writing section as well. The teacher must make sure that the students have read enough samples before they write the rules.

Unit 8: Seasons And Clothes

In this unit, the students learn to talk about seasons and clothes. At the same time, they learn to express possession. Her students should know the language for shopping as well.

The teacher can start this lesson with the discussion on the clothes they have. The teacher can ask "What clothes do you have?" As the students say, the teacher writes the words on the board. Then the teacher asks, "Which season is this?" The students may or may not be able to answer. The teacher encourages the options. Then the teacher can ask, "What kind of clothes do you wear in this season?"

After that, ask them to see Exercise 1 and match the words with their names. Then play the audio and let the students check their work.

Audio Script Exercise 1 page 134

- | | | |
|---------------|--------------|-----------|
| 1. gloves | 2. suit | 3. shorts |
| 4. scarf | 5. hat | 6. shoes |
| 7. sunglasses | 8. slippers | 9. shirt |
| 10. mittens | 11. swimsuit | 12. tie |
| 13. jeans | 14. coat | 15. belt |
| 16. trousers | 17. skirt | 18. socks |

Exercise 2 is all about shopping skills. Lead this conversation as a model. First, read the text. Then, play the audio and let the students listen to it so that they can follow correct intonation. Then pair them up and let them practise. Lead this to Exercise 3 as well with a similar connection. Here the students pretend to be a customer and a shopkeeper and perform the dialogue. Go around the class and help struggling students.

In exercise 4, students learn about different seasons. Here, students learn what people do and what kind of weather we have in different seasons. After reading the text aloud, the teacher can lead the students to comprehension exercises. While working in Exercises 5, 6 and 7, the teacher can let the students work in groups. Each of the exercises is expected to end with the discussion of answers. Exercise 8 may need more guided discussion. The teacher can ask questions to the class as a whole. Some students might give an answer. The teacher is expected to give full answers to the questions. Then she may ask the students to do the exercise either as homework or as classwork.

Exercise 10 is a fun game where students can make many words describing weather patterns.

Exercise 12 is a song. Here, the students learn about different weather-related vocabulary and have fun in the class. While singing the song, talk about various activities that we are likely to do.

In the grammar section, students practise expressing possessions. At first, they practise using possessive adjectives and possessive pronouns. After practicing the conversation in Exercise 13, the students can show their own objects and hold conversations. For example:

Two students exchange their pencil and hold conversations.

A: This is my pencil.

B: This is your pencil. That pencil is mine.

The teacher explains the use of possessive adjectives and possessive pronouns with examples as given on Page 142. Exercise 14 provides an opportunity for practice. The teacher can also develop similar worksheets for further practice.

We can also use have to express possession. Exercise 15 teaches how 'have' is used to express possession. The teacher can give real-life examples in the classroom by showing different things and saying who owns it.

Exercises 16, 17 and 18 provide opportunities for the students to express possession orally. By that time the students will be able to use have or has correctly. In exercise 19, students use *have* or *has* correctly.

Exercise 20 is speaking exercise. First, the teacher can ask the questions as given in the example. Then the teacher can call a student to the front of the class and ask the class as demonstrated before. In Exercise 21, the teacher divides the class into pairs and then each of the students asks, "Do you have ...?" For that, as in the conversation exercise, the students get involved in the conversation. Later they will ask the questions to each other.

In the listening section, first of all, discuss who the people are and ask the students to see the pictures carefully. Also, discuss what they have. Then play the audio and let the students identify the person described. Pause the audio for a while to provide an opportunity for the children to identify the person.

Likewise in Exercise 23, let the students read the sentences first. Then play the audio and ask them to tick the correct sentence.

In the pronunciation section, the students learn three different sounds in English. Play the audio and let the students repeat the sound. Exercise 25 is for checking students' understanding. Play the audio and ask the students to tick the sound they heard.

In the writing section, the students are supposed to read the given sample first. The teacher is expected to focus on the format of the letter, too. Then they try to write the letter on their own describing the weather in a similar way.

Unit 9: Animal Athletes

In this unit, students will learn to express 'ability' using can. At the same time, they will learn about various animals. In addition, they will learn to use some adjectives with their comparative and superlative forms.

The teacher can explore the unit with the name of the animals. She can ask the class to tell the names of the animals they know. The teacher can write the words on the board as the students tell them.

Then ask the students to match the names of the animals with their pictures by writing numbers. Then play the audio and let the students know the correct pronunciation.

Audio Script Exercise 1

1. bear
2. hummingbird
3. ostrich

- 4. penguin
- 5. cheetah
- 6. giraffe
- 7. flea
- 8. kangaroo

Correction note: Please, change 'Cheetah' to 'cheetah'.

For Exercise 2 and 3, the class can follow the method described in the introductory section of this book. Then, the teacher can ask the students to sit in pairs and practise asking about each others' abilities.

Exercises 6-9 are reading comprehension exercises. When the students are reading the text, ask them to take notes in the following format:

Name of the animal:

Can do	Can't do

For each animal, students read silently and take notes.

Then put the students in groups or pairs and ask them to work on the comprehension exercises. Let them discuss and decide the answers. Provide help if they have any problems. Then finally, provide feedback on their work.

Exercise 10 is a vocabulary exercise. Here they learn body parts of animals or birds, especially of cheetah and penguin.

Answers:				
Penguin				
a. beak	b. head	c. belly	d. wings	e. legs
b. feather				
Cheetah				
a. neck	b. claws	c. tail	d. legs	

Exercise 11, 12 and 13 are speaking exercises. In Exercise 11, students learn to ask questions about their own abilities or friends' abilities. In Exercise 12, students learn to ask ability in the third person. Thus, pay special attention to the use of pronouns while making questions.

While working in Exercise 13, provide some time for the students to plan their work. Ask them to list out the things they can do and they can't do. Then, let the students read the sample. After that ask them to plan their speech. Finally, let them present in the class.

In the Grammar section, students learn to use comparative and superlative forms of adjectives. Let the students see the pictures and learn the forms. Then, show some real objects in the class and make comparisons. After that lead the students to Exercise 14 and 15.

In the writing section, the students learn to write using the given clues. First of all, ask the students to read the given text about elephants. Discuss what an elephant can or can't do. Let them read the composition. Then, lead them to Exercise 16. Encourage the students to use **but** to join the sentences. In Exercise 17, students are supposed to write about a leopard. Discuss the clues first. Then ask the students to write about it in the given spaces.

Exercise 18 is about writing about oneself. The students can look back on own abilities and lack of abilities and write a paragraph like in Exercise 17.

Exercise 19 and 20 are pronunciation exercises. Here students learn to pronounce /i:/ and /I/

sounds. They are generally, mispronounced by Nepali speakers as they do not distinguish these two sounds while speaking in the mother tongue. Thus, play the audio and let the students repeat the sounds. You may also talk about the spelling system.

Unit 10: What Did You Do Yesterday?

This unit focuses on talking about past events. Here students learn to talk about past events and use past simple tense. In the reading section, they talk about the recycling event. In the writing section, the students learn to talk about their holiday experience.

Begin the unit with a discussion on the given vocabulary. Let the students match the words with the pictures. Then play the audio so that they can check their answers.

Audio Script Exercise 1

1. river 2. pick 3. dirty 4. Muddy 5. rubbish 6. grass 7. plastic 8. bag 9. clean

Lead the conversation exercise as you did earlier. Both exercises 2 and 3 provide the opportunity to internalize the new language in the context.

Exercise 4 is a song. Students are to sign this song and learn some keywords and structures. Play the audio and let the students enjoy it. At then end asks some questions like who was 'first', second, their or fourth.

In the grammar section, the students learn to use 'be' verb in the past tense. While working on the exercises, let the teacher connect the verb with the time adverbs. After discussing all the examples given, lead the students to Exercise 5. Connecting it let the student discuss their yesterday using past simple form of 'be'.

Following that, introduce the action verbs. With the help of given pictures, ask the students to say what they did. After that let the students write the sentences using the given clues.

Exercises 8 and 9 focus on pronunciation. The exercise provides an example of pronouncing of ed addition in regular verbs in English. For this play the audio and let the students repeat after it. Once they have finished the presentation, give some sentences and let the students read aloud with the correct pronunciation.

Exercise 10 is for practicing spellings while adding -ed. Now let the student complete the list with proper spellings. Ask them to pronounce them correctly. You may ask them to make sentences using the given verbs in past simple tense.

Exercises 11-17 provide reading comprehension practices. The students will go through the short text and then do the exercises. While working on the exercises, let the students in pairs and provide the feedback in whole-class discussions.

Exercises 18 and 19 focus on the past form of irregular verbs. Let the students read the verb list and work on the exercises. Let the students make sentences orally from the given verbs in the past form.

In the writing section, the students will write about their past experiences.



Grade 3

Unit 1: We And Our Things

This unit focuses on greeting, giving personal introductions, asking polite questions and answering them, and expressing possessions. Although there are various language functions in the unit, they have been well integrated.

For the development of the writing skill, a model text has been given at the end of the unit. Here, students are expected to produce similar writing. Teachers should encourage the students to read the model text first. The students may need to read more than once. After reading, the students will write a parallel text.

Audio Script Exercise 1

- | | | |
|----------------|--------------|---------------|
| 1. glasses | 2. scarf | 3. gloves |
| 4. scissors | 5. shorts | 6. calculator |
| 7. alarm clock | 8. leggings | 9. brush |
| 10. short hair | 11. slippers | 12. bread |
| 13. computer | 14. suitcase | 15. mustache |

Exercise 2 focuses on personal introductions and have a discussion. Here, with a fun way you are teaching dictionary skills as well as a way to have an introduction.

Exercise 3 is a song. This is a welcome song where students are to sing in the chorus. First, read the song in the class. Then play the audio and ask the students to follow it.

After singing the song, assure the students about what you could do for them. Also, share the course objectives and the activities that you would be making them do.

Exercises 4 and 5 enforces self-introduction. These are basic conversation skills. Thus, make the students involved in the conversation after listening to the model dialogue.

In Exercise 6, students are to listen to the dialogue and number them which one comes first. After they have done it, pair the students up and let them play roles as it is given in the dialogues.

Exercise 8 is a song and it presents how to say where you are from. Play the audio and let the students sing it.

Connect the song with Exercise 9. Here the students are to practice introducing oneself and friend giving where he/she is from.

In Exercise 10 students read a story in conversation. Let the students see the pictures and guess what they have made. Then after asking students to read it silently. Finally, assign the given role to the students and make them act it out. Then encourage them to do the comprehension exercises from 11 to 15. Provide feedback after discussing each exercise.

In the grammar section, the students discuss the use of 'have'. Before you discuss the structures given on page 13, ask the students to search 'have' in the story. After that show the agreement and structure by writing on the board and highlighting its forms.

Then lead the students to use have a verb in a context giving some oral examples. Here the

students are to use have to expression possession. Then lead the students to exercises [16-19]. Provide feedback as they do each exercise.

In Exercise 20, ask the students to list the things they possess. After they have done so, ask them to see the list and hold a conversation by asking 'Do you have?' Other one will answer it [As it is given in exercise 22.]

Exercise 21 is designed to enhance speaking skills. A sample dialogue has been given here. The teacher is expected to show it in TT, TS, ST and SS model and arrange the students in pairs and hold conversations.

Exercise 23 is to introduce the possessive adjectives. You may list the possessive adjectives and ask the students to use them while having conversations. As given earlier in Exercise 21, provide a sample for the students. At the same time, the students learn to apologize and draw someone's attention.

Exercise 24 provides students to practice attention taking from another person and apologize or request someone to do something. They also learn to respond to the requests or apologies.

The chart on page 19 [Exercise 25] is designed to enforce the idea. First, read the conversations properly. Then, make the students realize the structures to say 'yes' or 'no'. Continue it to exercise 26 as well. In Exercise 27, the students pretend to talk on the phone.

In the writing section, the students write about their own room. Before they write, make students follow the writing process. First, ask them to list out the items in their room. Let them note the color, numbers of doors, windows, lights, and other specific things. Guide them by clues. After they have finished listing all items let them write about it. It is a good idea to make the students read the sample text on page 22.

Answers of some exercises.

Exercise 11

- a. can b. has c. working d. calculator e. living room f. a spaceship

Exercise 12

- a. Yes, he does. b. No, she doesn't. c. Yes, she does.
d. No, she doesn't. e. No, she doesn't. f. Yes, she does.
g. Yes, he does.

(Note: The things not mentioned in the text are considered as not possessed by the person.)

Exercise 13

- a. a torch/ an alarm clock b. a suitcase/ an umbrella/ a helmet/ a laptop
c. a mobile phone d. Calculator e. Spaceship

Exercise 14

- a. Yes, they do. b. No, they don't.
c. Yes, they do. *(This answer is based on the picture.)*
d. Yes, they do. e. Yes, they do. f. Yes, they do.

Exercise 15

- a. Father gives them a suitcase, an umbrella, a helmet, and a laptop.
b. Sister gives them a torch and an alarm clock.
c. Mother gives them a calculator.
d. They make a spaceship.

Unit 2: We Can Do That

This unit focuses on the expression of ability. In the conversation section of the unit, the students will talk about the expression of ability. Here, they will practice the conversation and then they will talk about their own abilities.

Begin the lesson with the discussion on introductory vocabulary. There phrases that talk about various actions. First, point to the pictures and discuss what people are doing. Then, let the students match the words with the pictures by writing numbers in the boxes.

Then lead the students to the conversation. First, ask the students to read the text silently. Then, play the audio and ask them to listen to it carefully. Play the audio again and ask the students to repeat after it. Then finally, pair up the students and ask them to practice the dialogue.

In Exercise 3, the students will enjoy a song. There They will learn to use 'can' to express ability. Play the audio and let the students enjoy it. Also, sing along with students. It will not only consolidate the structure but also enhances students' spelling ability and habits.

In the listening section, they will listen to the abilities of the children taking part in a talent show. In this section, the teacher will play the audio and ask the students to fill in the blanks. To integrate the writing and listening skills, the teachers can ask the students to design an advertisement for a talent show.

In the speaking section, the students will learn to express their abilities and ask about others' abilities. There are some questions already listed here. For further practice, the teacher can add more questions to the list. The fun game at the end of the section will create fun and will be important as well because it will reinforce the language focus.

In the reading section, the students will learn about birds and tigers. The text describes what birds and tigers can or can't do. While dealing with this section, the teacher can ask some *yes/no questions* to check the students' prior knowledge.

Some questions teachers can ask are:

Can birds walk? Can birds fly? Can birds swim? Can tigers swim? Can tigers climb trees?

This pre-reading activity will help to make students active while reading the text.

In Exercise 13 students deal with contextual vocabulary. Here students will have to fill in the spaces with the appropriate words. After completing the exercise, please pair up the students and let them practice the dialogues. Exercises 14, 15, 16 and 17 provide the students to enjoy English poems to read and then work on the exercises. Thus first read the poem. Then play the audio and enjoy poetry singing in English. After that lead the students to the exercises. Have a whole-class discussion and let students write the answers.

In the writing section, the students will produce parallel writing after reading the sample text. Here, the teacher is expected to make the students read the given text carefully first.

Unit 3: Let's Talk About Routine

In this unit, the students will learn to ask and tell time. Besides, they learn to talk about people and their professions. They also learn to make plurals of nouns. In the grammar section, they will learn to use the present simple.

It is a good idea to start the lesson with the discussion of the phrases. First, discuss the activities given in the pictures. Then, ask the students to write the numbers in the boxes to match the phrases with the pictures. Finally, play the audio and confirm the answers. Let the students make the corrections. When the audio is being played, go around the class and observe the students and help if anyone is struggling.

Audio Script Unit 3 Exercise 1 page 37

1. take lunch
2. take a bath
3. cook dinner
4. wash clothes
5. watch television
6. go to the office
7. arrive home
8. do some exercise
9. get on a bus
10. go shopping
11. meet grandparents
12. celebrate Holi
13. work on a computer
14. do homework

After discussing the vocabulary, ask 'What time is it?' Then, take show a wall clock. As the teacher shows the clock, the students will get excited. The teacher can ask questions: *What is this?* *What's the time now?* The teacher also reads the time with the students. It is good to have enough oral practices in the class. At first, the class practices reading clock when the hour hand strikes at exact numbers with the minute hand at 12. The practice will follow for half past, quarter past, quarter to and other minutes.

After having ample practice, the students will read the clock in the example and then do the exercise in Exercises 2,3 and 4.

Exercise 5 is a conversation exercise. Here, the students will learn to ask time and respond appropriately. Exercise 6 can be a fun activity to be held in class.

In Exercise 7, students listen to a girl talking about herself and tick the correct time.

Audio script Unit 3 Exercise 7

- a. A: What time does your class start? / B: It is a day school. It starts at five minutes past nine.

- b. A: What time do you get up?/ B: I'm an early bird. I get up with my mother at quarter past five.
- c. A: Did Sumina phone you this morning? B: Yes, she did. A: What time did she call? B: She called me at seven-fifteen.
- d. A: What time do you have your lunch? B: We take lunch at school. Thus, generally, we take our lunch at quarter past twelve.
- e. A: What time does your class finish? B: Our class finishes at three twenty.
- f. A: What is your homework time? B: I normally do my homework at seven in the evening.
- g. A: When do you go to bed? B: I go to bed at half-past nine at night.

In Exercise 8 the students will learn to ask about daily activities. The conversation in Exercise 8 is a model for Exercise 9. Here, students are supposed to talk about their day-to-day activities. After practicing the conversation, when the students sit in pairs and talk, the teacher is to go around and talk to them with the necessary feedback.

Exercises 10 and 11 again talk about routine. Here, the children will look into the timetable made by Muna. They also read Muna's composition about her routine. After that, they will make their own timetable and write a composition. Finally, the students will share the writing in the class.

Exercises 12,13, 14 and 15 are reading comprehension exercises. Before leading the students to the reading text, ask them to read the questions in Exercise 13 so that they can scan the text and find the answers. A similar process can be repeated for other exercises as well.

Correction page 45:  remove 'I do.'

Exercise 16 is a song. This song provides refreshment to the students and also talk about routine to reinforce the ideas they have learned.

In the grammar section, the students will learn about the simple present tense. Bring discussions with some of the sentences with the simple present tense and also discuss some of the guiding rules where the simple present is used. With the help of the chart given next page ask the students to use a verb in a similar fashion and have an oral discussion in the class. Make sure that the students know where to use singular verbs and where to use plural verbs. At the same time, tell the students that if we add -s or -es to the base verb we get a singular form of the verb. After that ask the student to work in pairs and do the exercise 17 and 18. Go around the class as they do and provide necessary feedback in the review session.

Exercise 19, 20 and 21 page 52 & 53

These exercises are designed to make students familiar with job-related vocabulary. The first one asks the students to match the pictures with words. The next one relates professions to tools. The last one is miming exercise. Thus, it is a good idea to bring more pictures to the class and have discussions. Likewise, in the last one let the students mime some actions as per the professions then let the others guess what the words are.

Exercise 22 and 23, page 54 & 55

These two exercises are designed to make students familiar with words and phrases related to frequency. Ask students how often they do something like going to school, brushing teeth,

going shopping, taking a bath, going to a restaurant, etc. Then, ask the students to sit in groups and make as many true sentences as possible using the information given in the table on page 54. Make sure they also use one of the frequency words in each sentence. Let the students share the sentences. In Exercise 23, let the students write sentences using the clues and frequency words. It should be individual work. The only thing to observe is whether the students have been writing the sentences properly or not.

Before the students start to read the text, the teacher can ask the students:

How many jobs does your father do? *Do you think people can do more than one job?*

Then the teacher gives some examples of the people around to show that there are people who can have more than one job.

Then the teacher takes the students into the text and asks them to find out how many jobs Mr Smith does. The teacher can ask the students to read the text again and tell the jobs they do. As the students tell, the teacher can write the jobs on the board.

Finally, the teacher can give a loud reading to the text so that the students can learn the correct pronunciation of the words. Then the teacher can divide the class into groups and make them discuss Exercise 25. And the teacher discusses the answer with the students. For Exercise 26, a whole-class discussion is recommended.

Exercise 27 provides the student with a chance to learn how to make plurals of the given nouns. Here, the teacher can give some nouns which are not on the list so that she can check the understanding of the students. However, it is not advisable to give irregular nouns.

While working in Exercise 28 and 29, the teacher can bring pictures of the professions and show the students what they do. Finally, the students will work on the exercise on their own.

In the pronunciation section, the students will learn to pronounce *s* or *es* ending in the word. The teacher will make the students notice that when we make a noun plural, we add *s* or *es* and when we write a verb with a singular noun, we add *s* or *es*.

In the writing section, the students will read a sample and then make their own timetable in detail and write a paragraph describing their own day-to-day life.

Unit 4: Food We Eat

In this unit, students will learn to talk about the food we eat. This unit focuses on how to talk about likes and dislikes. At the same time, the students will learn to express wants and needs.

Begin the unit with introductory vocabulary. First, discuss what they eat every day. Write on the board to encourage them to share. Then, ask them to work in pairs and match the food with their names by writing numbers in the boxes. As they finish, play the audio and let the students check it.

Script Unit 4 Exercise 1 Page 63

- | | | |
|-----------------|------------------|--------------|
| 1. vegetables | 2. pineapple | 3. chicken |
| 4. bakery items | 5. mineral water | 6. chocolate |

- | | | | |
|--------------------|----------------|-----------------|------------------|
| 7. junk food | 8. egg | 9. healthy food | |
| 10. fish | 11. coffee | 12. chapatis | |
| 13. dairy products | 14. chilly | 15. mushrooms | |
| 16. sweets | 17. restaurant | 18. sausages | 19. dining table |

Exercises 2, 3, 4, 5 and 6 are reading comprehension exercises. Here the students read about healthy food. Here, the students talk about various food items and nutrients that can be obtained from them. It is good to begin the lesson with discussions on the guiding questions given at the top of the reading text. This lesson can be integrated with Science.

In Exercise 7 the students learn to identify the food items as countable or uncountable. Then the teacher explains that we can use *a/an* with singular nouns and *some* with plural nouns and the nouns that can't be counted. After that, the students work on Exercise 7. At the end of the exercise, the students make a sentence for each of the food items.

In Exercise 8, the students learn to use *a/an* and *some/any*. At first, the teacher is supposed to discuss the food items given there. The class will also read the example given on the page. Then, the students will work on the exercise. Likewise, the students will work on Exercise 9 and have feedback.

Exercise 10 is a game. Here, students learn to ask yes/no questions and boost their word power. Provide opportunities for the children to play the game. Help them by giving new words if necessary.

Audio script Exercise 11 page 72: Listen and say. After that, follow the model question. Then, ask and answer.

- | | | |
|-----------------|---------------------|----------------------|
| a loaf of bread | a bunch of balloons | a bar of chocolate |
| a glass of milk | a bottle of Coke | a packet of biscuits |
| a jar of jam | a kilo of potatoes | |

A: How much is for a packet of biscuits?

B: Forty rupees, please.

Exercise 12 and 13 on page 72 and 73 help students use some specific quantity words correctly. Like in earlier exercises related to *a/an* and *some*, make them clear about how to use 'much', 'many', 'a little' 'a lot' and 'a few'. Point out some of the example sentences, generate some sentences of your own, and demonstrate how these words are used in the context. Then lead the students to the exercises. Go around the class and give the necessary help.

Exercise 14 and 15 conversation and speaking

Here students learn to shop. First, listen to the conversation and then let the students practise in pairs. Then, discuss the questions given below the conversation. Link this exercise with Exercise 15 and let the students practise shopping.

Exercises 16, 17, 18, 19 and 20 Reading comprehension

Here, the students are to learn to use *need* and *want*. After reading the text, the teacher can divide the class into groups and the students will work on the following exercises.

Exercise 21, 22 and 23 Listening

Here students listen to a story about a greedy boy and do the exercises. Before playing the

audio, explain the instructions clearly and then ask them to read the questions. When everyone is clear, play the audio. You may have to play the audio more than once. Pause the audio after each exercise and have a whole class discussion to check the answers.

Audio script

Once, there was a greedy boy. His name was Jabbar. He ate everything he saw. From cheese to peas, chips, and cakes, he always ate something.

Now Jabbar was selfish. He ate everybody's food. He ate Karuna's, Kripa's, Shiva's, everyone's. He was very, very rude. Eating too much, he was too fat.

One day, all the boys and girls went on a picnic by a lake. Jabbar wanted to swim and jumped into the lake. He was too heavy. His tube could not support him. He started drowning. Then, he began to shout. 'Help, please help, I'm drowning.'

All other people came and pulled him out. But as he came out, he quickly ran to the table and ate everything on the table. Everyone was angry. They thought of a trick.

They made a pie from chillies in and some egg and cheese from outside. They invited Jabbar and said, 'Here you are, we've made a pie for you.'

'Thanks,' he said, 'I'll eat it now. I've nothing else to do.' First, he nibbled, and then took a bite. Then, he pushed the pie into the mouth and started to munch.

Soon the hot chillies started to burn his mouth. "Oh! It is so hot." Everybody laughed. Jabbar learned his lesson. It was the end of all their troubles. Jabbar became a nice person.

Writing

In this section, the students learn to write a paragraph talking about their favourite food. First, let the students read the sample paragraph and then take notes. Now follow the reverse process. Encourage the students to brainstorm their ideas. Then lead them to write a paragraph.

Unit 5: When Is Your Birthday?

In this unit, the students will learn to read dates and ordinal numbers. They will read about the birthday celebration. In the grammar section, they will learn the past tense. They will also learn to congratulate people.

Begin the lesson with the following questions:

When is your birthday? Do you get gifts on your birthday? How do you celebrate it?

Now lead the students to introductory vocabulary. Ask them to see pictures and put numbers to match them with the phrases or words. At last, play the audio and ask them to check if they have matched correctly.

Exercise 1

1. Audio Script greeting card
2. priest
3. invitation card
4. calendar
5. balloons
6. win a trophy
7. birthday party

8. birthday hat
9. birthday cake
10. gift
11. win the race
12. worship

Exercise 2

The teacher can open the unit by writing the date on the board. Here, the students need to learn to read the calendar. For that, the teacher can take a calendar in the class. Showing the calendar, the teacher can ask, "What's the date today?" It is advisable to talk about months in a year, days in a week and days in a month.

Now, encourage students to scan dates from the calendar corresponding to the given occasions. You may ask more questions about left occasions. Besides, take the school calendar to the class and ask students to find out dates for various occasions.

Listening

In Exercises 4 and 5, students will learn to say ordinal numbers up to 31st. The teacher reads the numbers and the students may repeat them. Or the teacher may play the audio and the students will repeat them. In Exercise 5, the students will listen to the audio and complete the dates. Then the teacher may ask the students to read the dates they have written.

Exercise 9 is a conversation exercise. Here, students learn to ask the date and answer. In Exercise 10, the students stand up and tell when their birthday is.

Exercise 11

This song helps students remember the names of months and they can also have fun. Sing the song in the chorus along with the audio.

Exercise 12, 13, 14 and 15

These are reading comprehension exercises. Read the text aloud one after another by chunking the text. Let students have opportunities to read. Note the pronunciation problem if there are any. Provide correction only after the reading is done.

After that, ask the students to sit in pairs and work on exercises 13 and 14. Then, lead a whole-class discussion for exercise 15.

Listening Exercise 16

Before playing the audio, bring the world map in the class. Locate, the USA, Denmark, Finland, China, and Nepal in the Map. Tell the students that they are going to listen to the audio about how birthdays are celebrated in these countries. After that, explain the instruction clearly and play the audio. Provide feedback at the end of every exercise.

Audio script

Hi, I'm Josh. I'm from the USA. I am an American. We celebrate our birthdays with much fun. We have a birthday cake and gifts and much fun with friends. On the birthday, family and friends come together. We bring a cake. We put candles on it. We put candles for each year of the person. I am eight years old now, so I put eight candles when I celebrate my birthday. We also write our names on the cake. When everyone comes we blow the candle and cut the cake. Then, they sing "Happy Birthday to You".

Hi, I am Jane. I'm from Denmark. I'm a Dane. Denmark is in Europe. In Denmark, parents give a surprise gift to their child. They put the gifts around the child's bed at night. When the child wakes up in the morning, the gifts will be the first thing he or she sees.

Hello, everybody! I'm Susan. I'm from Finland. I'm a Fin. Birthdays are special here. In Finland, the birthday child gets breakfast in bed!

Hello, I'm Hui. I'm a Chinese. In Chinese my name means clever. In China, there is no birthday cake. Friends and family go out to lunch and wish the birthday child a long life. They eat noodles!

Hi, I'm Keshav. I'm a Nepalese. I'm a Hindu. We celebrate our birthday in a different way. The birthday child gets up early. The child takes a bath. Then, he or she goes to temple and worships. Some even call a priest and do the puja. Sometimes, we call friends and relatives for the celebration.

Exercise 18

In this exercise, the students will learn nationalities. Here, too, it is a good idea to use the world map and pictures of people from the respective countries in their traditional attire [if possible]. The learning becomes easy and effective if the students could locate the country on the map and see the people in pictures while doing this exercise.

In Exercise 19, the students will learn to congratulate. Here, the teacher tells the students that we congratulate people when they get a prize, when they get a good result, win a competition, etc. We also congratulate people on their birthdays. The teacher is supposed to make the students practise the conversations. Then, students are to practise conversations in Exercise 20. The teacher is to assist the students with conversations.

In the grammar section of the lesson, the students will learn about the past simple. Here, the teacher may start the discussion with the time phrases that indicate the past and the present. Then the class will discuss the past forms of *be*. After the discussion, the students will work in Exercise 23. Exercises 24 and 25 are about the past forms of different types of verbs. As they work in the exercises, the students will generalize the rules. In the case of Exercise 26, the teacher will discuss the past forms of the given verbs before the students start doing the exercise.

Present	past		Present	past
begin	began		leave	left
bite	bit		blow	blew
break	broke		bring	brought
build	built		buy	bought
catch	caught		choose	chose
come	came		stand	stood
cut	cut		ring	rang
draw	drew		drink	drank
drive	drove		eat	ate

fall	fell		find	found
fly	flew		forget	forgot
sing	sang		get	got
give	gave		go	went
grow	grew		hear	heard
hide	hid		hit	hit
know	knew		steal	stole
put	put		write	wrote
make	made		run	ran
say	said		sell	sold
show	showed		tell	told
ride	rode		wake	woke
sleep	slept		keep	kept
take	took		rise	rose

In the writing section, the students will write a short description of their happiest moments. Here, first, make the students read the sample writing. Then, discuss the given questions. Now, follow the brainstorming exercise by asking the students to remember their happiest moment. Guide them with the given questions or notes on page 104. Finally, let them write and share in the class.

Unit 6: A Safe Home

In this unit, the students will read about animals and their homes. In particular, they learn about various endangered species. In the grammar section, they will learn to use the present continuous and the past continuous. They will also learn to describe a scene after a visit.

Lead a discussion with some simple questions:

Where do you live? Do you feel safe at home? Do you think animals also have homes? Are they safe in their home?

Now bring them to page 105. Ask if they know the animals and birds in the pictures. Ask them to work in the pairs and match animals with their names. Then, play the audio and let them check the answers.

Audio Script Exercise 1

1. rhino
2. red panda (habre)
3. clouded leopard (dhwashi chituwa)
4. gharial
5. giant hornbill (dhanesh)
6. rock python (azingar)

7. red-wattled lapwing (huttityau)
8. elephant
9. weaver (topchara)
10. danphe
11. snow leopard
12. vulture
13. peacock
14. Royal Bengal tiger

Reading Comprehension Exercises 2, 3, 4, 5, 6 and 7

Here students will read about various animals found in Nepal. While dealing with this exercise divide the text into six different parts. Divide the students into six groups. Assign each group to read one of the sections in the text. Finally, call each group in front of the class and let them present what they have read. At the end of the presentation, let other students to ask their queries or ask some questions related to the particular part. After that change, but the students in pairs or in different groups and let them do the exercises. Go around the class and provide the necessary feedback. In Exercise 7, lead a whole-class discussion.

Exercise 8 and 9 Vocabulary

Here to encourage the students to work in pairs first. Give them some time to work. Do not tell the answers directly.

Suggested answers:

- | | | | |
|--------------|-----------|------------|-------------|
| 1. RED PANDA | 2. RHINO | 3. GUIDE | 4. BAMBOO |
| 5. PEACOCK | 6. JUNGLE | 7. GHARIAL | 8. HORNBILL |
| 9. FAWN | 10. JEEP | | |

The words in the coloured columns: ANIMAL / LIFE

Exercise 9 suggested answers

onirh=rhino/ tckaaree=caretaker/ ppohi=hippo/awert=water

Listening Exercise 10

First, elicit the names of the animals given on the page. Then, instruct them to listen to the sounds and put numbers to each animal as they hear the sound.

Now, ask the students to match the words for the sounds produced by the given animals.

Suggested answers:

- a. A tiger roars.
- b. A monkey chatters.
- c. A cock crows and its sound is crock-a-doodle-doo.
- d. A cow moos.
- e. A crow caws.
- f. A dog barks.

After the discussion, the teacher leads the conversation as in the earlier lessons. Then, the students will fill in the blanks in Exercise 13. The teacher may need to guide the students.

On pages 115 and 116, the students read and learn the structures of the present continuous and the past continuous. An exercise on page 117 at the top is designed to give primary knowledge about spellings rules while adding -ing to a verb. As the students write the spelling, make them aware of the fundamental principles.

Correction: Make **Spelling** instead of **Speaking**. The heading **Speaking** should come above exercise 14 only.

Speaking Exercises 14, 15 and 16

In exercise 14, students learn to use past continuous tense in questions. This exercise actually provides a sample for the students. Thus, present the conversation in TT/ TS/ ST/ SS format first. Using the same idea, the students can hold their personal conversation. Provide an opportunity to sit in pairs or groups of three and hold talks.

In Exercise 15, the students are supposed to use the past continuous tense to talk about the people and their activities. Likewise, in Exercise 16 they will describe the activities as if they are happening at the time of speaking. After doing so, let the students compare the difference in the sentences they have composed in Exercise 15 and Exercise 16.

Exercise 17, encourage the students to use the correct form of the verb as they have got ample oral practise from the exercises earlier. Give necessary feedback as they finish the exercise.

Suggested answers:

c. were ...doing / was digging

d. were ... doing / was helping

e. are coming / are ...carrying/ are carrying.

Exercises 18-21

All of these exercises provide students with opportunities to use the past continuous and the present continuous in context. The oral practice will make the students more confident to speak and use the language in need. Thus, the teachers are suggested to follow different formats of groupings to encourage students to speak. To have more exercises, bring more pictures with activities and let the students speak. Ask “What is happening?” or ‘What were they doing?’.

Listening Exercise 22 and 23.

These exercises are blended with grammar. First, encourage students to supply the correct verb forms. Let them work individually now. Then play the audio so that they can check whether the answers are correct or not. You may have to play the text more than once.

Audio Script Exercise 22

The next morning we had some more bear adventures. We **were getting** our breakfast ready. Everyone was busy. Tanu and Binod **were cooking** some sausages. Juna **was buttering** some bread. Yanki **was cutting** some salad. Kabita wasn't hungry. She **went** for a walk instead. I **was peeling** some fruit. That's when the bear **came**.

Audio Script Exercise 23

Juna saw the baby bear while we **were preparing** breakfast. She shouted, “Bear!” and dropped her bread on the ground. Then Binod saw another bear and shouted, “Big bear!” Both bears **were walking** right into the tent. It was all scary! All the boys ran away. Yanki and I **jumped** into our tent too. We **did** up the zipper. A few **minutes** later, I **heard** Kabita saying, “What happened? Where is everybody?”

Exercise 24, 25 and 26: Pronunciation

Pronunciation three English sounds have been focused here. The students are supposed to learn to produce the correct sounds as they listen. Finally, the students will get a chance to practise saying sentences with such sounds included. Play the audio and let the students practise them.

Exercise 27 and 28: Writing

In the writing section, the students will learn to describe what was happening at a particular time in the past. For that, they will read the sample text and discuss the picture on the page. In Exercise 27, students will practise making sentences connecting events. One of the pictures has been described. Let the students see the sentence pattern. Have ample oral discussion before the students start describing. The teacher can bring more pictures similar to the given ones and give the students one each and encourage them to make sentences like one given here as preliminary practise.

Sometimes, you may make the students act out events in the class. For example, ask the students to do an activity like reading or writing. Then, you do an activity that interrupts that one. Then ask the students to make sentences.

It is a good idea to bring more pictures with multiple events so that the students get more opportunities to describe the events.



These people were in the party on Saturday afternoon. When Miss Polly came with her bag, what were the other people doing? Write.

When Jeevan was at circus on Monday, he was the following. What were the jokers doing? Say



To work on Exercise 28, please provide time to the students. Let them go home and observe the scene and write. You may encourage students to observe the scene out of home as well.

Exercise 27

- When the telephone rang, he was having lunch.
- When her friend came, she was practising maths.
- When the dog barked at him, he was going into the house.
- He was playing in the ground when he lost his pen.

Unit 7: Seasons, Kinds of Weather And Festivals

In this unit, students will learn to talk about seasons, weathers and festivals around the world. In the grammar section, they will learn to use correct pronouns. In the reading section, they will also read a world-famous story 'The Selfish Giant'.

The teacher can start the lesson with the discussion of the vocabulary. Encourage the students to match the words with the pictures. Once they have done it. Play the audio and let them check.

Audio Script: Exercise 1 (page 129)

Weather words

1. cloudy
2. stormy
3. sunny
4. snowy
5. rainy
6. windy
7. lovely and warm
8. cold
9. hot
10. foggy

Season and festivals

Corrections: Make the students number the pictures from left to right.

1. Christmas in winter
2. Dashain in autumn
3. Fagu in Spring
4. Buddha Jayanti in Summer

Exercise 2, 3 and 4: Listening

Before playing the audio here, make the students read the context properly. You may bring the world map and show the Netherlands is. Also, share that the Netherlands is in Europe. Then, talk about clogs. Show the pictures and ask if they have seen the shoes like that.

Now, ask the students to read the email. Also, make them read the given words. Ask them to fill in the gap with the words. Go around the class see if they are doing or not. Give about three or four minutes' to work on it.

Then after playing the audio and let them check the email.

Audio script

Hi all!

Now, it's the Netherlands. Wow, what a charming place. We saw many huge windmills and fields with tulip flowers. The flowers are planted neatly in rows.

The weather has been excellent. The sun has shone brightly every day. I tried on some clogs but they weren't easy to walk in. I almost fell over.

Tomorrow it's on to Amsterdam, the capital!

Regards,

Mandira

Likewise in Exercise 3, students are supposed to go through the text first. Ask the students to predict the answers on their own first. Then play the audio and ask them to fill in the blanks.

Audio script

Hi Miththu didi! This is Mandira. I'm now in Amsterdam. This is such a lovely city. The people are friendly. We went to a very big diamond museum today. There we watched an artist cutting diamonds. He did it very carefully. It was so amazing. Actually, I'm calling to ask about your

shoe size. I want to get some clogs, the wooden shoes for you. Well, leave me a message when you can. Bye.

Exercise 4 is an extended activity connect to the listening exercise. Here the students are supposed to make questions based on the text they have on the page.


Here are some possible questions

- Who has gone to the Netherlands?
- Who is Mandira leaving a voice message to?
- What does Mandira want to buy to Miththu didi?
- What does Mandira want to know about Miththu didi?
- What did Mandira see in the museum?
- Where is Mandira?
- When can Miththu didi leave a message to Mandira?
- Why is Mandira calling Miththu didi?

Exercise 5: Conversation

Here the students will listen to the conversation between a Spanish boy and a Nepali boy. They are talking about the festival. Ask the students what they see in the given picture. The people are playing Holi. After that, pair up the students and play the audio. After the audio is played a couple of times, ask the students to practise the conversation with their partner. Now, provide some time for the students to prepare a dialogue about their own festival and hold a conversation. Or the teacher can provide some role cards like the one given below and ask the students to hold a conversation on their own.

Usha from Nepal : Dashain



visit elders, receive tika, worship Devi Durga.

Tamim from Bangladesh: Eid

visit mosques, hundreds of people come, conduct prayer

In connection with the given conversation, there is a short paragraph about Tomatina. Let the students read the text and find the answers to the questions. Ask the following questions:

- Where is Tomatina celebrated?
- In which season does Tomatina fall?
- When is the festival marked?
- What time does the festival start?
- What do people throw at each other?
- What are the similarities between Holi and Tomatina?

Exercises 6 to 10: Reading

Here comes a beautiful story to read. The teacher can present the story in various styles. You may tell the story as it really happens without letting the students know that you are just

making up. Have a loud reading of the story and have some interaction with the students.

After having read the story once, give the students some worksheets like the following.

Which of the following are characters in the story? Tick.

- | | | | |
|------------------------------------|---------------------------------------|--|----------------------------------|
| <input type="checkbox"/> a monster | <input type="checkbox"/> a giant | <input type="checkbox"/> a witch | <input type="checkbox"/> a bird |
| <input type="checkbox"/> the hail | <input type="checkbox"/> an owl | <input type="checkbox"/> school children | <input type="checkbox"/> animals |
| <input type="checkbox"/> pets | <input type="checkbox"/> a little boy | <input type="checkbox"/> the frost | <input type="checkbox"/> a baby |

Where does the story happen?

- | | | |
|------------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> in a park | <input type="checkbox"/> in a garden | <input type="checkbox"/> at school |
|------------------------------------|--------------------------------------|------------------------------------|

When does it happen? (The answer can be more than one.)

- | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> in spring | <input type="checkbox"/> in summer | <input type="checkbox"/> in autumn | <input type="checkbox"/> in winter |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|

The ending of the story is ...

- | | | |
|--------------------------------|------------------------------|--|
| <input type="checkbox"/> happy | <input type="checkbox"/> sad | <input type="checkbox"/> happy and sad |
|--------------------------------|------------------------------|--|

Once they have discussed the setting and characters of the story you may lead the students to work on the comprehension questions. Encourage the students to work in pairs and share the answers at the end.

Suggested answers

Exercise 7

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

Exercise 8

- | | | | |
|----------------------|---------------|---------------|--------------------|
| a. The selfish Giant | b. The flower | c. The flower | d. The snow |
| e. The North Wind | f. The Hail | g. The Frost | h. the Vasme Giant |
| i. The children | j. The Autumn | | |

Exercise 9

- a. red and golden b. Bird c. Angry d. Winter e. Giant

Exercise 10

- The Selfish Giant's friend was The Vasme Giant. The Vasme Giant was the friend of the Selfish Giant.
- He made a wall to stop children from coming into his garden.
- The Autumn didn't give any apples to the Giant because he was selfish.
- The soul of the Giant was taken to heaven.
- We should not be selfish.

Exercise 11 and 12: Vocabulary

This exercise provides an opportunity to have a game. Encourage the students to complete the crossword puzzle.

Across: 1. Cold 2. rainbow 4. stormy 6. windy 7. Sunny

Down: 1. cloudy 3. hot 4. snowy 5. rainy

In Exercise 12, the class discusses the vocabulary first. Then the students read the text and guess which word can fit in the gap. Then the teacher plays the audio. The students will listen to the audio and do the exercise.

Exercise 13 and 14: Grammar

In the grammar section, the teacher makes clear about the subject pronouns and the object pronouns. The teacher can ask the students to read the text on pages 141 and 142 carefully. As they read the example sentences, the class is to discuss the relationship between subject pronouns and object pronouns. It is good to put a chart showing subject

and object pronouns.

Suggested answers

Exercise 13

a. I-me b. we- us c. she-her d. you-you e. they-them f. he-him g. it-it

Exercise 14

a. We b. her c. He d. you
e. they f. She g. us h. it/ it

Fun activity

Here the students will have an opportunity to talk about their family members. This is actually focused on the use of pronouns. Thus the teacher should encourage the students to use pronouns correctly.

Exercises 16 and 17: Speaking

In the speaking section, the students will ask alternate questions using *or*. The teacher is supposed to explain the instructions and make the students practise asking and answering the questions. Besides, in Exercise 19, the students are supposed to interview a person-either their friend or any other person-about their favourite festival. After they take notes while interviewing, they will share in the class about the interview.

Exercises 18 and 19: Writing

In the writing section, the students will write a thank-you letter. A sample is given in the book. The students will read and discuss in the class. Make the students write sentences using the given jumbled sentences. They will help students to write a letter later. The teacher also can make more jumble sentences so that the children know the structure priory and can write the letter with ease.

Then the teacher will explain the instruction in Exercise 19 and ask the students to write a letter as they read before.

Unit 8: My City, My Town, My Village

In this unit, the students will learn to ask and give directions. They will also learn to describe places. In the grammar section, they will learn possessive adjectives and pronouns.

To begin the lesson, the teacher can discuss the phrases in Exercise 1 match the words with pictures by writing numbers. 1. Paly the audio and let them check.

Correction note: Description of the position of the tree in picture 2 and picture 8 have been corrected in the audio script. Please, follow accordingly.

Audio script

- | | |
|----------------------------|------------------------------------|
| 1. turn right | 2. a tree on the left of the house |
| 3. turn left | 4. a pole in front of the house |
| 5. a tree behind the house | 6. a boy next to the table |

- | | |
|-------------------------------|--------------------------------------|
| 7. crossroads | 8. a tree on the right of the temple |
| 9. a monkey between the trees | 10. a museum opposite the library |
| 11. roundabout | |

Exercises 2 and 3: Conversation

Make the students read the condition first. Point the position of these two persons on the map. Then, ask the students to listen to the audio and play the audio. Play a couple of times. Enact the dialogue involving the students. After students are fully confident, lead them to exercise 3. Make them sit in pairs and practise asking and giving directions looking at the map.

Exercise 4: Listening

Instruct the student about what should be done here. Ask the students to read the statements carefully. Then, play the audio. You may have to play the audio more than once.

Suggested answers

- Rupa's house is in Ason, Kathmandu.
- Rupa's house is opposite to the bank.
- Her house has red.
- There are two storeys in her house.
- There are ten rooms in her house.
- There is a garden in front of the house.

Exercises 5, 6 and 7: Speaking

As they finish Exercise 4, the students will review the facts about Rupa's house. Then, the students will compare their own house and write sentences as given in the examples in Exercise 5. Encourage the students to write more aspects of their house like colour, number of rooms, number of storeys and things around. Ask them to share about so. This sharing can be done orally as well.

For exercise 6 ask the students to follow the model and prepare note as is shown there. Then encourage them to write a short composition. Ask them to share in the class. Once some active students participate, encourage the passive ones as well. Besides, show the way of speaking: clarity of voice, addressing the people in front and having eye contact.

Similarly, in Exercise 7, ask the students to have an interview with their friends and write composition and share in the class.

Exercises 8 and 9: Speaking

In these exercises, the students will learn to talk about similarities and differences. Ask the students to observe the pictures in the discussion. First, show the model dialogue in TT format. Then hold in TS format, ST and SS format. Now ask the students to sit in pairs and hold the conversation for the rest of the pictures. Go around the class and help the students if they are having any problems.

Once you have made them hold conversation changing roles, lead the exercise 9 and ask them to compare their belongings. Ask them to follow the format.

Exercises 10 and 11: Writing

In the writing section, the students learn to write a paragraph showing similarities between two

objects or people or places.

Talk about the three different parts of a paragraph. Make them read the given sample topic sentences. Lead how details are given to support the topic sentences. In conclusion, the idea in the topic sentence is rewritten in different words.

Show this as it is given in the example. Also, discuss the language used to talk about similarities as it is given on page 155. After reading and discussing the language, lead the students to Exercise 10. Show how to avoid repetition of the common phrase while joining sentences using the linking words.

Suggested answers

- a. Both my mother and my grandmother cook very well.
- b. Both my sister and I like to read stories.
- c. Like Pokhara, Lalitpur is a metropolitan city.
- d. Like my father, my uncle has black hair.
- e. My village has about one hundred houses. Similarly, my neighbouring villas has about one hundred houses.
- f. Students in India learn English in school. Likewise, students in Nepal learn English in school.

Once more bring back the note the students have taken while working on Exercise 5 and 6. Then encourage them to write a paragraph. Ask them to find at least three similarities between the houses.

Exercises 12 and 13: Grammar

In the grammar section, the teacher will brief about possessive pronouns and possessive adjectives after listing them on the board. It is important to make students clear about possessive pronouns and possessive adjectives. The key is there will be no nouns followed after a pronoun and an adjective comes before a noun. Along with that also discuss other ways of talking about possession.

While working on Exercise 12, the students will read the sample dialogues first. The teacher should point out the pronouns used in the context. Then, the teacher will talk about the pictures. The students will express the possession in two ways as in the examples.

Suggested answers

- This is my village. This village is mine.
- This is our city. This city is ours.
- These are children's books. These books are theirs.
- This is their house. This house is theirs.
- This is a girls' party. This party is theirs.

Exercise 13:

- a. mine b. her c. its d. your e. Our f. their g. yours

Exercises 14-18: Reading Comprehension

Before leading the students to the text. Hold discussions based on the questions given on the page. Then, you can divide the text into four or five different parts and divide the class into four or five groups. Since it is a nonfiction text, you can ask the students to read the text in that

particular part independently. Then ask them to frame two or three questions. Provide time limitation. As they finish making questions, one group asks the other group to find the answers. Then, the answers will be checked by the group which has asked the questions. Provide feedback as needed.

After this jigsaw activity, lead the students to comprehension exercise. Here too, you can encourage the students to work in groups.

Suggested answers

Exercise 15

From left to right first row: Tal Barahi Bindhabasini Temple Gandharva
From left to right second row: Boating Devi's fall Tourists

Exercise 16

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

Exercise 17

- a. In Pokhara Phewa Lake, Tal Barahi Temple, Bindhyabasini Temple, Begnas Lake, Rupa Lake, Davi's Fall, Bat Cave, Mahendra Cave, Gupteshwor Temple, and The Seti River are some of the famous places that attract tourists. (If students are familiar with Pokhara, let them add the names of the places.)
- b. Mostly, Gurungs, Magars, Brahmin, Chhetris, and Newars live here. Moreover, Muslims and Gandharvas also live here in small communities.
- c. Gandharvas are from Batulechaur of Pokhara.
- d. It takes about five to six hours by bus.
- e. Phewa Lake, Begnas Lake, and Rupa Lake are the three famous lakes from Pokhara.

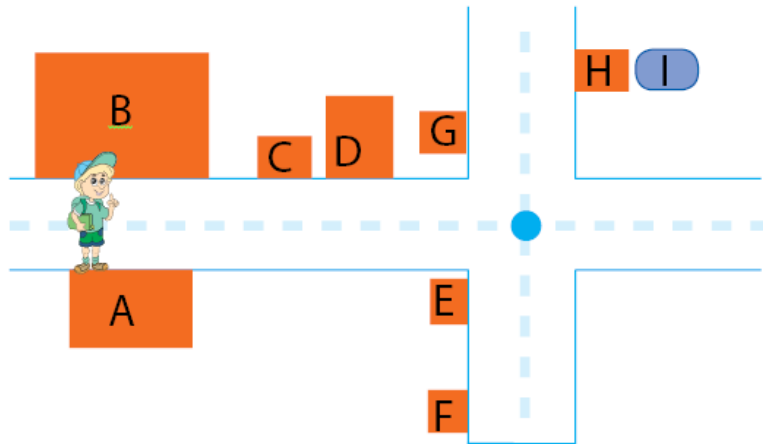
Exercise 18

Here students are supposed to write a short description of a place they live. For that, the students will be taking notes as they talk with their parents. The teacher may ask the students to write about their place in short.

Exercise 19: Vocabulary

Suggested answers

a. bank b. petrol pump c. coffee shop d. airport
e. stupa f. swimming pool g. restaurant h. pharmacy



With reading exercised done, the students will be able to talk about direction now. You may give a similar map and ask the students to work out the directions.

Exercise 23: Writing

In the writing section, the students will learn to give directions in written form. At first, the students will read the sample letter. Then the teacher can ask the students to work on Exercise 23.

Unit 9: Who is that?

In this unit, the students will learn to describe a person. They will learn different adjectives that describe people. They will also read a short biography of Lord Buddha. Finally, the students will learn to write about their favourite person.

The teacher can open up the unit with a discussion on introductory vocabulary. Ask the students to observe the images and write numbers to match with the words. Then, play the audio and let the students check the answers.

Audio Script Exercise 1

Describing emotions

1. angry 2. worried 3. scared 4. sad 5. happy

Facial or skin colour

1. olive 2. white 3. brown 4. Built 5. plump 6. well built 7. slim 8. fat 9. thin

Hairstyle

1. grey long 2. black short 3. blond curly 4. straight 5. bald

Exercise 2: Conversation

The teacher can follow similar steps as she had taken to work in the conversation exercise in the previous unit. Connect the conversation with Exercises 3 and 4 as well.

Exercise 3: Listening

Then the class will talk about the mood of the person in the picture before they listen to the tape. After that, the teacher will play the audio and the students will listen and put the numbers in respective boxes to indicate which came first.

Exercise 4: Speaking

Present the dialogue in TT/ TS/ST and SS format and then let the students read the clues and how they should be doing. You can make more roles cards like the one given below and randomly give the cards to the students and ask them to play the role. The one who gets the card should act the expressions given in the card and his/her partner will ask the questions.

Usha / Happy
Came first in the exam
(congratulate)

Vijaya / sad
Lost his new dictionary
(Say sorry)

Kunta / worried
The exam is tomorrow/ not studied yet
(give suggestions)

Phurba / excited
Uncle is bring a surprise gift
(Wow!)

Exercises 5-8: Reading and comprehension

Here students read about Gautam Buddha. While presenting this lesson, you can manage a short video show about the life of Gautam Buddha. For watching the movie, you can manage some questions beforehand so that the students will watch in intent. Here is the youtube link for you. <https://www.youtube.com/watch?v=3p5NZxahPzc&t=225s>

After watching the movie, divide the class into 4 or five groups. Like it was done while reading about Pokhara, the text part can be assigned to a particular group and they can extract some questions. Then let the students ask those questions to another group. Help children while they are making questions.

After having discussions in the class, lead the students to the exercises given on page 172. Elicit the answers from them. Give feedback as per the need.

Suggested answers

Exercise 6

Correction Note: Numbering error has been corrected in answer.

- Buddha means a wise person.
- Buddha wanted to find truth and happiness.
- Buddhists all over the world follow Buddha's teachings.
- People are unhappy because they are greedy.

Exercise 7

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

Exercise 8

- Buddha was born in Lumbini, a place in Kapilvastu district in Nepal.
- Buddha was some 2500 years ago.
- Buddha saw a sick man, an old man, and a dead person on the street. After some time, he also saw a holy man who was dressed in rag but happy.
- He felt sad.
- His son's name was Rahul.

f. He left his palace, his wife and son to find truth and happiness.

Exercises 9 and 10: Vocabulary

Suggested answers

loud-noisy/ quick-fast/ silent-quiet/ tiny –small/ large-big/ sick-ill/ glad-happy/ difficult-hard/ afraid-scared/ clever-smart

Exercise 10

Suggested answers

tiny-large/ quick-slow/ happy-sad/ hard-simple/ quiet-noisy/ sick-well/ easy-difficult

Exercises 11 and 12: Grammar

In the grammar exercise, the teacher will give some examples of adjectives. Then they will define adjectives. Again the teacher could ask the students to make sentences using the words. Or you can play a game after giving some interesting adjectives to learn. Ask the students to say their names using an adjective like. Happy Hardik, Simple Sushmita, Glad Govinda. That will help them learn more words. However, it is suggested that the teacher give some positively describing adjectives that begin with the letter in the English alphabet.

Correction note: The words in **pink** in the above phrases are adjectives.

The words in **bold** in the above phrases are **adjectives**. An **adjective** is a describing word. It tells more about a noun. An

In the speaking section again, the students will learn to describe a person. Here, at first, the class will discuss the words given on the page. Then the teacher can show a picture of a person and ask them to describe him or her. After having ample oral discussion, the teacher can give a chance to make a short note about one of their family members. Then they will be given a chance to share in front of the class. Here are some common adjectives in English.

able	bad	best	better
big	black	certain	clear
different	early	easy	economic
federal	free	full	good
great	hard	high	human
important	international	large	late
little	local	long	low
major	military	national	new
old	only	other	political
possible	public	real	recent
right	small	social	special
strong	sure	true	white
whole	young		

Suggested answers

Exercise 11

a. empty b. hot c. kind d. clean/ green e. rotten
f. bored g. absent / ill

Exercise 12

- a. sweet b. hot c. free d. large e. short
 f. high g. playful h. poor

Exercises 13 and 14: Speaking

Make the students learn the words. There are some pictures already given you can bring some more pictures and ask the students to use appropriate appearance describing words.

There are some character-describing words as well. Make the students learn the word and also talk about different types of personalities of a person.

Using the vocabulary learned from the chapter ask the students to describe appearance so a person. You may show some photos as well. Then, ask the students to choose their own person and describe him or her.

Exercise 17 and 18: Writing

In the writing section, the students will read a description of the grandfather by a boy. Then make the students take note as it is given in the model in Exercise 17. After they have taken the note, ask the student to make notes about their favourite person. Based on the note ask the students to write a paragraph about the person they like most.

Unit 10: I'll Go Swimming Tomorrow

In this unit, the students will learn to talk about the future. They will read an interview with a star, too.

The teacher can start the unit with a discussion of the vocabulary given at the beginning of the unit. The pictures of famous places give some ideas. You can bring some more pictures and let the students. Then encourage students to match the words with the pictures. Then play the audio and let the students check.

Audio script Exercise 1

- | | | |
|--------------------|--------------|------------------|
| 1. elephant riding | 2. rafting | 3. cycling |
| 4. to shopping | 5. sunrise | 6. surf internet |
| 7. go camping | 8. go hiking | |

Exercise 2

Here students will learn to talk about the future. They can talk about their future plan. Here first let the students practise the dialogue. Here too you can provide role cards to the students with their names and

Exercise 3 is a listening exercise. Here, the students will read the sentences first. Then the teacher will play the audio and the students will write whether the statements are true or false. The teacher may have to play the audio more than once. Exercise 4 is also a listening exercise. Here too, it is good to have a discussion on the pictures before listening to the audio.

Exercise 5 is reading exercise. The students will read a TV interview with an artist. While

reading this text, the class can act it out. One person can take the role of the programme host and another person can take the role of the artist.

Exercises 6, 7 and 8 are comprehension exercises. The teacher clearly instructs the students on what to do in each of the exercises. Then the teacher may divide the class into groups and let the students work. The students will read the text again and work out the exercises. The class will discuss the answers to each exercise.

In Exercise 9, the students will learn the words or phrases that describe time. Here, the students will identify the words that tell the past time or future time. The teacher can add the time vocabulary on the list. In Exercise 10, the students will learn different types of television programmes. Here, it is good to have an example of each type of programmes on the list.

In the grammar section, the students will learn to use *will + infinitive verb* and *be going to + infinitive verb* to talk about the future. In this section, the teacher will make the students practise the conversation on page 168. Then she will highlight the use of *will* and *be going to*.

To reinforce the use of future tense, there is a song. The students will sing the song.

Answers of Exercise 12

will go/ will take/ will buy/ will visit/ will be/ will listen

In the speaking section, the class will practise talking about intention or plan in Exercise 15. The students will see the sample and speak. Likewise, the teacher can ask the students to share their plans for doing something.

Exercise 16 is also a speaking exercise. Here, the students will make an immediate decision. They will see the picture and say what they will do if they go to Pokhara.

In the pronunciation section, the students will learn to pronounce short forms with *will*. Here, the teacher will play the audio and the class will repeat it.

In the writing section, the students will read a plan. After reading the sample paragraph, they will read the instruction in Exercise 19 and they can be asked to write a similar description. It can be assigned as homework.



Grade 4

Unit 1: Meet The People

In this unit, students will learn to greet and introduce themselves. In addition, they will learn to describe their family.

Exercise 1 (Page-1)

This is a fun introduction exercise. Here every child gets a name card from his teacher and then writes his/her name, draws a smiley face and shows it to the class. Other children will say Hi or Hello..... to him.

Exercise 2 (Page-2)

This is a welcome song for children to their new class. Songs are great ways to teach language to young learners. Sing this song along with your children. Take the help of the audio for the rhythm of the song.

Exercise 3 (Page-2)

This conversation exercise is about introducing a new language. Here the children learn to introduce themselves using different expressions. Listen to the audio of how the conversation is modulated. Then, practise it with the students. Encourage every student to share about themselves.

Exercise 4 and 5 (Page-3)

These two exercises are about helping children to enhance their conversation practice. Take the help of the phrases given in the exercise and ask students to practise asking questions and answering them. You can add some more phrases on your own. Ask students to sit in pairs and practise asking and answering questions about each other. Move around the classroom as they practise, and help them if needed.

Exercise 6 (Page-4)

This exercise is a fun activity to play. You can call it number bingo. You can play this game in groups too. Ask every group to choose the number tickets marked with the letters A, B, C,.....up to H. Listen to the audio to complete the game. This exercise helps children to know how a number is pronounced.

Grammar Section

Exercise 7, 8, 9,10 and 11 (Page-5, 6, 7 and 8)

In the grammar section of the lesson, students will learn about countable and uncountable nouns. Discuss the concepts of countable and uncountable nouns with some real objects available in the surroundings. You can also follow the instructions and notes given in the book.

At the same time, they will learn to write the plural form of different countable nouns. There are some exercises already given in the book. In addition, the teachers can develop their own worksheets and give them to the students for further practice.

Exercise 12: Vocabulary (Page-8)

Suggested answers

Women / man / children / She / her

Exercise 13: Pronunciation (Page-9)

This exercise is about helping children to pronounce the **s** and **es** at the end of the nouns. Discuss the rules with examples. Encourage students to listen, read and practise to pronounce the nouns with the **s** and **es** at the end.

Audio Script:

-s or -es endings in English are pronounced in three different ways.

If the words, before -s, end in /p/, /t/, /k/, /f/, or /θ/, we pronounce the -s as /s/. Now, listen and repeat.

rabbit rabbits / cap caps / roof roofs / path paths / park parks

If the words, before -s or -es, end in /tʃ/, /s/, /ʃ/, /z/, or /dʒ/, we pronounce the -es as /ɪz/. Now, listen and repeat.

buzz buzzes/ bush bushes / church churches / box boxes / judge judges

In case of the rest of the sounds, the final -s or -es is pronounced as /z/. Now, listen and repeat.

pub pubs / bag bags / leopard leopards/ call calls / drum drums/ lion lions/ song songs/ breathe breathes/ glove gloves/ car cars/ bow bows/ fly flies/ potato potatoes/ yeti yetis/ emu emus/ gorilla gorillas

Exercise 14: Reading, (Page-10 and 11)

In the reading section, they will read about a boy and his family. Here, teachers can ask students to write a similar description about themselves.

Here are the answers to some of the exercises in the unit.

Exercise 15 (Page-11)

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

Exercise 16 (Page-12)

a. five b. Tea shop c. holiday
d. smoke / avalanches e. That year / next

Exercise 17 (Page-12) (Possible answers)

- a. Norbu is from Solu.
- b. The job of his parents is farming. Or His parents are farmers.
- c. They grow potatoes, corn, and millet in their field.
- d. The animals they keep in their shed are yaks, sheep, and goats.
- e. He helps his family by working in the shop.
- f. Norbu's family lived in their tea shop after the earthquake.
- g. Yes, he has seen a computer. He saw it in the shop when tourists brought it with them.

Exercise 18 (Page-12)

Ask students to write about themselves and share in the class to enhance their writing and sharing skills.

Exercise 19 (Page-13)

In the vocabulary section, the students will learn about crops. Here, teachers can ask the students to name the crops in their native language. If it is practicable, they can bring the grains of relevant crops to show in the class.

This exercise is about making children aware of some vocabularies related to crops. If possible, please bring the real crops and show each of them. Ask them to label them.

Suggested answers:

1st row: barley / wheat / sugarcane

2nd row: paddy / millet / corn

3rd row: buckwheat / cotton / potatoes

Exercise 20 (Page-13)

After dealing with the previous exercise, ask children to discuss in the class and explore more about the crops. Then, encourage them to complete this exercise.

Exercise 21 (Page-14)

This exercise is about preparing a personal information card. Provide each student with a piece of paper and instruct them as mentioned in the exercise itself.

Exercise 22, 23, 24, 25, 26 and 27 (Page-15, 16, 17, 18, 19 and 20)

Writing Section

In the writing section, the students are expected to learn how to write a paragraph. First, teachers have to make the students read the sample paragraph in the book. Then discuss the components of a paragraph like a topic, the topic sentence, supporting details and a closing sentence. Introduce many good topic sentences with relevant examples. The teacher should also discuss the process of paragraph writing. For this, you can take the help of the guidelines given in the book. Then you can ask them to produce similar writing.

Unit 2: Friends

Exercise 1 (Page-21)

This conversation exercise is about introducing a new language. Here the children learn to talk about possession using different words and expressions. Listen to the audio of how the conversation is moduled. Then, practise it with the students.

Exercise 2, 3 and 4

In the grammar section, students will learn about possessive adjectives and the use of the apostrophe to express possession.

Here are the answers to some of the exercises.

Answers of Exercise 2 (Page-23)

b. my c. their d. Your e. our f. its g. her h. my

Answers of Exercise 3 (Page-23 and 24)

Gita: my / mine

Kabita: yours / my

- Gita: hers
 Kabita: mine
 Gita: hers
 Gita: my / yours
 Kabita: my
 Gita: our / mine
 girls' / their

Exercise 5 and 6 (Page-25)

The teacher can ask the children about what their favourite sports are or what sports they watch on TV or play with their friends. Tell the students that they are going to listen to the audio about Muna and Milan's favourite sports and do the exercises that follow.

Exercise 7 (Page-26, 27 and 28)

In the reading section, students will read a blog entry. The reading text can be a model for the students who want to have a blog of their own. The text, here, also helps students to see how the ideas are arranged in paragraphs. After reading the text, students can be assigned a project work on writing the text for blog entries.

Here are the answers to some of the exercises in the unit.

Exercise 8 (Page-28)

- Nishan Bhattarai is a Nepali singer.
- Madhu likes momo.
- Fantastic Mr Fox is a great story.
- Babita lives in Jawalakhel.
- Dal-Bhat means pulses and rice.

Exercise 9 (Page-29)

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

Exercise 10 (Page-29) (Possible answers)

- Madhu lives in Mangal Bazaar, Lalitpur.
- Laxmi and Babita are her best friends.
- Madhu likes the momo in Mangal Bazaar because it tastes delicious with the hot and spicy sauce.
- The palaces are famous because they are beautiful.
- The temples and palaces got destroyed during the quake.
- She is good at dancing.
- The famous English singers Madhu likes are Peter, Paul, Mary, Katy Perry, Justin Bieber, and Selena Gomez.
- Madhu likes Fantastic Mr Fox because the story is exciting.

Exercise 11 (Page-29)

Discuss the questions given in the exercise with students.

Exercise 12 and 13 (Page-30 and 31)

This exercise is about enhancing the speaking skill of students, especially through debate. Discuss with students about expressing ideas and opinions in the discussion. You can even organize a debate in your class/ school after teaching them how to debate. You can use the guidelines given in the book to help students prepare for debates or discussions.

Exercise 14 (Page-31)

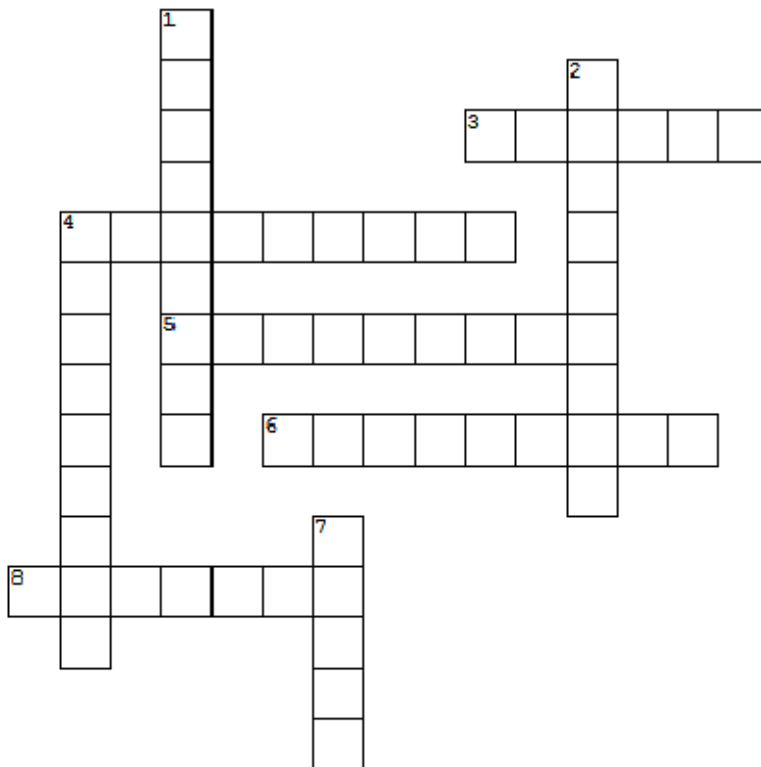
Suggested answer

1st row: momo shop / palace / pinnacle of a temple

2nd row: statue / website

Exercise 15 (Page-32)

Please amend the puzzle as shown below and make the students do the exercise.



Suggested answer

Across

- 3. dragon
- 4. delicious (correction note: 1 box less in book)
- 5. neighbour
- 6. fantastic
- 8. rebuild

Down

- 1. dumplings
- 2. favourite
- 4. destroyed
- 7. adults

Grammar Section

Exercise 16, 17, 18, 19 and 20 (Page-33, 34, 35 and 36)

In this unit, students will learn to use *be-verb* in the present tense. Here, students will especially learn to talk about their favourite things and friends.

Exercise 21 and 22 (Page-36)

In the dictionary skill section, students will learn to use a dictionary. Here, they will learn to put the words in alphabetical order.

Exercise 23 and 24 (Page-36)

Pronunciation

In the pronunciation section, students will learn to pronounce some words with the/*f*/ and /*v*/ sounds. They will listen to the words and separate them as required in the exercises.

Exercise 25, 26 and 27 (Page-41 and 42)

Writing Section

In the writing section, the students are expected to learn how to write an essay. First, teachers have to make the students read the sample essay in the book. Then discuss the components of an essay. The teacher should also discuss the process of essay writing. For this, you can take the help of the guidelines given in the book. Then you can ask them to produce similar writing.

Unit 3: Do You Have....?

Begin the lesson with discussions on the introductory vocabulary presented with the pictures. Let the students have fun drawing and colouring.

Exercise 1 (Page-44)

This conversation exercise is about introducing a new language. Here, the children learn to express their possession using *have*. Listen to the audio of how the conversation is modulated. Then, practise it with the students. Encourage every student to share their favourite possession.

Grammar Section

Exercise 2, 3, 4, 5 (Page-44, 45, 46 and 47)

In this unit, students will learn to express their possession using *have*. Students will especially learn to talk about their favourite possessions. In the class, the teacher is expected to module statements, questions and short responses using *have*. Various forms are given in the table. The teacher is supposed to initiate the discussions asking them about their possessions.

Exercise 6: Reading, (Page-48)

They will read about Tom and Jerry for reading comprehension. While reading, if possible, bring a short cartoon show to the class and make the students familiar with these famous characters. Before delving into the text, check the students' prior knowledge: if they have had any ideas about these characters.

Here are the answers to some of the exercises in the unit.

Answers of Exercise 7: (Page-49)

- a. funny-----comic or amusing
- b. famous-----popular
- c. hurt-----injure or harm
- d. Tomcat-----male cat
- e. main-----major or chief
- f. bother-----disturb or trouble

Answers of Exercise 8: (Page-49)

- a. friends-----enemies
- b. clever-----dull or stupid
- c. common-----different
- d. lost-----won
- e. lucky-----unlucky
- f. easy-----difficult

Answers of Exercise 9: (Page-49)

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

Answers of Exercise 10: (Page-50)

- a. Tom can't catch Jerry because he is clever, lucky and smart.
- b. Tom chases Jerry to catch.
- c. No, it doesn't. Rather it hurts Tom himself.
- d. They are friends in the movies 'Springtime for Tomas' and 'Jerry and the Lion'.
- e. Tom brings a first aid kit to help Jerry.

Exercise 11(Page-50)

Discuss the given questions with students.

Exercise 12 and 13 (Page-50 and 51)

The teacher can ask the children about what their favourite TV shows are. Tell the students that they are going to listen to the audio about Fatima, Norbu, Suman and Muan's favourite TV shows and do the exercises that follow.

Audio Script for listening

Unit 3, Exercise 12

Here are four children are talking about their favourite TV shows. Listen and write the name of the person in the correct box.

My name is Fatima. I love cartoons and documentaries on TV. My favourite programme was on TV last Friday. It was space and space travel. It was about our planets. The rocket flying to Mars was amazing. The surface of Mars was just like earth but it was red.

My name is Norbu. I like sports. I love football a lot. I often watch games on TV. Last night, I watched Nepal V India. The game ended in 1-1. They shared the point. They are playing next Sunday again.

I am Suman. I don't watch TV much but I always watch films on Saturdays. My dad brings interesting movies. We all come together after dinner and watch. Last Saturday we watched the

Fantastic Beasts and Where to Find Them. The film was made in 2016. The film was really scary. But I like it very much.

I am Muna. I love cartoons very much. I watch them every day after school on my computer. My father has given me a computer. My favourites are Peppa Pig and Pocoyo. They have helped me learn English.

Unit 3, Exercise 13

Listen to the audio again and write true or false.

Exercise 14 (Page-51)

The teacher can encourage every child to talk about their favourite TV show. Link it with the listening exercise and let the students model their speech accordingly. If needed play the audio again.

Grammar Section

Exercise 15, 16 and 17 (Page-52 and 53)

In this unit, students will learn to express their abilities and inabilities using *can* and *can't* respectively. Encourage students to talk about what they can do and they can't.

Exercise 18 (Page-54)

This song is for children to help them learn how we can describe someone's appearance. Songs are great ways to teach language to young learners. Play the audio and let the students sing and enjoy it. Have some review questions after singing it a couple of times.

Exercise 19 (Page-54)

You can ask some students to come in front of the classroom and describe their best friend considering the person's appearance. A model is given in the book.

Exercise 20 (Page-55)

You can ask students to read the description of the pictures and match them with the correct ones.

Exercise 21, 22 and 23 (Page-56)

Listen to the audio about the description of a person and mark the person who is being described.

Pronunciation

Exercise 22 and 23 (page 56)

These exercises help students to learn to pronounce the words with the /j/ and /dʒ/ sounds. Play the audio and ask the students to repeat after it. Then after in the next exercise, play the audio and ask the students to write the words in the correct boxes. They must distinguish the sounds.

Script

Unit 3 Exercise 22, Listen and repeat.

yellow yes yell yam you your
jelly joke jet judge June July

Unit 3 Exercise 23, Listen and write the words in the correct boxes.

yellow jelly yes jet yell joke July yam you your judge June

Writing

Exercise 24-30 (page 57-61)

In this section, the students learn to describe a person. There are some descriptive words the students must know. At the same time, they learn the writing mechanics especially capitalization. In addition, the students here must learn to produce compound or complex sentences using connectors.

Moreover, the students must learn to organize descriptive writing especially the description of a person. The teacher has to focus on the format of the essay and the writing process which has been well illustrated. It is recommended that the students do not skip any of them and repeat the format to describe another person.

Unit 4: Sports

In this unit, the students will learn sports vocabulary. They will learn to express frequency, too.

Begin the lesson with a discussion of the sports-related words on page 62.

Exercise 1 (page 63)

Then lead the students to the song where the students learn more sports-related words. The purpose of the song is to bring entertainment to the class and also enlarge students' word power.

Exercise 2/3 Conversation/ Speaking (page 63)

Here, students talk about their favourite sports. Follow the conversation exercise as it is given in the introduction section of the guide and then ask the students to sit in pairs or groups and let them talk about their favourite sports.

Exercise 4 and 5 Listening (page 64/65)

Script for listening

Unit 4, Exercise 4. Listen to four students talking about their favourite sports and write their names in the boxes.

What do you like doing Sona?

I don't like team sports much. I do love exercise and I love water. What do I like doing? Well, I go to the pool. I wear my swim-suit and jump into the water. Can you guess what it is?

What about you Karun?

I like playing games. But what's my favourite sport? Can you guess? We play it in a sports field near our home. We have two teams of eleven players. We have two nets. We kick the ball to the net. Within 90 minutes, which team makes the most goals will be the winner.

Do you like sports Sujal? What sports do you play?

I don't like football much. I don't like swimming, too. Can you guess the sports I like? We have two teams of eleven players but all twenty-two players won't be in the field at the same time. There will be thirteen players in the field. We play in open ground. We need a ball and bats.

What about you, Kristi? What do you like to do?

Well, I don't like to go out much. I love to be at home. However, I do love playing games. Can you guess my favourite sport? We play it with a board with many squares. We also need some pawns.

Grammar

Exercises 7-11 (page 65-69)

In the grammar section, the students will learn to use frequency adverbs. The teacher is supposed to make the students aware of the placement of the adverbs of frequency. Along with that, the students will learn to use the present simple tense to express habit or day-to-day activities.

To begin the section, discuss the pictorial description showing frequencies by different adverbs and ask some questions about how often they do some of the activities.: How often do you take a bath?

After that make the students read the song first and then play the audio and sing along. Let them sing and enjoy it so that the structure of the questions and placement of the frequency adverbs becomes easy for them.

Reading

Exercise 12-16 (page 70-73)

In the reading section, the students will read about some famous players. While teaching this lesson, the teacher is suggested to take a world map in the class. While reading the lesson, the teacher can show the country the players belong to. Here, the teacher can assign the students to write a couple of paragraphs about their favourite player as a project.

Grammar

Exercise 17-19 (page 74/75)

In the grammar section, the students learn to use present simple tense. First, make the students familiar with the basic sentence structures as it is given in the table on page 74. While working on the exercise, discuss the crucial idea of subject-verb agreement: Singular subject-singular verb and plural subject-plural verb. Make the students note that we add -s/es to make nouns plurals while we add -s/es to make the verb singular.

Speaking

Exercise 20-25 (page 76-78)

This section focuses on forming information question or wh-questions to dig into information. There are various structures. Make sure the students understand how to form questions when the answer of the wh-word comes in the object position or subject position. Play of the dummy auxiliary or auxiliary depends on where the answer of the wh-word comes in the sentence.

Pronunciation Exercises 26 (page 78)

In this exercise, the students become familiar with the various sounds produced by the English letter 'c'. Basically, it gives three different sounds: /k/, /s/ and /tʃ/. Listen to the audio and repeat after it.

cricket	country	catch	control	carpet	choir
city	circle	circus	cinema	centre	cycle
champion	change	chase	chore	cheap	chicken

Dictionary Skills Exercise 27 (page 79)

In this exercise, students learn to use a dictionary to find parts of the speeches of the given words. Here, the teacher is suggested to take some dictionaries to the class and give them to the students or ask the students to bring one for them. Then demonstrate how to find the parts of the speeches of the words and sentences in a dictionary.

Writing Exercise 28 (page 79-83)

In the writing section, the students will write a compare and contrast essay. First, lead the students to read the sample essay and see the note following it. That will give them some ideas about the structure of an essay. After that, lead the writing process as it is given in the book and let the students brainstorm about the topic. Finally, as it is directed in the format, let the students write their essays. You can bring more topics for further practice.

Unit 5: Food and Festivals

In this unit, the students will learn about different festivals. Besides, they learn various language functions like offer, request, expressing wants and needs. In the grammar section, they learn to use articles and 'there is/ there are'. They also learn to use 'some' 'any' and other quantifiers. In the writing section, the students learn to prepare an invitation card and write an invitation letter.

Begin the lesson with some introductory vocabulary. Ask if the students have eaten, seen or heard about these things.

Conversation

Exercise 1/2 (page 84/85)

This exercise introduces a new language for offering, requesting and responding to an offer or a request. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Reading Exercise 3/4/5 (page 86/87)

In the reading exercise here, the students will read a poster and answer the questions given in the exercises. While working on it, ask the students to pay attention to the pictures and the text equally. Likewise, encourage the students to read the questions first so that they know what exactly they need to find. For further practice, the teacher is suggested to bring more posters in the class and discuss them with some guiding questions like: What is the poster about? What can you see here? What does it mean? or so on.

Grammar

Exercise 6-10 (pages 88-92)

In the grammar section, the teacher is to discuss the use of a and an. Here, the teacher is supposed to give more exercise for further practice. It is good to include some of the exceptional but common words. At the same time, the teacher will show the contrast between some and any by using them along with uncountable nouns.

Some suggestible words are: xylophone, x-ray, European, honourable person, ewe, uniform

In Exercise 10, the teacher will make the students practise describing a scene using there is/ there are. In the sentences they make, they will also use a/an/ some/ any along with the nouns

they use. Here, the teacher can also bring her own picture.

Pronunciation

Exercise 11-12 (page 93)

In these exercises, the students learn to pronounce the articles in different contexts. Listen to the audio and repeat the phrases accompanying the articles. In Exercise, 12, the students can predict the sound without listening as well. Then after they can listen and repeat to consolidate the ideas.

Reading Comprehension

Exercises 13-18 (page 94-97)

In the reading section, the teacher is suggested to take a world map and discuss the location of the countries given in the map. After discussing the countries, the teacher is suggested to discuss the pictures in Exercise 14. Then the teacher can ask the students to name some of the festivals they celebrate. Next, the class will discuss the two festivals given in the text.

Vocabulary

Exercises 19/20 (page 97-98)

In the vocabulary section, the teacher is going to talk about the country and people. Here too, the teacher can bring the world map and discuss the location of the countries mentioned on the list. Then, the class can discuss the nationalities. In exercise 20, the students will learn the names of meat from different animals. The teacher is suggested to name the animals on the list. The animals are: lamb/ pig/ ox/ buffalo/ cock/ goat.

Grammar

Exercise 21/22 (page 99/100)

In the next grammar section, the students will learn to talk about quantities using how much/ how many/ a few/ a little. Here, the students need a little more oral practice.

Listening

Exercises 23/24 (page 100/101)

In this exercise, the students listen to an interview about Lhosar celebration. Before playing the audio, discuss the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play more than once as per the need of the class.

Speaking Exercise 25 (page 101)

Encourage the students to think about their favourite festival and let them make a short note about it based on the questions given on the page. Then, provide chances to the students to share their ideas in the class.

Dictionary Skill Exercise 26 (page 102)

In this exercise, the students should be able to find the meaning by consulting a dictionary. The teacher should make the students aware that a word can have more than one meaning.

Writing

Exercise 27-29 (page 102/103)

In the writing section, the students will learn to prepare an invitation card and write an invitation letter. While leading Exercise 27, let the students see the given invitation cards and ask them to scan information asking the given questions.

When the students write an invitation, let them note the basic facts: date, time, purpose, venue, organizers and contact.

Unit 6: Places

In this unit, the students will learn to describe places. They will also learn to use the correct prepositions of place. They will learn to give direction as well. In the grammar section, they will learn the present continuous. In the writing section, the students will write a letter talking about their plan and ongoing events.

Conversation**Exercise 1 (page 104)**

The teacher can start the lesson with a discussion on the phrases given in the introductory vocabulary section. Then the teacher may follow the steps as given in the introduction section of this guide book to conduct the conversation. This conversation is important here as they have to learn to give direction. Here, the teacher can make various placards having names of places on them. Then, on the school ground, the teacher can design a kind of city. The students can be taken to the scene and they can be asked to give direction. That will be fun and practical as well.

Song**Exercise 2 (page 105)**

This song catches different ideas included in this unit. It introduces the present continuous tense and prepositions. On top of that, the main aim of this song is to provide some fun for the students and make English learning easy. Thus, let the students sing the song and enjoy it.

Reading Comprehension**Exercise 3/4/5/6 (105-107)**

In this section, the students will read a short story. Here two young people are going to the cinema but get lost on the way. However, they find a relative and go to the theater.

The story presents a context for using the present continuous tense. Besides, it gives real-life examples of giving directions in the street. Thus, while dealing with the text, make the students aware of the language phenomena.

Grammar**Exercise 7 (page 108/109)**

Here, the students learn to use prepositions of place. The pictures and phrases on page 108 provide contexts of using such prepositions. After discussing them, let the students sit in pairs and work on the exercise on page 109. Give necessary feedback as they finish the exercise.

Suggested answers

a. on b. on c. between d. to e. behind f. under
g. in h. next to i. behind j. in front of k. opposite **the** (The did not come in the print.)

Vocabulary/ Speaking

Exercises 8/9/10/11 (page 110-112)

In this section, the students learn to give directions. First of all, make students familiar with the necessary phrases for the purpose. Let them sit in pairs or groups and do Exercise 8. Then, lead them to read the map on page 111 and do Exercise 9. After doing so let the students read the map in Exercise 10 and read the sample questions and answers on page 112. Following the model, let the students have a conversation. Go around the class and provide help to the needy. Likewise, in Exercise 11, encourage the students to hold conversations by asking and giving directions to go to different places they are familiar with.

Grammar

Exercises 12/13/14/15 (page 113-115)

While working with the present continuous tense, the teacher can take some pictures showing various activities and show the class and ask them to describe the pictures. Besides, the teacher can also take them out. The students will see the things happening and they will report to the teacher. While dealing with present continuous, it is necessary to discuss spelling rules. These rules have been dealt with along the exercises. While making the students do the exercise, highlight the rules.

Reading Comprehension

Exercise 16-19 (page 116/117)

This reading comprehension actually prepares the students for writing tasks. The text presents the activities of different family members at a particular time. Discuss the questions as the students read the text. It is suggestible that while describing a scene or an event the students can get the language model from this reading section.

Vocabulary/ Speaking

Exercise 20/21/22 (page 118-119)

Here the students learn to talk about the subjects they study at school. They also learn about the places around home and school. While solving the crossword puzzle, you may ask the students to work in groups. In the speaking section, they talk about their favourite subjects and why they like them.

Listening Exercise 23/24 (page 119)

Audio for the listening exercise is available. Before playing the audio, ask the students to read the questions and encourage to predict the answers. Then, play the audio and verify their guesses.

Pronunciation Exercise 25/26 (pages 120)

In the pronunciation section, the students will learn about syllables. Here, the teacher can add some other words for further practice

In the writing section, the students will write a short letter talking about holiday activities and plans. First, the students will read the sample letter given on page 121. Then, they will work on Exercise 27 and find the answers from the sample letter. Then, let them arrange the parts of letters correctly in Exercise 28. Finally, explain the instructions in Exercise 29 and let the students write a letter.

Unit 7: Music

In this unit, the students will learn to talk about past events. Besides, they will learn vocabulary related to music. They will also learn short biographies of two great musicians. They will also learn to read clock time. In the writing section, they will learn to write a short biography of Narayan Gopal.

The teacher can start the lesson with the discussion on musical instruments.

Conversation

Exercise 1 & 2 (page 124)

The teacher can ask the students what they did the day before. Then they will practise the conversation in Exercise 1. Then, make them sit in pairs and take turns to ask the given question in exercise 2.

Grammar

Exercises 3 & 4 (page 126)

Correction note:

Exercise 3, pg 126, change *The cow was in the shed yesterday* to *The cow was in the field yesterday*.

While working with the past simple tense, the teacher can ask the students where they were in a particular point of time. Talk about the verb form to denote past simple of the verb. While making the students do the exercise, highlight the rules of past simple of be verb for singular and plural subjects.

In the reading section, the teacher is encouraged to take a world map in the class and encourage the students to locate the two countries on the map. The teacher can briefly talk about the people given on the page. He/she can also talk about some of the music composed or sung by the people here.

Karma Yonjan is a musician. He was a student of Amber Gurung in Darjeeling. Gopal Yonjan was also a student of Amber Gurung. Besides, being a popular singer, Gopal Yonjan was also a great musician. Ranjit Gajmer was also a student of Amber Gurung. He has composed music for many Nepali movies including *Chino*, *Darpan Chaaya*, *Lahana* and many more. Aruna Lama was a singer and was a student of Amber Gurung.

Agam Singh Giri was not Amber Gurung's student but he was a friend of Amber Gurung. He was a poet and songwriter. Amber sang Agam Singh's songs.

After explaining about the people on the page, the teacher will tell the students that they are going to read about a great music teacher Amber Gurung and a famous musician

from Austria.

Reading Comprehension

Exercise 5, 6, 7, 8, 9 & 10 (page 130-132)

The teacher can ask the students to scan the text and encourage them to do the given exercises based on the findings of the text.

Answers of Exercise 9

- a. concert b. theatre c. cymbals d. pianist
e. flutist f. guitarists

Grammar

Exercises 11, 12 & 13 (page 134 to 135)

While working with the past simple tense, the teacher can ask the students what they did the day before. Talk about the verb form to denote past actions. While dealing with the past simple of regular verbs, it is necessary to discuss spelling rules. These rules have been dealt with along the exercises. While making the students do the exercise, highlight the rules.

Listening

Exercises 14/15 (page 136)

In this exercise, the students listen to a conversation about musical instruments. Before playing the audio, talk about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play more than once as per the need of the class.

Telling time

Exercises 16, 17 & 18 (page 137 to 139)

While working on Exercise 16, the teacher is suggested to take a wall clock so that the hand can be moved and the students can be asked to tell the time.

Pronunciation Exercise 19 (pages 139)

In the pronunciation section, the students will learn to pronounce ed ending words. Here, the teacher can add some other words for further practice.

Writing

Exercise 20-22 (page 139-142)

In the writing section, the students will learn to write a biography. For that, the teacher is supposed to give some guidelines. The students can be asked to write a short biography of one of their family members.

Unit 8: TV

In this unit, the students will learn to tell stories. In the grammar section, they will learn to use the past continuous tense. In the writing section, the students will write a short story with the help of the given outline.

The teacher can start the lesson with a discussion on various TV programmes. Some of

them are given in the introduction section of the unit. Then they can practise the conversation. The teacher can lead the conversation as directed in the introduction section of this guide book.

Conversation

Exercise 1 & 2 (page 143 & 144)

The teacher can ask the students what their favourite TV show or programme is. Then they will practise the conversation in Exercise 1. Then, make them sit in pairs and take turns to ask the given question in exercise 2.

Reading Comprehension

Exercise 3, 4, 5, 6, & 7 (page 144 to 146)

The teacher can lead the students to read a story in exercise 3. There, the teacher is suggested to tell the story without looking into the book. After listening, the students will read the story. The teacher can ask the students to scan the text and encourage them to do the given exercises based on the findings of the text.

Listening

Exercises 8 & 9 (page 146 & 147)

In this exercise, the students listen to an audio clip about Aesop. Before playing the audio, talk about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play more than once as per the need of the class.

Grammar

Exercises 10 & 11 (page 147 & 148)

While working with the past simple form of irregular verbs, the teacher can ask the students what they did the day before. Talk about the verb form to denote past actions. While dealing with the past simple irregular verbs, it is necessary to discuss spelling rules. These rules have been dealt with along the exercises. While making the students do the exercise, highlight the rules.

Conversation and Grammar

Exercise 12, 13, 14, 15 & 16 (page 149 to 152)

The teacher can ask the students what they were doing the day before at a particular time. Then they will practise the conversation in Exercise 12. Then, make them sit in pairs and take turns to ask what their family members were doing the day before at a particular time.

All the exercises are intended to teach students to narrate the events happening in the past. So, the teachers are to give emphasis on teaching past continuous form of the verbs with rules.

The conversation in Exercise 12 can be changed as given below.

Father: What were your friends doing when you reached school this morning?

Bina: Some of the boys were playing table tennis. My friend Muna was playing skipping. My friend Bindu and Karina were watching a documentary in the library. The other girls were just gossiping.

- Father : How about your teachers?
- Bina : Well, the head teacher was reading a newspaper. I don't know what other teachers were doing. I didn't see them. Oh, yes! Our head teacher was telling me about your photo in the newspaper.
- Father : Did you see me?
- Bina : No, I didn't. Were you there today?
- Father : Yes, I was. I was talking to your maths teacher.
- Bina : Oh, dad! You too. Why didn't you call me?
- Father : Sorry Bina, I was in a hurry.

Reading Comprehension

Exercise 17 to 22 (page 153 to 156)

While working on Exercise 17, the teacher can arrange for a documentary show. Besides, it is important that the students be able to differentiate feature films with documentaries. A documentary always presents the real things.

The teacher can ask the students to scan the text and encourage them to do the given exercises based on the findings of the text.

Pronunciation Exercise 23 & 24 (pages 156)

In the pronunciation section, the students will learn about sounds. Here, the teacher can add some other words for further practice.

Writing

Exercise 25 & 29 (page 159 & 162)

In the writing section, the students will learn to write some stories. The teacher is supposed to follow the guidelines to teach them about story writing skills. Finally, the students are supposed to produce a story using the given clues.

Writing

Exercise 26 to 28 (page 160-161)

In the writing section, the students will learn to write some events in sequences. The teacher is supposed to highlight the use of linking words like *then, next, then after, finally*, etc. Finally, the students are supposed to produce a story using the given clues.

Unit 9: Rules

In this unit, the students will learn to express ability, permission, and obligation. In the reading section, they will learn about rules at school. In the vocabulary section, they will learn the signs to indicate prohibition. They will also learn to warn people against danger. Finally, in the writing section, they will write a set of rules for different places and also learn to write some Acrostic Poems.

Conversation

Exercise 1 & 2 (page 163 & 164)

The teacher can start the lesson with the discussion on the signs given at the beginning of the unit. Then they will practise the conversation in Exercise 1. The students will learn to warn people. Then, make them sit in pairs and ask them to role-play the conversations given in the book.

Listening

Exercises 2 & 3 (page 164 & 165)

In this exercise, the students listen to an audio clip about a strange park in the land of Mura. Before playing the audio, talk about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play more than once as per the need of the class.

Reading Comprehension

Exercise 4, 5, 6 & 7 (page 165 to 167)

The teacher can ask the students to scan the text and encourage them to do the given exercises based on the findings of the text.

Grammar

Exercises 8 & 9 (page 168 & 169)

In the grammar section, the students will learn to use *can* and *must*. We use *can* for ability and ask and give permission. We use *must* to express obligation. We use *mustn't* prohibit somebody from doing something. Here, the teacher is suggested to discuss what the students can/can't do. The teacher can also make the students ask permission in the following situations.

watch TV/play computer games/ go out with friends

For this, the teacher will write the situation on the board and give clues on how to respond to it.

watch TV

A: Can I watch TV, mum?

B: Yes, you can. But, finish your homework first.

play computer games

A: Can I play computer games for some time?

B: Yes, you can. But don't close my files there.

go out with friends

A: Can I go out with my friends, dad?

B: Yes, you can. But don't go far.

In the reading section, the students will read rules for school. Here, they can also make rules for their classroom in the same way. This reading section can be connected with the writing section at the end of the lesson.

Here are answers for some of the exercises in this unit.

Exercise 8

must / can / can / must / can't. / must / Can / mustn't

Exercise 9

a. mustn't b. must c. must d. mustn't e. mustn't f. mustn't g. mustn't
h. must i. must j. must k. Must l. mustn't m. must

Listening

Exercises 10 (page 169)

In this exercise, the students listen to a conversation between Kabir and his mother. Then, they will do the exercise given. Before playing the audio, talk about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play more than once as per the need of the class.

Reading Comprehension

Exercise 11 & 12 (page 170)

These exercises are designed with the objective of making students aware of rules in our community. The community can be school, home, society, and our immediate surroundings. Discuss that the rules are guidelines for making our life and works easier and better. The teacher can ask the students to scan the text and encourage them to do the given exercises based on the findings of the text.

Vocabulary / Speaking

Exercise 13, 14, 15 & 16 (page 171 to 173)

Discuss the symbols and signs given on page number 171 of the book. Ask the students what they stand for. Make students aware that some symbols are stronger than words. They are useful to us as they give information and protect us from danger too. In the next exercise, you can show some additional symbols and make students aware of them. You can act out in the classroom as given in the book. Make students do the Fun Activity as instructed in the exercise number 15. Ask students to sit in pairs and practise the dialogues as shown in exercise 16.

Here are answers to the exercise number 13

a / e / g / h / d / f / b / c / i

Pronunciation

Exercise 17 & 18 (pages 173 & 174)

In the pronunciation section, the students will learn about sounds. Here, the teacher can add some other words for further practice. In the next exercise, ask students to practise saying the sentences given in the book after listening to the audio.

Writing

Exercise 19, 20 & 21 (pages 174 & 175)

In the writing section, they will write a set of rules for different places in the school and at home. In the next exercise also learn to write some acrostic poems. Discuss with students about an acrostic poem as one of the types of poems. Tell them that it can be about anything. Explain the process of writing such a poem as instructed in the book.

Unit 10: Life in the future

In this unit, the students will learn to talk about the future. Besides, learning to use *will* and *won't* to express the future, they will learn to compare things using different

adjectives. In the reading section, they will read about life in the future. In the grammar section, the students will also learn to use *be going to* to express plans and intention.

Conversation

Exercise 1 (page 176)

The teacher can start the lesson with a discussion on the vocabulary given at the beginning of the unit. Then the teacher can ask the students about what they will do tomorrow morning. Then the teacher can lead the students to Exercise 1.

Grammar

Exercises 2, 3 & 4 (page 177 & 179)

The teacher will explain that we use *will* to talk about the future. The class will read the sample sentences. Then they will practise writing sentences in Exercises 2, 3 and 4.

Here are the answers to some of the exercises in this unit.

Answers of Exercise 3

a. will b. won't c. will d. will e. will f. will (In question e, anyone answer can be possible. So, the teacher is advised to add this sentence after the given one. **The scientists have said there will be more rain this year.**)

Answers of Exercise 4

- Who will teach us mathematics next year?
- Where will the next cricket game be?
- How will you win the game?
- Will you be famous?
- Will the weather be nice?
- Will you be a singer or a doctor?

Reading Comprehension

Exercise 5, 6, 7, 8 & 9 (page 179 to 182)

In the reading section, the students will read about the things that might be there in the future. Before the teacher begins the exercise, she can discuss if they have seen computers, tablets, electric cars, and moveable homes. Then they will read and find how different they will be in the future.

After reading the text, encourage students to do the exercises based on their findings from the text.

Grammar/ Speaking

Exercises 10, 11, 12, 13 & 14 (page 182 to 187)

In the grammar section of the unit on pages 182 to 187, the students will learn about adjectives. Here, the game can be very interesting. Before beginning the game, the students should read the adjectives in the box.

While working with the spelling in comparative and superlative forms, the teacher is suggested to discuss the rules given and let the students do the exercise.

Conversation / Speaking/ Future Plan: be going to

Exercise 15, 16, 17, 18 & 19 (page 187 to 189)

These exercises are intended to teach students how we can express our future plans in written and verbal structures. You can involve them in the discussion, role-plays and conversations. After plenty of discussions, you can encourage them to do the given exercises.

Listening

Exercises 20 (page 190)

In this exercise, the students listen to a radio programme. Then, they will do the exercise given. Before playing the audio, talk about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play more than once as per the need of the class.

Pronunciation

21 & 22 (page 190 & 191)

In the pronunciation section, the students will learn about sounds related to “I will and I’ll”. In the next exercise, ask students to listen to the audio and tick the box with the correct answer after listening to the audio.

Writing

Exercise 23, 24 & 25 (pages 174 & 175)

In the writing section, the students will write a short paragraph about a day in the future. Here, the students will imagine their day in the future and write about it. For that, the class will discuss the sample given in the text. A sample paragraph and the process of writing paragraph have been given. The teacher has to take the students through them.



Grade 5

Unit 1: Meet the people

Meet the people

In this unit, students will learn to introduce themselves as well as their friends. They will read some blog entries in the reading section. If possible, teachers can take the students to the computer lab and ask them to browse the internet and read some of the internet articles from www.bossnepal.com. The students can open their own blogs on the site.

In the vocabulary section, students are supposed to learn the nationalities. To teach this exercise, teachers can use the world map. Students locate the countries on the world map and tell what the people of those countries are called.

The writing section of this unit is closely connected with the reading section. In the reading section, they read some personal profiles of children from different countries. Now students are expected to make their own personal profiles. If possible, this can be assigned as a project. The last section of the unit gives a writing sample. Here, teachers should highlight the idea of paragraphing. Students are to understand that we write one idea in a paragraph.

In addition, an alphabet poem is given in the pleasure reading section. Teachers can ask their students to write a similar alphabet poem.

In this unit, students will learn to greet and introduce themselves. In addition, they will learn to describe their family.

Conversation

Exercise 1 (Page-1)

This is an introduction exercise. Here every child gets to know how we approach each other when we meet for the first time. The teacher should play the audio and make students listen to it. Then, make them sit in pairs and practise how they should present themselves when they meet people for the first time.

Conversation

Exercise 2 (Page-2)

This exercise has two sets of sentences that we use to introduce people and to greet people. The teacher has to model the conversations using the sentences given so that the students will know which one is for introducing and which one is for greeting.

Vocabulary

Exercise 3 (Page-2)

This exercise is about introducing vocabulary about family members. Here the children learn to introduce themselves and family members using different expressions. Encourage every student to share about the members of their family.

Vocabulary

Exercise 4 (Page-3)

Ask students to look at the family tree on page 2 of the book. Then, ask them to find who the family members are and who they are to each other as asked in the exercise.

Listening

Exercise 5 & 6 (Page 3 & 4)

In this exercise, the students listen to an audio message. Before playing the audio, discuss about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Speaking

Exercise 7 & 8 (Page 5)

This exercise is intended to teach students how to talk about their possessions. It is important to tell them that there are many ways to talk about possession. One of the ways is using possessive adjectives (my/his/her/your/its/our/their + a noun). The other way is using ...'s. We can also use has or have to talk about possessions. Discuss the different ways to talk about possession and make students practise the expressions given on pages 4 & 5 under 'Speaking' exercise. Then, make students sit in pairs and lead the exercises 7 & 8 as instructed.

Speaking

Exercise 9 (Page 6)

This exercise is designed to introduce a new language structure that we use to introduce each other for the first time. First of all, use the phrases and sentences given to complete the dialogue and then simulate the similar one sitting in pairs.

Grammar

Exercise 10 (Page 6 and 7)

In the grammar section of the lesson, students will learn about pronouns and their types. Discuss the concepts of pronouns with some examples along with the definition. Talk about subjective pronouns, objective pronouns, possessive pronouns and even possessive adjectives as discussed in the Speaking exercise of this lesson. Then, make them do the exercise given on page 7.

Reading

Exercise 11, 12, 13, 14 & 15 (Page 8 to 13)

In the reading section, they will read about some letters and emails sent by pen pals. Ask students to read them and find information as required by the exercises. As they do their work, circulate around the class and help them if needed.

Vocabulary

Exercise 16 (Page-13)

This exercise is about introducing vocabulary about words used for greeting people in different languages. Here the children learn to greet the people using different expressions as per the languages spoken in different parts of the world. In this exercise, there is a set of ten different words used for greeting people on the left-hand side and which language they come from on

the right-hand side. Help them to match the words correctly.

Vocabulary

Exercise 17 & 18 (Page-14 & 15)

This exercise is about introducing vocabulary used for denoting people in different countries. Ask students to write the nationalities of the maps of countries given on page 14. Help them to write the correct answer if needed. In the next exercise, listen to the audio and write the nationalities of the countries given on page

Here are the answers to the exercise 17:

1.	Pakistan	-	Pakistani
2.	India	-	Indian
3.	England	-	English
4.	France	-	French
5.	Nepal	-	Nepalese
6.	Egypt	-	Egyptian
7.	Bhutan	-	Bhutanese
8.	Burma	-	Burmese
9.	Thailand	-	Thai

Here are the answers to the exercise 18:

1.	China	Chinese
2.	Japan	Japanese
3.	Russia	Russian
4.	Australia	Australian
5.	Brazil	Brazilian
6.	Finland	Finnis
7.	Germany	German
8.	Spain	Spanish
9.	United States of	American
10.	Britain	British
11.	Bangladesh	Bangladeshi
12.	Afghanistan	Afghanistani
13.	Netherlands	Dutch

Grammar

Exercise 19, 20 21, 22 & 23 (Page 16 and 17)

In the grammar section of the lesson, students will learn about the verb be and its forms.

Discuss the concepts of the be verb with some examples. Talk about how the *be* verb exists in the positive, negative and interrogative sentences. Then, make them do the exercises given on pages 16 & 17.

Listening

Exercise 24 & 25 (Page-18)

In this exercise, the students listen to the audio. Before playing the audio, talk about the information required to complete the task. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Exercise 26, 27 & 28 (Page-19 and 20)

In this exercise, the students will look at the pictures given and they will have to find the correct words that match the respective pictures. In the next exercise, the students are engaged in exploring relation to one another with the help of the given clues. After discussion, make them write the relation word that matches the clue. Similarly, in exercise 28, ask students to complete the sentences with the correct word choice from the list given in the book.

Suggested answers to exercise 26:

1st row: baby / child / adult

2nd row: senior citizen / middle-aged / teenager

Suggested answers to exercise 27:

a. uncle b. sister c. husband d. niece e. grandson f. brother-in-law

Suggested answers to exercise 28:

a. single b. only child c. spouse d. divorced e. sibling

Pronunciation

Exercise 29 & 30 (Page-20)

In the pronunciation section, students will learn to pronounce some words that have silent *g* and *d*. They will listen to the words and identify silent letters in them.

Audio or Script

Correction: Exercise 30 instructions last word to be 29 instead of 22.

Exercise 31 (Page-20 & 21)

This exercise contains a song all about what a mother does or is for us. Songs are great ways of teaching language. Listen to the song and learn to sing it with rhythm. Practise singing this song as a warm-up exercise for a couple of weeks before you begin your English class.

Audio or Script

Writing Section

Exercise 32 (Page-21 and 22)

In the writing section, the students are expected to learn how to write a letter. First, teachers have to make the students read the sample letter in the book. Then discuss the components of a letter with the help of the graphic organizer. The teacher should also discuss the process of letter writing. For this, you can take the help of the guidelines given in the book. Then you can ask them to produce similar writing.

Unit 2: What's Happening?

In this unit, students learn to describe the things happening around themselves. After the completion of the unit, they will be able to ask and answer about current happenings. Here, teachers are expected to encourage the students to talk about the happenings around the school.

Reading

Exercise 1 (Page 23 & 24)

In the first reading section, students will learn about some invitation cards. Before starting this reading, teachers can ask some questions:

How often do you invite your friends and relatives to your home? How do you invite them? Do you make/print invitation cards?

After discussing the question, the teacher can lead the students into the exercise. Teachers can follow the tips provided in the reading section of the introduction part of the book.

Comprehension

Exercise 2, 3, 4 & 5 (Page 25 & 26)

Here are the answers to **exercise 2**:

a. A b. B c. E d. D e. C

Here are the answers to **exercise 3**:

Correction note: Exercise number 3C Sona's birthday to be replaced with Ajita's birthday

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

Here are the answers to **exercise 5**:

Across	Down
4. garage	1. bride
6. dessert	2. fantastic
7. concert	3. bless
	5. groom

Telling time

Exercise 6 (Page 27)

This exercise is moduled to help students learn to read clock time. Tell them how we read the time on the clock or watch. Help them complete the given exercise by writing the correct time.

Listening

Exercise 7 (Page 27)

In the listening section, students will listen to Raman's daily activities. Here, the teacher can play the tape to facilitate the students to complete the text. After finishing the listening exercises, teachers can ask the students to write their daily routine here. The listening text in Exercise 7 can be a model text for writing.

Audio for Listening

Grammar

Exercise 8, 9, 10 & 11 (Page 28, 29, 30 & 31)

In the grammar section of the lesson, students will learn about the present simple tense. Discuss the concepts and rules of the use of the present simple tense and the forms of the verb with some examples. Talk about how the verb exists in the positive, negative and interrogative sentences. Then, make them do the exercises given on pages 29, 30 & 31.

Listening

Exercise 12 & 13 (Page 31 & 32)

In the listening section, especially in the first exercise, students will listen about activities the children are doing. Here, the teacher can play the tape to facilitate the students to complete the text. In the next exercise, they listen to the audio and complete the exercise with the correct form of the verbs.

Audio for Listening

Exercise 14 (Page 32)

In this exercise, the teacher is requested to discuss the adverbs of frequency in terms of meaning denoting the certain to uncertain. Then, lead the class discussion about the use of them in sentences and help students completing the exercise.

Writing

Exercise 15 (Page 33)

In the writing section, the teacher can read the model text from the book referring to the first exercise of the book. After that discuss the procedure/ guideline given in the book to help students writing invitations. Then the students can be asked to write a similar text.

Conversation

Exercise 16 (Page 34)

This exercise introduces a new language for writing or describing events happening at present. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Grammar

Exercise 17, 18, 19, & 20 (Page 35 to 37)

In the grammar section of the lesson, students will learn about the present continuous tense. Discuss the concepts and rules of the use of the present continuous tense and the forms of the verb with some examples. Talk about how the verb exists in the positive, negative and interrogative sentences. The main objective of this exercise is to make the students able to write or describe events happening at present. Then, make them do the exercises given on pages 35, 36 & 37.

Speaking

Exercise 21 (Page 37 & 38)

Encourage the students to look at the pictures and draft a sentence about each person in the picture based on the clues given on the page. Then, provide chances to the students to share

their ideas in the class.

Pronunciation

Exercise 22 & 23 (Page 38 & 39)

In these exercises, the students learn to pronounce wh questions and yes/no questions. Listen to the audio and repeat the sentences accompanying the wh questions and yes/no questions. In Exercise 23, the students can sit in pairs and practise asking questions and answering them.

Reading

Exercise 24, 25, 26 & 27 (Page 39, 40 & 41)

In this reading section, students will read about a postcard written by Chunu Gurung to her parents. After reading, encourage students to comprehend the exercises given in the book.

Listening

Exercise 28 (Page 41)

In the listening section, students will listen to a verse of the song by Fools Garden released in 1995. Here, the teacher can play the tape to facilitate the students to complete the text. Then, encourage them to sing the part of the song along with.

Audio for Listening

Writing

Exercise 29 & 30 (Page 42 & 43)

In the writing section, the teacher can read the model text from the book referring to the postcard written by Chunu Gurung on page 40 of the book. After that discuss the procedure/guideline given in the book to help students writing a postcard. Then, the students can be asked to write a similar text. In the next exercise, students are encouraged to write a couple of paragraphs. To make the task of students easy, the teacher can give a set of verbs to be used in the present continuous. The main objective of this exercise is to make the students able to write or describe events happening at present.

Unit 3: Adventure

Conversation

Exercise 1 & 2 (Page 44)

This exercise introduces a new language for writing or describing events happening in the past. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Listening

Exercise 3 & 4 (Page 45)

In this exercise, the students listen to an audio clip. Before playing the audio, talk about the picture and let students share their opinions. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Reading

Exercise 5, 6, 7, 8 & 9 (Page 46 to 49)

In this reading section, students will read about an adventurous journey of a family to the Annapurna Base Camp (ABC). After reading, encourage students to comprehend the exercises given in the book.

Here are answers to exercise 6:

a. tinkled b. shady c. adventure d. ravine e. splashing
f. massive g. boulder h. scary i. exhausted

Here are answers to exercise 7:

a. waterfall b. tinkled c. tourist d. bamboo soup

Here are answers to exercise 8:

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

Grammar

Exercise 10 (Page 50 to 51)

In the grammar section of the lesson, students will learn about the past simple and past continuous tense. Discuss the concepts and rules of the use of the past continuous tense and the forms of the verb in the past simple with some examples. Talk about how the verb exists in the positive, negative and interrogative sentences. The main objective of this exercise is to make the students able to write or describe events happening and happened in the past. Also, discuss the rules of making the past form of the verbs. Then, make them do the exercises given on page 51.

Pronunciation

In the latter exercise, the students learn to pronounce the verb forms ending in *ed*. Listen to the audio and repeat the words accompanying *ed* in the end.

Listening

Exercise 11 (Page 52)

In this exercise, the students listen to the audio related to the words ending in *ed*. Before playing the audio, discuss the words ending in *ed* and their respective pronunciation. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class. Then, ask them to separate the words as final /t/ or /id/ or /d/ sounds.

Grammar

Exercise 12 (Page 53)

In this exercise, encourage the students to complete the story by writing the past simple form of the verbs given in the brackets.

Listening & Singing

Exercise 13 & 14 (Page 54 & 55)

In this exercise, the students listen to a song related to the words with the verbs in the simple past form. Listen to the song first and then sing along. In the latter exercise, encourage the students to complete the table of the verb forms and then listen and check them about the pronunciation.

Audio or Script

Grammar

Exercise 15 & 16 (Page 56)

In these exercises, encourage the students to complete the story and convert the sentences by writing the past simple form of the verbs given in the brackets.

Speaking

Exercise 17 (Page 57)

This exercise is designed in the form of a game. Here, a pair of students keep asking questions and answering them to each other taking turns. The procedure is clearly stated in the book about how the game is played. Follow the procedure and then, provide chances to the students to play this game in the class. The objective of this game is to help students learn to ask questions and answer them in the simple past tense.

Reading

Exercise 18, 19, 20, 21 & 22 (Page 58 to 61)

In this reading section, students will read about an adventurous journey of a young boy named John from the UK. After reading, encourage students to comprehend the exercises given in the book.

Grammar

Exercise 23 & 24 (Page 61 to 63)

In the grammar section of the lesson, students will learn about the past continuous tense. Discuss the concepts and rules of the use of the past continuous tense and the forms of the verb with some examples. Talk about how the verb exists in the positive, negative and interrogative sentences. The main objective of this exercise is to make the students able to write or describe **events happening at a particular time in the past**. Then, make them do the exercises given on pages 62 and 63.

Listening

Exercise 25, 26 & 27 (Page 64 & 65)

In this exercise, the students listen to a story about a crow and a fox. Before playing the audio, discuss the work that they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class. Then, ask them to tick the words in exercise 25 as they hear in the story. In the next exercise, play the audio again and ask them to observe the pictures given and then put numbers 1 to 5 in the order as they happen in the story. In the last exercise, they will listen to another audio and complete the text with missing words.

Audio or Script

Speaking

Exercise 28, 29 & 30 (Page 66 & 67)

Listen to the audio and repeat it after the sentences. Then, encourage the students to look at the phrases and draft a sentence each as the examples on the left column based on the clues on the right column of the exercise. Then, provide chances to the students to share their ideas in the class. In the next exercise, take notes about Janak's holiday activities from exercise 27 and write

in Janak column. Also, note about your one of the holidays and write in the 'You' column. Then, share in the class taking turns.

In exercise 30, ask some students to narrate what his/her family members were doing the previous day when he/she reached home.

Pronunciation

Exercise 31 (Page 67)

In this exercise, the students learn one of the storytelling skills. Here, they will learn about giving stress to the words while narrating a story or something. Discuss with students that while telling stories the word stress falls on the main words especially the action words are stressed. Listen to the audio and repeat the sentences accompanying the words to stress on. Then encourage the students to make similar sentences of their own and share in the class.

Speaking

Exercise 32 (Page 68)

Here the students are encouraged to look at the pictures and text clues and think and draft a story using them. This work can be assigned individually or as small group work. Finally, they can share the story in the class taking turns.

Writing

Exercise 33, 34 & 35 (Page 69 to 71)

In the writing section, the teacher can read the model text from the book referring to the travel experience titled My Nuwakot Visit on page 69 of the book. After that, discuss the procedure/guideline given in the book to help students writing a travel experience. Then, the students can be asked to write a similar text.

Unit 4: Animals

The class starts the unit with conversations on facts about some animals. Then the students will learn to compare things. In addition, students learn to express possession in different ways. Moreover, students learn to express reasons and purposes. Finally, they will learn to give their opinion on something.

In the reading section, the students will read about various types of animals. While working on this unit, it is good to take the students to a zoo or some conservation area so that they can learn about animals by observing them.

In the grammar section, the students learn what adjectives are. They will also learn to change nouns into adjectives. In another section, they learn about forms of expressing possessions, including possessive adjectives. Finally, they will learn to use the comparative and superlative forms of adjectives.

In the writing section, the students learn to write essays on animals describing their habitat, their food, and behaviours. In the next section, they will learn to write a compare and contrast essay.

Conversation

Exercise 1 & 2 (Page 72)

This exercise introduces a new language. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context. In the latter exercise, ask students to find the information about the tiger which has been discussed in exercise 1 and tick the boxes with corresponding information.

Listening

Exercise 3 & 4 (Page 73 & 74)

In this exercise, the students listen to an audio about the hippopotamus. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Speaking

Exercise 5, 6, 7 and 8 (Page 74, 75 & 76)

For exercise 5, listen to the audio and repeat it after the sentences. Then, encourage the students to look at the phrases and draft a sentence each as the examples on the left column based on the clues on the right column of the exercise. Then, provide chances to the students to share their ideas in the class. In the next exercise, students are expected to complete the paragraph by writing the correct forms of the verbs. Then, ask them to listen to the audio and check and verify their answer.

In exercise 7, students are expected to prepare a short speech by gathering information about the Penguin and the Red Panda. Then, ask them to share the speech in the class taking turns. As an extended activity, the teacher can ask the students to search for facts about their favourite animal and bring it to the class the following day and share in the class.

Reading

Exercise 9,10, 11, 12 & 13 (Page 76 to 79)

In the reading section, the students will read about various types of animals. While working on this unit, it is good to take the students to a zoo or some conservation area so that they can learn about animals by observing them. After reading, encourage students to comprehend the exercises given in the book.

Vocabulary

Exercise 14 & 15 (Page 80 to 81)

This exercise is about new vocabulary in the reading section. Here the children learn to find headwords of the meanings given here. This exercise exists here in the form of a crossword puzzle. In the latter exercise, the students are encouraged to complete the sentences by choosing the correct words from the box.

Here are the answers to exercise 14:

Across	Down
5. delicate	1. nectar
6. habitat	2. solitary
7. arboreal	3. bless
8. fluffy	4. Madagascar
9. rainforest	
10. nocturnal	

Here are the answers to exercise 15:

a. solitary b. delicate c. arboreal d. nectar e. nocturnal / habitat

Grammar

Exercise 16, 17 & 18 (Page 81 to 82)

In the grammar section of the lesson, students will learn about adjectives. Discuss with students that an adjective is a word that describes a noun (things or persons). Many adjectives answer the question: What Kind? These adjectives describe colour, size, shape, sound, touch, taste or smell. After discussing some examples, make them do the exercises given on page 82.

Spelling

Exercise 19, 20, 21, 22 and 23 (Page 84 to 88)

Exercise 19 is about making adjectives by adding some letters (suffixes) to some nouns. Here the children learn how some nouns change into adjectives just by adding *ly* or *ful* or *able* or *al* or *less* to them. Discuss and demonstrate with some examples. Then, the students are encouraged to complete the exercise.

In the later exercises, the students are expected to learn about the position of adjectives as we write or say sentences using them. There are some rules about where we should place them in sentences. Discuss the rules of placing adjectives and their correct order in the sentences and phrases. Then, encourage students to do the exercises that follow.

Possession

Exercise 24 and 25 (Page 88 & 89)

This exercise is intended to teach students how to talk about their possessions. It is important to tell them that there are many ways to talk about possession. One of the ways is using possessive adjectives (*my/his/her/your/its/our/their* + a noun). The other way is using ...'s. We can also use *has* or *have* to talk about possession. Discuss the different ways to talk about possession and make students practise the exercises given on page 89.

Here are answers of Exercise 24

my / my / I / yours / me / I / you

Here are answers of Exercise 25

- a. your b. my c. her d. hers
 e. their f. your g. ours h. my i. mine

Grammar

Exercise 26, 27 and 28 (Page 90 to 92)

In this grammar section, the students learn to use the comparative and superlative forms of adjectives. Tell them about short adjectives, long adjectives and irregular adjectives with some examples. Discuss the rules for converting all these adjectives into comparative and superlative forms. Then, engage students in completing the exercises for the enforcement of learned concepts. Discuss how short adjectives, long adjectives, and irregular adjectives exist in different forms of adjectives.

Short Adjectives

Positive	Comparative	Superlative
big	bigger	biggest
small	smaller	smallest
deadly	deadlier	deadliest
sharp	sharper	sharpest
strange	stranger	strangest
light	lighter	lightest
easy	easier	easiest

Long Adjectives

Positive	Comparative	Superlative
important	more important/ less important	most important/ least important
interesting	more interesting/ less interesting	most interesting/ least interesting
delicate	more delicate/ less delicate	most delicate/ least delicate
successful	more successful/ less successful	most successful/ least successful
careful	more careful/ less careful	most careful/ least careful

Irregular Adjectives

Positive	Comparative	Superlative
bad	worse	worst
far	further	farthest
many	more	Most
good	better	best

Here are answers to exercise 27

smaller / bigger / largest / shorter / heavy / slower / faster / more dangerous / most delicate

Here are answers to exercise 28

fast / fastest / hotter / highest / more interesting

Writing

Exercise 29 & 30 (Page 92 & 93)

In the writing section, the students learn to write essays on animals describing their habitat, their food, and behaviours. Discuss the guidelines given in the book to guide students for the essay writing process. The structure is given on page 93 of the textbook. Then, encourage students to produce an essay by organizing the given information.

Reading

Exercise 30 to 35 (Page 93 to 97)

In the reading section, the students will read about various natural communities. Lead the reading along with classroom discussion. After reading, encourage students to comprehend the exercises given in the book.

Speaking

Exercise 36 and 37 (Page 97 to 99)

This exercise is intended to teach students about how we can talk about how two things are similar and different from each other. When we do that we often use a pattern and language structures to talk about similarities and differences. Discuss the pattern and the language structures given in the textbook. Then, encourage the students to write sentences to talk about similarities and differences between the given animals. In the next exercise, students are expected to sit in pairs and talk about similarities and differences between each other's belongings or things.

Writing

Exercise 38, 39, 40 & 41 (Page 100 & 101)

In this writing section, the students learn to write compare and contrast essays on animals describing their habitat, their food, and behaviours. Discuss the guidelines given in the book to guide students for the essay writing process. The structure is given on page 100 of the textbook. Then, encourage students to produce an essay by organizing the given information.

Pronunciation

Exercise 42 (Page 101)

In this exercise, the students learn to pronounce *ful* at the end of the words. Listen to the audio and repeat the words accompanying *ful* at the end of the words. Then encourage the students to explore more words of a similar kind.

Here are answers to this exercise

- | | |
|--------------------------|--------------------------|
| plenty + ful = plentiful | colour + ful = colourful |
| truth + ful = truthful | skill + ful = skilful |
| power + ful = powerful | spoon + ful = spoonful |

Unit 5: Tell Me Where and How

In this unit, the students learn to use prepositions properly. Besides, they learn the names of the places around us. In addition, they will learn to ask and give directions on the street. In the writing section, the students learn to write a letter.

While teaching how to ask and give directions, the teacher can draw a map and take it in the class so that they can talk about the lesson. Or she can make a number of placards writing names of places on them. By putting the placard on the ground the teacher can create a realistic situation and let the students practise asking and giving directions.

Vocabulary

Exercise 1 (Page 102)

This exercise is about new vocabulary about giving directions and reading maps. Here the children learn to give directions based on landmarks and the map. This exercise exists here in the form matching phrases with the pictures. In this exercise, the students are encouraged to match the phrases with pictures by writing the correct number in the box. Then, they will listen to the audio and verify the answers.

Conversation

Exercise 2 (Page 103)

This exercise introduces a new language for giving directions and reading maps. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Listening

Exercise 3 (Page 104)

In this exercise, the students listen to an audio about the landmarks denoted by number blocks. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Speaking

Exercise 4 & 5 (Page 104 & 105)

In this exercise, the students are encouraged to sit in pairs. And then ask to talk with each other about the route from one landmark or place to the next. Some possible questions that can be asked are given in the book itself. In the later exercise too, the students are expected to follow the same procedure as in the previous exercise.

Reading

Exercise 6, 7, 8, 9 & 10 (Page 106 to 110)

In the first reading section, the students will read some advertisements about imaginary means

of transport. After reading them they will complete the sentences with correct information. In the next reading section, they will read about various means of transportation used around the world. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Vocabulary

Exercise 11 (Page 111)

This exercise is about new vocabulary in the reading section. Here the children learn to find headwords of the meanings given here. This exercise exists here in the form of a crossword puzzle.

Here are the answers to exercise 14:

Across	Down
5. pedestrians	1. ordinary
6. conductor	2. double-deckers
	3. displays
	4. museum

Grammar

Exercise 12 to 18 (Page 111 to 117)

In this grammar section, the students learn to use prepositions properly. They especially learn about time and place prepositions: *in*, *on* and *at*. Discuss the rules of using time prepositions with examples. The rules are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises. Discuss the time words that we do not use any prepositions with them. In the later exercises, the teachers are suggested to make students familiar with other prepositions as well.

Correction note: Exercise 12 Q. N. e's subject to be The streets instead of The street.

Here are the answers to exercise 12:

- | | | |
|----------------|--------------|------------------------|
| a. six o'clock | b. 24 August | c. the weekend |
| d. Sunday | e. night | f. Saturday afternoons |
| g. three days | h. 2065B.S | |

Here are the answers to exercise 14:

- | | | | | |
|-------|-------|-------|-------|-------|
| a. on | b. in | c. at | d. in | e. in |
| f. on | g. at | h. in | i. at | j. on |

Here are the answers to exercise 15:

1st row: i / a / b 2nd row: c / j / e

3rd row: f / g / d 4th row: h / l / k

Here are the answers to exercise 16:

in / on / in / on / in / in / on / on / between / on / near / next to / in

Reading

Exercise 19 to 21 (Page 118 to 120)

In the first reading section, the students will read some advertisements about imaginary means of transport. After reading them they will complete the sentences with correct information. In the next reading section, they will read about various means of transportation used around the world. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 20:

- | | | |
|----------------|----------------|------------|
| a. behind | b. in front of | c. down |
| d. next to | e. on | f. between |
| g. opposite to | h. in | |

Vocabulary

Exercise 22 & 23 (Page 120 to 121)

This exercise is about new vocabulary. Here the children learn to find different words of similar meanings. This exercise talks about Synonym. A synonym is a word that has a similar meaning to another word. Discuss with some examples. And encourage the students to explore synonyms of some words

Here are the answers to exercise 22:

- a. kitchen garden
- b. household
- c. chores
- d. chirping
- e. breeze
- f. peaceful

Here are the answers to exercise 23:

- | | |
|--------------------------|-------------------------|
| a. demand – requirement | b. common – usual |
| c. delayed – late | d. realize – understand |
| e. toxic – poisonous | f. costly – expensive |
| g. experts – specialists | h. chief – main |

Conversation

Exercise 24 & 25 (Page 121)

This exercise introduces a new language for giving directions and reading maps. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Vocabulary

Exercise 26 (Page 122)

This exercise is about new vocabulary. Here the children learn to find different words to denote places. Encourage the students to explore the name of the places discussed in the exercise.

Here are the answers to exercise 26:

- | | | |
|-------------|---------------------|--------------------------------------|
| a. bank | b. park | c. postoffice |
| d. library | e. platform | f. temple/church |
| g. junction | h. department store | i. gallery i. theatre/cinema hall |

Writing

Exercise 27 (Page 122 & 123)

In the writing section, the students learn to write a letter. Talk about the types of letters that we write. There are two types of letters. They are formal letters and informal letters. The letters that we write for offices are known as formal letters and the letters that we write to our family members and friends are known as informal letters. Talk about the components of an informal letter with the help of the sample given in the book. Then, encourage the students to produce a similar kind of letter.

Unit 6: Food

In this unit, the students learn to express quantities in different ways. The teacher is suggested to make a list of words expressing quantities. Besides, a variety of questions asking about quantities can also be written on a chart. After that, the teacher can create a shopping environment in the class. The teacher observes the students buying and selling things and using language in context.

Conversation

Exercise 1 & 2 (Page 124)

This exercise introduces a new language for exchanging information relating to quantity. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Vocabulary

Exercise 3 (Page 125)

This exercise is about new vocabulary expressing quantities of different items. Here the children learn to express quantities of items in different ways.

Here are the answers to exercise 3.

- a. potatoes b. sausages c. milk d. apples e. bread

Listening

Exercise 4 (Page 125 & 126)

In this exercise, the students listen to an audio about the quantities of the food items. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Speaking

Exercise 5 & 6 (Page 126)

In this exercise, the students are encouraged to sit in pairs. They should suppose they are taking an interview with a cook. Then, taking turns, ask and answer about quantities using *how much* and *how many*. Some possible questions that can be asked are given in the book itself. In the later exercise too, the students are expected to follow the same procedure as in the previous exercise.

Reading

Exercise 7 to 9 (Page 127 to 128)

In this reading section, the students will read the Head Cook at ABC Higher Secondary School and his menu for school children. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Pronunciation

Exercise 10 (Page 128)

This exercise is about helping children to pronounce the word *of*. This word is usually mispronounced by most Nepalese. Encourage students to listen, read and practise to pronounce the word *of* correctly as and where it exists.

Vocabulary

Exercise 11, 12 & 13 (Page 129 to 131)

This exercise is about new vocabulary in the reading section. Here the children learn to find headwords of the meanings given here. This exercise exists here in the form of a crossword puzzle. In the latter exercise, the students are encouraged to match the food items with the phrases that describe them. In the last exercise, they are expected to complete the text with correct words.

Here are the answers to exercise 11:

Across	Down
5. famous	1. influence
6. receive	2. dessert
8. experience	3. worried
	4. chef
	7. menu

Here are the answers to exercise 12:

- | | |
|------------------------|-----------------------|
| a. a slice of pizza | b. a kilo of flour |
| c. a jar of jam | d. a bottle of water |
| e. a can of cola | f. a bar of chocolate |
| g. a packet of milk | h. tin of oil |
| i. a carton of noodles | |

Here are the answers to exercise 13:

two packets / three bottles / a jar / a loaf / a plate / three cans

Grammar

Exercise 12 to 18 (Page 131 to 133)

In this grammar section, the students learn to use *much* and *many* to express quantity. They especially learn when to use *much* and when to use *many*. Discuss the rules of using *much* and *many*, giving examples. Also, discuss the use of *lots of* and *a lot of* with examples. The rules

are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises.

Here are the answers to Exercise 14:

- a. How many b. How much c. How much
d. How many e. How many

Here are the answers to Exercise 15:

- a. many b. enough c. a lot of d. many
e. a lot of f. much g. much h. enough

Here are the answers to Exercise 17:

a few/ a little/ a little/ a few/ a little

Reading

Exercise 18 (Page 133 to 134)

In this reading section, the students will read a bar graph. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Grammar

Exercise 19 (Page 134 to 135)

In this grammar section, the students learn to use *there is* and *there are* to express quantity. Discuss the rule when to use *there is* and when to use *there are*. Then, ask them to complete the exercise with *there is* or *there are* whichever is correct.

Here are the answers to Exercise 19:

There is / Is there / there is / Is there / Is there / there are / there is / Are there

Writing

Correction note:

In the sample text second paragraph second sentence:

Please change the sentence as *This is probably because I watch TV a lot.*

Writing

Exercise 20 (Page 135)

In the writing section, the students learn to write a paragraph describing his/her lifestyle regarding feeding habit. Talk about how the paragraph will be with the help of the sample paragraph given in the book. Then, encourage the students to produce a similar kind of writing following the given instruction.

Reading

Exercise 21 to 25 (Page 136 to 138)

In this reading section, the students will read about Sunaina and her family. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to Exercise 25:

- a. fetch - go and bring something
b. wooden - made of wood

- c. expense - expenditure, cost or price
- d. planning - sowing or putting young plants in the field to grow
- e. theki - a wooden jar, especially for making curd
- f. orphan - a child who has lost his or her parents
- g. contribute - to give something to others

Spelling

Exercise 26 (Page 139)

Exercise 26 is about making new words by adding some letters (suffixes) to some verbs or some nouns. Here the children learn how some verbs or nouns change into nouns just by adding *---ment* or *---age* or *---tion* to them. Discuss and demonstrate with some examples. Then, the students are encouraged to complete the exercise.

Here are the answers to Exercise 26:

enjoy + ment = enjoyment	entertain+ ment = entertainment
improve + ment = improvement	educate + tion = education
prepare + tion = preparation	orphan+ age = orphanage

Speaking

Exercise 27 (Page 139)

In this exercise, the students are encouraged to sit in pairs. Then, taking turns, practise asking and answering the questions given in the book. Doing so as an activity enhances the speaking skills of the students.

Unit 7: Our Future

In this unit, the students will learn to talk about the future including a discussion about plans. The students will learn to use *will* and *be going to* to talk about the future. Then they learn to express their ambition.

Correction note:

Exercise 1 (Page 130)

Change Jay's second line as: Are you going to be a football player and be rich and famous?

Conversation

Exercise 1 & 2 (Page 140 & 141)

This exercise introduces a new language for exchanging information relating to future plans. Play the audio of the conversation and provide opportunities to the students to practise. Also, encourage the students to emulate the conversation in their own context.

Grammar

Exercise 3 to 5 (Page 141 to 144)

In this grammar section, the students learn to use *be going to* to express intentions, plans or to make predictions. They especially learn when to use this phrase. Discuss the rules and situations to use *be going to* with some examples. Please go through the rules and encourage the students to complete the given exercises.

Correction note:

*In the list of words of exercise number 4, the second last word to be **lose** instead of **loose**.*

Here are the answers to Exercise 4:

- | | |
|---------------------|---------------------|
| a. is going to rain | b. is going to fall |
| c. is going to lose | d. is going to be |
| e. is going to drop | f. is going to kick |

Here are the answers to Exercise 5:

am going to make / is going to make / am not going to bring / is not going to come / is going to drive

Writing

Exercise 6 (Page 144)

In the writing section, the students learn to write a short note telling his/her friends to bring certain things to celebrate a programme at school. Encourage the students to go through the given sample on page 144, exercise number 5. Then, ask them to write a similar kind of note.

Speaking

Exercise 7 & 8 (Page 145)

In this exercise, the students are encouraged to sit in pairs. Then, taking turns, practise asking and answering the questions given in the book. Doing so as an activity enhances the speaking skills of the students. In the later exercise too, they ask each other what they are going to do in the given occasions.

Here are the answers to Exercise 7:

- a. am going to watch / are you going to watch / are going to watch
b. Are you going to go / am going to meet / are you going to stay

Correction note:

Exercise 9 (Page 145)

Change statement e as: She is going to throw a big party on her birthday.

Listening

Exercise 9 (Page 145)

In this exercise, the students listen to an audio about Mona's plans about the following week. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Reading

Exercise 10, 11, 12 & 13 (Page 146 to 149)

In this reading section, the students will read a text about Organizing a Science Exhibition at School followed by biographies of famous scientists of the world and also of Nepal. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 11:

- a. one thousand
- b. American
- c. electric bulb, gramophone, motion picture
- d. 2037 in Nuwakot
- e. eighty
- f. five

Here are the answers to exercise 12:

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

Vocabulary

Exercise 14 (Page 150)

This exercise is about new vocabulary in the reading section. Here the children learn to find headwords of the meanings given here. This exercise exists here in the form of a crossword puzzle.

Here are the answers to exercise 14:

Across	Down
2. SOLAR	1. POLLUTION
8. LUNAR	3. ACHIEVEMENT
9. EXHIBITION	4. INSPIRATION
10. PERSPIRATION	5. MOLE
	6. UNIVERSE
	7. INVENTOR

Conversation

Exercise 15 (Page 151)

This exercise introduces a new language for exchanging information. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Grammar

Exercise 16 & 17 (Page 151 to 153)

In this grammar section, the students learn to use *the future simple tense (will + V1)* to express what we think, say or know will happen. They especially learn when to use *will*. Discuss the rules and situations to use *will* with some examples. Please go through the rules and encourage the students to complete the given exercises.

Here are the answers to exercise 16:

- a. will b. won't c. will d. won't e. will

Here are the answers to exercise 17:

- a. I will come with you.
- b. Sure! I will meet you at six.

- c. Oh, no! I forgot. I will call him now.
- d. I don't know. I will ask her.
- e. I will get my umbrella.

Speaking

Exercise 18 & 19 (Page 153 & 154)

In this exercise, the students are encouraged to sit in pairs. Then, taking turns, guess and tell each other what changes will come in your life after six years from now. Take the help of the samples given in the books. Doing so as an activity enhances the speaking skills of the students. In the latter exercise, sit in pairs and hold conversations using the clues given there. The example given there can be a great help.

Reading

Exercise 20, 21, 22, 24 & 25 (Page 154 to 158)

In this reading section, the students will read a text about Our Future World. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 21:

- | | | | | |
|----------------|------------|------------|----------|------------|
| a. predictions | b. nanobot | c. network | d. menu | e. brain |
| f. decade | g. virtual | h. wire | i. image | j. channel |

Here are the answers to exercise 22:

- | | | | | | | |
|----------|---------|---------|----------|----------|---------|---------|
| a. false | b. true | c. true | d. false | e. false | f. true | g. true |
|----------|---------|---------|----------|----------|---------|---------|

Here are the answers to exercise 23:

- | | | | | | |
|---------------|-------------|----------|---------------|-----------|---------|
| a. understand | b. computer | c. brain | d. programmes | e. robots | f. show |
|---------------|-------------|----------|---------------|-----------|---------|

Writing

Exercise 26 (Page 158 & 159)

In the writing section, the students learn to write a paragraph describing the changes that will take place in his/her town in five years. Talk about how the paragraph will be like with the help of the sample paragraph given in the book. Then, encourage the students to produce a similar kind of writing.

Listening

Exercise 27 & 28 (Page 159)

In this exercise, the students listen to an audio about the words with silent letters. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Unit 8: Seasons, Months And Time

In this unit, the students will learn about seasons, months and dates. They will also learn to read charts and simple bar-graphs. They will also learn to talk about time.

While working with the reading, the teacher can take the students out and talk about the season. There, the teacher can tell the story of the seasons. Later, while working with the second reading in the unit, the teacher is suggested to take a globe and show Australia and explain that people in the southern hemisphere experience seasons different than people in the northern hemisphere.

In the grammar section, the students learn to use in, on and at with time phrases. In such a case, the teacher is supposed to write the time phrases on the board and discuss which preposition can be used with each of them. In another section, the students learn to make plurals of countable nouns.

In the writing section, the students learn to write about seasons. First, the teacher makes the students read the sample text and then the students can be assigned the task as homework.

Conversation

Exercise 1 & 2 (Page 160 & 161)

This exercise introduces a new language for exchanging information relating to future plans. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context. In the latter exercise, the students are encouraged to look at the class routine and ask and answer the given questions taking turns.

Writing

Exercise 3 (Page 161)

In the writing section, the students learn to write a paragraph describing his/her class routine. They can write comparing their routine with the sample routine given in the book. The first sentence can be as given in the book.

Listening

Exercise 4 & 5 (Page 161 & 162)

In this exercise, the students listen to an audio about a tourist who has come to visit his favourite place. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Reading

Exercise 6, 7, 8, 9, 10 & 11 (Page 162 to 165)

In this reading section, the students will read a text about the Story of the four Seasons. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 8:

1. The four sisters had a friendly competition.
2. The Sun could not see the beauty of the Winter due to fog.
3. The three sisters forced Autumn to come out.

4. The Sun lost his balance.
5. Autumn got the golden crown of the sun.

Here are the answers to exercise 10:

- a. exceptionally: usually; not in a normal way
- b. harsh: unpleasant, unkind or cruel
- c. hot temper: quality of being easily angry
- d. shy: not comfortable with people; timid
- e. impress: to cause someone to like or praise you
- f. dazzling: very attractive
- g. crown: a headdress especially of a king or a queen
- h. tilt: leaning to one side
- i. throne: a special chair of a king or a queen
- j. axis: an imaginary line that goes through the centre of a spinning object

Here are the answers to exercise 11:

- | | | |
|-----------------|---|-------------|
| ugliest | : | prettiest |
| rose up | : | fell down |
| most unfriendly | : | friendliest |
| agreed | : | refused |
| unpopular | : | popular |
| willing | : | unwilling |
| unimpressive | : | impressive |
| unhappily | : | gladly |
| sunrise | : | sunset |
| gained | : | lost |

Speaking

Exercise 12 (Page 165)

In this exercise, some volunteer students are encouraged to go to the front of the class and talk about their favourite season. You can ask them why they like it most. The example given in the book can be a great help.

Conversation & Speaking

Exercise 13 & 14 (Page 165 & 166)

This exercise introduces a new language for exchanging information. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context. In the later exercise, the students are encouraged to sit in pairs and; ask and answer the questions to each other. Then, they will share in the class as given in the example in the book.

Grammar

Exercise 15 to 18 (Page 167 to 170)

In this grammar section, the students learn to use prepositions properly. They especially learn about time prepositions: *in*, *on* and *at*. Discuss the rules of using time prepositions with

examples. The rules are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises.

In the later exercises, the teachers are suggested to revise the rules of making plural nouns as they have already learned about this in earlier grades. The rules are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises

Here are the answers to exercise 15:

- | | | | |
|-------|-------|-------|-------|
| a. at | b. in | c. at | |
| d. in | e. on | f. in | |
| g. on | h. in | i. in | |
| j. in | k. in | l. at | m. at |

Here are the answers to exercise 16:

- My brother grows flowers in the garden.
- Last year, he grew daisies, marigolds, and petunias.
- Last week, he built a fence to keep out the deer and the rabbits.
- He usually works in the garden during evenings and weekends.
- Men and women from the neighbourhood keep him company while he works.

Here are the answers to exercise 17:

- | | |
|-------------------------|-------------------------|
| bush-----bushes | boss-----bosses |
| child-----children | city-----cities |
| foot-----feet | family-----families |
| goose-----geese | house-----houses |
| loaf-----loaves | lady-----ladies |
| life-----lives | mattress-----mattresses |
| mango-----mangoes | man-----men |
| mouse-----mice | park-----parks |
| sandwich-----sandwiches | tooth-----teeth |
| watch-----watches | woman-----women |

Here are the answers to exercise 18:

- | | | | |
|---------|---------|------|--------|
| birds | thieves | boys | loaves |
| friends | sheep | feet | |

Conversation

Exercise 19 & 20 (Page 170 & 171)

This exercise introduces a new language for exchanging information. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context. In the latter exercise, the students are encouraged to explore the answer to the questions given.

Spelling

Exercise 21 (Page 171)

Exercise 21 is about making the opposites of the words by adding some letters (prefixes) to some adjectives. Here the children learn how some adjectives change into the opposites just by adding *un*---- or *dis*---- at the beginning of the given words. Discuss and demonstrate with some examples. Then, the students are encouraged to complete the exercise.

Here are the answers of the Exercise 21:

- | | | | |
|---------------|----------------|------------|--------------|
| a. impressive | - unimpressive | b. comfort | - discomfort |
| c. willing | - unwilling | d. please | - displease |
| e. happy | - unhappy | f. similar | - dissimilar |

Here are the answers of the Exercise 22:

- | | | | |
|---------------|-----------|-------------|---------|
| a. disloyal | - loyal | b. dislike | - like |
| c. displease | - please | d. displace | - place |
| e. disrespect | - respect | f. unpack | - pack |
| g. unequal | - equal | h. unusual | - usual |

Reading

Exercise 23, 24, 25, 26 & 27 (Page 172 to 175)

In this reading section, the students will read a text about Seasons in Australia. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 25:

- hemisphere-----half of the sphere, especially of the earth
- huge----- very large
- vary ----- be different
- dry ----- having no water or rain

Here are the answers to exercise 26:

- fast - slow
- accept - reject
- destroy - create
- important - unimportant
- guilty - innocent
- appear -disappear
- success -failure
- modern -ancient

Here are the answers to exercise 27:

- | | | | |
|------------------|------------------|-----------------|------------------|
| wind + y = windy | snow + y = snowy | fun + y = funny | |
| rain + y = rainy | fog + y = foggy | sun + y = sunny | star + y= starry |
| a. snowy | b. funny | c. cloudy | |
| d. rainy | e. foggy | f. starry | |
| g. frosty | h. sunny | i. windy | |

Listening

Exercise 28 & 29 (Page 176)

In this exercise, the students listen to a story. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio.

You may have to play the audio more than once as per the need of the class.

Audio or Script

Writing

Exercise 30 (Page 176 to 177)

In the writing section, the students learn to write a paragraph describing one of the seasons. They have been provided with a sample paragraph in the book. Encourage them to go through or read the given sample paragraph about the autumn season. Then, ask them to write a similar paragraph about one of the other three seasons.

Pronunciation

Exercise 31 (Page 177)

This exercise is about helping children to pronounce the word ending *tion*. Here the children listen to a list of words with the help of an audio and practise to pronounce them. Encourage students to listen, read and practise to pronounce the words ending *tion*.

Unit 9: What Have You Done?

In this unit, the students learn to talk about their experiences. The teacher needs to make the students talk about their experiences without mentioning when.

In the reading section of the unit, the students will read a postcard and a formal application. These texts also work as samples for each type of documents. In the grammar section, the students learn the present perfect tense. Then the students also talk about *tag-questions*.

In the writing section, the students will learn to prepare a post and write a request letter. Reading Exercise 5 and Exercise 15 can be used as a sample text for respective documents.

Conversation & Speaking

Exercise 1 & 2 (Page 178 & 179)

This exercise introduces a new language for exchanging information relating to one's experiences. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context. In the next exercise, ask students to sit in pairs and hold the conversations as in the sample about the places mentioned in the book.

Listening

Exercise 3 (Page 179)

In this exercise, the students listen to an audio about an award ceremony and one of the nominees of the award. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Audio or Script

Reading

Exercise 4, 5, 6 & 7 (Page 180 to 183)

In this reading section, the students will read texts about a monkey named Kali and a fictional

story about a mountaineer “Binaya Pandey” from Kavre. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 5:

- a. ten b. 1956 A.D. c. is only one d. Kavre e. best

Correction note:

Instruction for exercise number 7 to be Are the following statements true or false?

Here are the answers to exercise 7:

- a. false b. false c. false d. false e. false

Grammar

Exercise 8 (Page 184)

In this grammar section, the students learn to use the present perfect tense. They especially learn about the structure of the present perfect tense. Discuss the rules and situations when this tense structure exists with examples. The rules are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises.

Here are the answers to exercise 8:

have you brought / has he bought / has put / have brought / have you made / has just left / has taken

Writing

Exercise 9 & 10 (Page 185)

Correction note:

A postcard sample about Tenzing’s activities missing in the coursebook. To be brought in from the older edition.

In the writing section, the students learn to write a paragraph using the present perfect tense. They also learn to use time adverbs *already* and *yet* with the present perfect tense. In the first exercise, they have been provided with a to-do list of Mona. Some of the activities are marked with a tick and some are marked cross. Here, tick denotes already done work and cross denotes the work yet to be done. Encourage them to go through or read the given sample sentences. Then, ask them to write a paragraph about Mona’s to-do list using the present perfect tense. In the later exercise too, you are encouraged to do a similar activity.

Conversation

Exercise 11 (Page 186)

This exercise introduces a new language for exchanging information relating to confirmation. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context. In the next exercise, ask students to sit in pairs and hold the conversations as in the sample about the places mentioned in the book.

Listening

Exercise 12 (Page 186)

In this exercise, the students listen to an audio about telephone conversation. Before playing the audio, instruct the students about the work they are supposed to do. Then make the instructions clear and play the audio. You may have to play the audio more than once as per the need of the class.

Grammar

Exercise 13 & 14 (Page 187 to 189)

In this grammar section, the students learn about question tags. Discuss what question tags are with examples. The rules for making question tags are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises.

Here are the answers to exercise 13:

Positive statements	Negative question tags	Negative statements	Positive question tags
That's my pen,	isn't it?	It is not my pen,	is it?
You have found a pen,	haven't you?	You haven't found a pen,	have you?
They live in Palpa,	don't they?	They don't live in Palpa,	do they?
Your dad is coming,	isn't he?	Your dad isn't working,	is he?
He was late,	wasn't he?	He wasn't late,	was he?
They liked the film,	didn't they?	They didn't like the film,	did they?
Madan will come,	won't he?	Madan won't come,	will he?
Mona likes cakes,	doesn't she?	Mona doesn't like cakes,	does she?
He can swim,	can't he?	He can't swim,	can he?

Here are the answers to exercise 14:

- A: Your birthday is in March, isn't it?
 B: No, it's in May.
 A: Rama and Lata went to the party, didn't they?
 B: Yes, they did.
 A: You like pizza, don't you?
 B: Yeah, I love it!
 A: They were talking about us, weren't they?
 B: I'm sorry. I don't know.
 A: He could read when he was five, couldn't he?
 B: Yes, he could.
 A: She likes playing the guitar, doesn't she?
 B: Yes, she does.
 A: You won't come tomorrow, will you?
 B: No, I won't.
 A: They are talking to the policeman, aren't they?
 B: Yes, they are.
 A: It can swim, can't it?
 B: Yes, it can.
 A: It has started working, hasn't it?
 B: Yes, it has.
 A: Beena didn't like to come, did she?
 B: No, she didn't.

Pronunciation

Exercise 15 (Page 189)

This exercise is about helping children to pronounce the question tags. Here the children listen

to a list of statements and with the help of the audio, they will practise pronouncing their respective question tags. Encourage students to listen, read and practise to pronounce the question tags.

Reading

Exercise 16, 17, 18 & 19 (Page 189 to 191)

In this reading section, the students will read a letter written by school students to their school Principal asking for support. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 17:

- a. this year's project b. principal c. sixteen d. Mr Pokharel e. clean

Here are the answers to exercise 19:

- a. several - some
b. surroundings - the place where someone lives
c. improve - to get better or make better
d. key - important
e. properly - correctly or in the right way
f. sincerely - honestly

Writing

Exercise 20 (Page 191)

In the writing section, the students learn to write a letter to their school Principal or a teacher asking for some help. Encourage them to go through or read the given sample letter. Then, ask them to write a letter.

Unit 10: Describing people

In this unit, the students will learn to describe people. They will learn adjectives to describe physical features and appearance. In the reading section, the students will read about some famous personalities. In the grammar section, they will learn about types of adverbs. In the writing section, the students are supposed to write a biography.

Conversation

Exercise 1 (Page 192)

This exercise introduces a new language for exchanging information. Play the audio of the conversation and provide opportunities to the students to practise. Later, encourage the students to emulate the conversation in their own context.

Vocabulary

Exercise 2 & 3 (Page 192 and 193)

This exercise is about vocabularies used in describing the appearance of a person. Here the children learn to use the words to describe a person relating to his/her age, height, build, hair, face, clothes/ornaments, and other things. The students are expected to learn all the words and their meanings and be able to use them while describing a person's appearance. In the latter exercise, ask students to describe the persons' appearance shown in the book.

Pronunciation

Exercise 4 (Page 193)

This exercise is about helping children to pronounce the ending in *-ment*. Here the children listen to a list of words and with the help of the audio and they will practise to pronounce them. Encourage students to listen, read and practise to pronounce the words ending in *-ment*.

Speaking

Exercise 5 & 6 (Page 194)

In this exercise, students are asked to sit in pairs hold conversations using the clues given in the book relating to the people. They can also add other details based on the pictures. In the latter exercise, every student gets a card with a friend's name on it. They write a short description of him/her and share in the class without stating his/her name. The other students will guess the person being described.

Listening

Exercise 7 (Page 195)

In this exercise, students will listen to an audio about the description of three people and they will fill the table with corresponding information of the people.

Audio for listening

Writing

Exercise 8 (Page 195)

In the writing section, the students learn to write a description of their family members and share in the class. Encourage them to go through the given descriptive words on page 192. Then, ask them to write a few paragraphs about the family members.

Reading

Exercise 9, 10, 11, 12, 13 & 14 (Page 195 to 198)

In this reading section, the students will read about some famous people. After reading, encourage students to comprehend the exercises given in the book with the help of the text.

Here are the answers to exercise 10:

- a. Mahatma Gandhi – India
- b. Alfred Nobel – Sweden
- c. William Shakespeare – England (UK)
- d. Ang Sang Su Kyi – Myanmar

Here are the answers to exercise 12:

- a. politician-----Ang Sang Su Kyi
- b. writer-----William Shakespeare
- c. Scientist-----Alfred Nobel

Here are the answers to exercise 14:

- a. explosive - something that explodes or causes to break into pieces
- b. destruction - great damage
- c. property - money or other possessions
- d. imprisonment- when someone is in the prison
- e. non-violence - way of doing something peacefully
- f. freedom - right to say, think or do something without being controlled

Grammar

Exercise 15 to 18 (Page 198 to 200)

In this grammar section, the students learn about adverbs. Discuss what adverbs are with

examples. The rules of being are clearly stated in the book. Please go through the rules and encourage the students to complete the given exercises.

Here are the answers to exercise 15:

1. Sharmila walked slowly to school.
2. She carefully crossed the busy street.
3. Sharmila often takes the same route to school.
4. Sometimes she meets a friend along the way.
5. They wait outside until the school bell rings.

Here are the answers to exercise 16:

- a. when b. how c. how d. where e. how f. when g. how

Here are the answers to exercise 18:

beautiful	dutiful	quick	loud	+ly	+ly	+ly	+ly	=beautifully
angry	careful	skillful	cheap	wise	+ly	+ly	+ly	+ly
								=dutifully
								+ly
								=quickly
								=loudly
								=angrily
								=carefully
								=skillfully
								=cheaply

Here are the answers to exercise 19:

- a. quickly b. neatly c. slowly d. fast e. loudly
 f. quietly g. hard h. carefully i. badly j. wisely

Here are the answers to exercise 20:

- a. carefully/ careful b. easy/easily c. quiet/quietly d. beautifully/ beautiful

Writing

Exercise 21 (Page 201)

In the writing section, the students learn to write a short biography of a famous person. It can be a football player, a leader, an artist or a celebrity or a famous person in the community. Encourage the students to go through the given description in the reading section on page 195 & 196. Then, ask them to write a biography of their famous person.



Grade 6

Unit 1: People And Countries

In this unit, students will be reading about countries and people across the world. Learn to introduce someone, talking about possessions using have, make plurals of nouns, use of articles and have. Also, read a play and a diary entry.

Exercise 1

Begin the lesson with a welcome song. Sing the song in the class. Play the audio. Also, share with the students that you have a lot of things to share with them.

Exercises 2, 3 and 4: Conversation and Speaking

This exercise is a combination of listening and conversation. Students are to practise the conversation to internalize the language. Then, make groups of three ask them to introduce their friends.

Suggested answers

name is, I'm, fine, you, this, Nice

There is a game.

While introducing people formally or informally, there will be a different language. Discuss the language in detail. Then, after providing some role cards like the one given below. Or you can make different cards for each person. Then they will practise introducing each other.

Introduce Rajesh Hamal/ great actor
He is at a programme and you are a programme host.

You are a radio presenter
Introduce your guest: Babul Bogati/ a great singer

You have brought your friends (Sujan and Sophie) home now introduce them with your brother.

You are meeting friends. Today you are with a new friend (Umang).
Now introduce him with your friends.

Exercises 5-8 Reading Comprehension

There are two person's diary entries. They have different experiences. While dealing with the text, divide the class into groups of four or five students in each. Then also divide the text into as many sections as the number of groups. Assign each group of students to read their respective parts and extract questions. Give about 5/6 minutes to extract questions. Then you can encourage them to ask another group.

Following the discussion, ask the students to work on the comprehension exercises. Here too it is a good idea to encourage the students to work in pairs. Provide feedback to the needy students.

Exercise 6 Suggested answers

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

Exercise 7 Suggested answers

- a. Naagi Village in Nuwakot b. Samakhusi, Kathmandu
c. seven d. lovely e. thirty minutes f. 8 am

Exercise 8 possible answers

- a. They knew each other as they were pen friends.
b. They have been friends for more than three years.
c. Reena liked the animals, the fresh air and her new friends.
d. Sunaina's village is too quiet. There were not many shops and people. These were the things she did not like.
e. She was happy that she was going back home.
f. She was feeling a bit tired and homesick.

Exercises 9 and 10: Vocabulary

These exercises are designed to boost contextual vocabulary. It is suggested that the students use a dictionary or thesaurus to do the exercises.

Exercise 9 Suggested answers

- a. hustle and bustle - full of activities
b. isolated - separated or detached
c. homesick - sad because you are away from home
d. can't stand - hate something or someone
e. excited - feeling happy and enthusiastic
f. swapping - exchanging

Exercise 10 suggested answers**Across**

2. stale – fresh 4. ugly - beautiful 6. Less populated - crowded

Down

1. connected –isolated 3. downhill – uphill 5. quiet – noisy

Exercise 11: Song

This song introduces a new concept: nation and nationalities. Sing the song along with the audio. After that you may lead some discussions with the following questions:

Name any eight nations and nationalities./ Where is the speaker from?/ What are the prime features of the speaker's country?

Exercise 12: Countries and nationalities

While teaching this particular part of the lesson, teachers can use a world map. However, the answers to the questions are given in the audio. The focus here is not to locate the countries on the map, but to expand the vocabulary to describe nationalities. The answers below will help both Exercise 12 and Exercise 14.

S.N.	Countries	Nationality
1.	Brazil	Brazilian
2.	Japan	Japanese
3.	USA	American
4.	China	Chinese
5.	Russia	Russian
6.	India	Indian
7.	Italy	Italian
8.	Canada	Canadian
9.	Nepal	Nepalese
10.	Australia	Australian
11.	Bhutan	Bhutanese
12.	Afghanistan	Afghan
13.	Britain	British
14.	France	French
15.	Spain	Spanish
16.	Germany	German
17.	Thailand	Thai
18.	Malaysia	Malay
19.	Bangladesh	Bangladeshi
20.	Switzerland	Swiss
21.	Argentina	Argentinean

Note: You can check your answers in exercise 13.

Exercises 15-17: Grammar (Use of be verbs)

Here students learn to use 'be' verbs in present simple form. First, go through the structures given on page 10. Show how the form of the be verbs differ as per the subject. Then make the students do exercise 15. Provide necessary feedback. Then, discuss the uses of be verbs. Here are some general uses of the be verbs that have been talked about. After that, let the students work on exercises 17 and 16.

Suggested answers

Exercise 15

is/ is/ is/ am/ are/ Are/ am/ am/ are/ are/ are/ is/ are/ are

Exercise 16

- a. am/ are b. were c. is d. is e. were
 f. am g. was h. is i. are

Exercise 17

- Is Anu's father a teacher?
- They aren't ready.
- Mona will not be home next week.
- Is there a telephone in your village?

- e. Was the bus late this morning?
- f. I am not ready for the exam.
- g. When is your birthday?
- h. Are those chocolates good?
- i. My gloves are not in the car.
- j. Will there be a lesson tomorrow?

Exercises 18-20: Listening and speaking

In Exercise 18 and 19, students will learn about different styles of reading and writing dates and ordinal numbers. First, ask the students to listen carefully and work as per the instructions. 20 and 21 revise the name of days and months. After this, students are supposed to read and write the dates in English. In this part, teachers are advised to compare and contrast the styles of writing and reading dates in Nepali and English.

Exercise 22

In this exercise, students learn to ask various questions. After completing the questions, students are expected to ask and answer them sitting in pairs.

- | | | |
|----------|----------|----------|
| a. What | b. How | c. Where |
| d. When | e. How | f. What |
| g. Which | h. Where | |

Exercises 23 and 24: nouns

The objective of this lesson is to make the students able to use the plural form of nouns correctly in the given context. First of all talk to the students about how to form plurals.

- A. Countable nouns are nouns that can be counted and they are mostly made plural by adding -s at the end.
- B. Nouns ending in -s, -ss, -sh, -ch, -x, -o take -es in the plural.
But
radio-radios piano-pianos photo-photos video-videos
- C. Nouns ending in a consonant+y, y changes to i and added -es like is fly-flies.
But
Nouns ending in a vowel (a,e,o,u) +y, take only -s in plurals.
toy-toys, key-keys, day-days
- D. Nouns ending in -f, -fe take -ves after removing -f or -fe in plurals.
But
roof-roofs, chief-chiefs, handkerchief-handkerchiefs, proof-proofs
- E. Some nouns for irregular plurals.
After having discussions on the rules, lead the students to use plural nouns in context. Along with that, encourage the students to have reasoning on each item given in the context.

Suggested answers

Exercise 23

b . famlies c. freinds d. woman e. children f. boxes/ matches.

Exercise 24

Millions/ cities/ Kathmandu/ million/ Pokhara/ governments/ Paris/ streets/ water/ rubbish/ litter

Exercise 25 and 26: use of determiners (a/an/the/any/some)

Here the class is expected to discuss the given examples with much priority. Some controversial issues should be illustrated with a highlight on the board as well. More exercise can be shared with the students.

Suggested answers

Exercise 25

a. some/ the b. a/ some/ any/ an c. a/ a/ d. some/ the
e. a/ a/ the f. some/ a g. a/ the / the

Exercise 26

a. The b. the c. x, the d. the
e. x, x, x f. the g. x h. x
i. the j. the k. x l. The m. x, x

Exercise 27 and 28: using 'There is' and 'There are'

Here the students will learn to use 'There is' and 'There are' in context. Also talk about the following structure.

There is a pumpkin and a carrot.

There are some pumpkins and a carrot.

We use 'is' instead of 'are' after 'There' if both nouns connect with and is singular.

Exercise 29

In this exercise, the students learn to pronounce some consonant sounds. It would be better to show the students all the sound at the end of the book and talk about various sounds. Then play the audio and make the students practise saying. Then ask them to add words consisting of sounds in the exercise.

Exercises 30-34: Reading Comprehension

Here the students will be reading a play. Actually, this is a humorous play and meant to be acted in the class involving all the students. The teacher can give some time to prepare for it. A lot of laughter and joy should come while acting in this play. Besides, it helps students to enhance communication skills as it provides a familiar context to have questions and answers in spoken English.

Correction Notes (page 25)

Pandit : Yes, sir?

Shrestha : Do you think that we call you 'PC Pandit' because your name is Prem **Chadra** Pandit?

Pandit : Yes, sir.

Change the bold word spelling to Chandra.

Shrestha : Now, if 'PC' means 'Police Constable', what does 'WPC' mean?

Pandey : 'Wife of Police Constable.'

Shrestha : *Don't be stupid, Mr. Pandey! You are not 'Wife of Police Constable'!*

Change the bold word spelling to Ms. Pandey

Correction Page 29

Change Oh, All right. **To** On, all right.

Suggested answers

Exercise 31

- a. Inspector b. speaking at a programme c. highly trained
d. Police Constable e. Woman Police Constable

Exercise 32

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

Exercise 33

- a. The play is set at a public meeting where an inspector is introducing his police officers.
b. There are four characters mainly. However, there are listening as well.
c. PC Pandit guesses that PC could mean, Prem Chandra or postcard or personal computer or Princess Charumati.
d. PC Gurung has no uniform. Thus, he looks different from his colleagues.
e. He orders them to go out and find the criminals.
f. According to Inspector Shrestha, the police need a truncheon, a notebook, and a whistle.

Exercise 34

Across

3. criminals 5. public 7. equipment 9. Truncheon

Down

1. married 2. intelligent 4. arrest 6. except 8. pardon

Exercise 35: Listening

This exercise introduces the use of have and talk about family. First, prepare the students to listen to the audio. Ask them to go through the instruction and predict the answers. After that, play the audio and let the students note the information. After completing this listening exercise, encourage students to make notes about their family members and share in the class.

Audio script

Hello,

My name is Sunita Sunar. I'm thirteen years old. My father's name is Hemant. He is 41. He works as an iron-smith. He makes tools out of iron. He has to stay near fire most of the time. He loves his work although it is a very tough job.

My mother is Suruchi. She is 38. She is a teacher in a local school. She loves her work.

I have a sister too. Her name is Sapana. She is 10 years old. She goes to school along with me. She studies in grade 4.

I have a small brother as well. His name is Harish. He is five. He too goes to school. He studies in his mother's school. He has learnt a lot of new things. Now he can write his name on his own.

We have a lovely family. Now, I want friends. If you are interested to be my friend, please write to me at sunitasunar112@gmail.com. I hope to read your email soon.

Exercise 36 and 37: Grammar

Here students learn to use have and revise the use of be verbs in context. Discuss the idea that we use have verb to show relation, possession or ownership and parts of a whole.

Relation: I have a little brother.

Ownership: I have a computer.

Parts of a whole: My pen has a nice cap.

After showing this, lead the students to the exercises.

Exercise 37 also provides a sample for writing. While working on Exercise 39, the teacher can refer it and ask them how the person has described her laptop.

Suggested answers

Exercise 36

- | | | | | |
|--------|--------|---------|---------|---------|
| a. has | b. has | c. have | d. have | e. have |
| f. has | g. has | h. has | i. has | j. has |

Exercise 37

is/ is/ is/ has/ has/ is/ is/ am/ is/ has/ have/ are/ have/ is/ is/ are/ have

Exercises 39

In these exercises, students will practise writing paragraphs. This exercise is designed to provide opportunities for the students to use 'have' and 'be' verbs in context. Here ask the students to choose their belonging and note down the features and how they use it based on the questions given on page 36. Then, talk about how to write a topic sentence, features of paragraphs and topic sentences. Help the students to organize their paragraph here.

Unit 2: Hobbies

In this unit, students will learn to talk about their hobbies, likes, and dislikes. They will also learn to talk about daily happenings or routines. For this, the students will get engaged in conversation as given in the book and then talk about their own likes, dislikes, and routine.

Exercise 1: Listen and sing

Begin the lesson with a song. This song has a double purpose. First, it brings in the topic of the unit with much fun. Then it also gives some structures to talk about likes and dislikes. Thus, play the audio and enjoy the song. Encourage the students to sing along with the audio. When singing comes to an end with a question 'What about you?', encourage students to share about their hobbies or likings.

Exercise 2: Conversation

Here students learn typical phrases to talk about likes and dislikes. Play the audio and let the students practise the conversation. Besides, they can be encouraged to talk about their own hobbies and express their opinions about other people's hobbies.

After the conversation, let the students explore the meaning of the phrases in Exercise 3. Provide necessary feedback as they do.

Suggested answers

- a. act like – behave like
- b. go for a contest – take part in a competition
- c. mind your own business – do your own work
- d. make ugly comments – say unpleasant things

Exercise 4: Speaking

Here the students learn some key phrases to share their likes and dislikes. Some idiomatic expressions will be very helpful to talk about hobbies, likes, and dislikes. Some sample sentences are also given. Make students read the phrases and encourage them to make a sentence using the given phrases. Finally, lead the students to Exercise 4. Make students sit in pairs and get engaged in talk using the clues.

Exercise 5: Grammar

Here, students learn structures with some special verbs expressing likes and dislikes. The students should be encouraged to use the given verbs in context with correct forms.

Suggested answers

- a. driving b. taking c. listening
- d. swimming e. going f. watching

Exercises 6 and 7: Listening

Here students are to listen to a talk that tells about two boys who had been in the same grade. Before, playing the audio, let the students read the instructions and the statements. Ask them to anticipate the answers.

In Exercise 7, ask them to predict their answers. Do they need a number, money, age, or name or place or what?

After such brain storming, play the audio and let the students do the exercises. It may be necessary to play the audio more than once. Provide necessary feedback.

Audio script

People sometimes think Manoj and Mahesh are brothers. But in fact, they are just good friends. They have known each other since they were in grade one. They know each other very well as they study in the same grade in the same school and they meet regularly. They are even closer because they are on the same football team at school. Every Fridays, Sundays and Tuesdays, they go for training. They are die-heart fans of football. Manoj plays with jersey no 7 whereas Mahesh plays with jersey no 10. Both of them are excellent players.

They say playing football is their hobby. They love playing because they feel relaxed after playing a game. They also think the game has helped them to study better. They say “Relaxed mind can learn better and faster. We sometimes practise vocabulary and mathematics formulas along with football moves. We do remember the moves nicely and that, in turn, helps us remember the formula.”

Exercise 8: Game

It is a simple fun activity that can provide students with opportunities to write and speak at the same time. The activity can be done in groups or in the whole class, depending on the number of students.

Exercises 9-16: Reading Comprehension

In the first reading section, the students read about four talented young people from different parts of the world. Teachers can start the lesson with the discussion questions given in Exercise 9. Here, the teachers are expected to make the students feel that every child is special. Besides, they can show some video footage of Adora Svitak. Adora Svitak is a prodigious child from the USA. She started training teachers when she was just ten years old. The video can be downloaded from YouTube.

While dealing with the text, the teacher can divide the class into various groups and ask them to read about a different person in the group. Then, the class can extract various questions. Allocate a specific time. As they finish, let them ask those questions to other groups. Provide help as per the need.

Correction on page 42

My name is Nadeem. I am from India. I am twelve years old and I like painting. Nobody in my family is artist, so they were surprised when I started painting seriously. I was only four years old. At first, I painted trees and flowers. Now I paint portraits of my family and friends. I enter competitions and I sometimes have exhibitions. I have already sold some

In the text about Nadeem, 'artist' should be **artistic**.

Suggested answers

Exercise 11

- | | |
|------------------|-----------------------------------|
| a. Nadeem | b. Nishan Sharma and Bhola Gurung |
| c. Bhola Gurung | d. Bhola Gurung |
| e. Nishan Sharma | f. Nadeem |
| g. Bhola Gurung | |

Exercise 12

- | | | | | |
|----------|---------|----------|----------|---------|
| a. false | b. true | c. true | d. true | e. true |
| f. false | g. true | h. false | i. false | |

Exercise 13

- Earlier he used to paint flowers and trees but now he paints portraits of people. Yes, he can paint faces as well.
- He has own more than twenty trophies.
- She has a plan to open a restaurant in days to come.
- He has two brothers.

Exercise 14 is to be discussed among the students with their personal opinions. Help them to come up with their opinions. Provide feedback as per the need.

Exercise 15

Correction page 45:

Change 'f' to Bhanu is a very good runner. I think he will win the goldthis time.

- a. extraordinary b. good c. prize d. artist
e. tournament f. medal g. take part

Exercise 16

Across: 3. excited 5. champ 6. exhibition 7. restaurant

Down: 1. delicious 2. artist 4. competition 8. enjoy

Exercise 17

This a song to introduce a new langue in the text. It introduces the use of present simple tense and the use of frequency adverbs. Play the audio and let the students sing the song. Then discuss the question given below the song.

- He always keeps on experimenting with things and thinks of making something new.
- He never stops what he should do.
- The boy dreams fo flying in the space.

Exercises 18-21

Connecting the present tense with its function encourages the students to share their own sentences as the class shares the rules.

Tell the students how be verbs can be used in present simple form and how the other verbs come without an auxiliary.

Also, discuss making negatives and questions in the present simple tense. Show with some highlight on how 'do' and 'does' can be used to make negatives and questions.

Also remind the students that while making a question, if the answer of the wh-word is the subject, then there is no need of using do or does in the question.

For example:

Sumina dances the best in this class.

Who dances the best in this class? (Here is no need of using 'do'.)

She often forgets her assignment.

What does she often forget? (Here does is necessary between the wh-word and the subject.)

Meantime, remind the students about the singularity of the subject and plurality of the subject and their agreement with the respective verb form.

Suggested answers

Exercise 18

- a. loves b. hate c. paint d. writes e. play
f. reads g. get up

Exercise 19

have/ shake/ meet/ know/ is/ are/ do/ extends/ put/ bow/ say/ take/ greet/ am/ Do ...know

Exercise 20

- b. We don't write many emails.
- c. My brother doesn't play the flute.
- d. Hema doesn't learn English at school.
- e. You aren't noisy in the class.
- f. Sheila and Mina don't sleep in the class.

Exercise 21

- b. Does Manita go to the temple every day?
- c. Does my sister know how to play the piano?
- d. Do they make dresses here?
- e. Does he bring comics to the class?
- f. Does Miss Honey teach us English?

Once, the students have written yes/no question, the teacher can ask the students to write more questions using wh-word.

Remind the students 'do' as the main verb in a what-question asks an action in its answer. A who-question requires a person or an agent in its answer. A where question demands a place or location in its answer. Likewise, you can elicit and clarify the type of question and typical answer it demands. Highlight a particular part of a sentence and ask to make a question. One has been demonstrated here.

What does Manita do every day? (goes to the temple)

Who goes to the temple every day? (Manita)

Where does Manita go every day? (to the temple)

How often does Manita go to the temple? (every day)

Exercises 22-25

In the writing section, students learn to write a letter to a pen friend talking about oneself, family and likes and dislikes.

First, let the students read the letter given on page 51. Ask them to mark the number placed in the different places in the letter.

After reading the text, ask the students to match the number with a label of the letter as it is stated in Exercise 22. Then, discuss some technical comprehension level questions given in Exercise 23. Exercise 24 provides a writing structure and let the students know how a letter should be written. The teacher can show the sample letter for reference. When the students have written the essay ask them to see Exercise 25 and check their own letter. Sometimes, it is good to encourage peer checking using the given parameters.

Suggested answers

Exercise 22

- | | |
|-------------------------------------|--------------|
| 1. sender's address/ return address | 2. date |
| 3. salutation | 4. body |
| 5. complementary closing | 6. Signature |

Exercise 23

- a. It was written on 12 April 2018.
- b. It was written by Vijaya.
- c. It is sent to Steve.
- d. It was written from Bhardrapur, Jhapa.
- e. It has four paragraphs.
- f. 'Dear Steve' has been used in salutation.
- g. It is an informal letter. The writer of this letter has just 'yours' a form of informal closing.

Exercise 26-28: Grammar

In this exercise, the students will learn about frequency adverbs to talk about how often things happen or occur.

First begin the discussion with the frequency line. Discuss which word gives a higher frequency to no frequency at all.

At the same time let the students read the sentences. While doing so, also mark the verb in the sentences. Here the main aim is to formulate a rule of using frequency adverbs in sentences.

Correction note:

Change exercise 28 e to: Iman/ get up/ late/ **sometimes**?

Suggested answers

Exercise 26

Adverbs of frequency come **after** the 'be' verb but **before** the other main verbs, especially when used in present simple tense.

Exercise 27

- a. I am never late.
- b. We sometimes go to the cinema.
- c. Jonh often goes to bed early.
- d. Mohan usually listens to pop music.
- e. You are always good at maths.
- f. He hardly ever brings homework.

Exercise 28

- a. Does Santosh often walk to school?
- b. Does Uma always eat fruit?
- c. Is Bina usually late for school?
- d. Does Kumar always eat a lot?
- e. Does Iman sometimes get up late?
- f. What does she usually make for breakfast?
- g. Why is he never sad?
- h. When do you usually go to bed?

Exercise 29: Vocabulary

This unit works on alternative ways to talk about frequency. First, let the students read the

words given on page 55 before the exercises begin. Then, the students read phrases describing activities and let students get engaged in conversations. Here the teacher is supposed to show one conversation style about how to ask frequency.

Exercise 30: Listening

Here students are supposed to complete the routine. First, ask the students to through the routine and period number. Have some basic question discussions. Ask the students to see the number of periods and subjects taught in the school. Then, play the audio and ask them to fill in the missing subject.

After listening exercise is complete. Ask the students to see the questions in Exercise 31 and encourage them to sit and discuss the table.

Exercises 32-34: Pronunciation

In the pronunciation section, students will learn to pronounce six of the vowel sounds in English. They also learn to pronounce s inflection in English. For further practice, the teacher can ask students to read a text and mark the students' pronunciation.

Exercise 33

I	i :	e	ʊ	u :
hit	clean	jet	put	boot
did	leave	let	cook	cool

Exercise 34

cups	pens
stamps	reads
books	loves
speaks	Mona's
puts	Ravi's
its	Kiran's
He's	She's

Unit 3: News And Health

This unit focuses on how to describe ongoing events. All the activities are prepared accordingly. The teacher needs to involve the students in similar activities where they can feel the ongoing events and talk about it. While working through the unit, the students will have the opportunity to sing, read some news pieces and health tips. Besides, they will be listening to some radio programmes.

Exercise 1

Begin the unit with the song. Let the students sing the song and discuss the questions followed by it in Exercise 2. Discuss the uses of the present continuous tense while talking about the last question in Exercise 2.

Suggested answers

- The person is in his boring room.
- He is feeling bored as he can't meet his friends and do something exciting.
- It is Saturday today. (in the song)
- Most frequently, the present continuous tense has been used in the song.

Here the teacher can tell the students that 'the present continuous tense' is used to talk about an ongoing event that is taking place at the time of speaking.

Exercises 2 and 3

Prabin : Good morning! This is Radio Nepal. Welcome to the 8 am English bulletin. I'm Prabin Pokhrel with the news. The top stories of the house first.

Correction Note: Change 'house' into 'hour'.

Niraj : Yes, I can, Prabin. I'm listening.

Prabin : Where are you at the moment?

Niraj : Well, I'm standing on the top of the hill north of the flooded site in Saptari where Koshi embankment has been broken. We are looking at the flood now. It's just about two hundred metres away. The water is moving fast and it is raining heavily.



Correction Note: where *the* Koshi embankment

Here the students are supposed to listen to the live broadcast from a radio station. In the middle, there comes a telephone conversation. The students are expected to perform the broadcast after they have listened to the audio. Thus, the teacher talks about the Koshi flood to prepare the students for the text.

The Saptakoshi is the largest river in Nepal. The river has been dammed at and its water is reserved at the Koshi Barrage so that extreme flooding in India can be checked. The keys of the gates of the barrage are with the Indian security forces. When heavy rain occurs in Nepal, the water level increases at the barrage and it caused tremendous damage in the Nepal side as the Indian sides delay opening the water gates. In 2017, there was a similar incident, some 17 people were killed and thousands of people lost their homes and arable lands due to the flood. The broadcast catches the same flood as its subject matter here.

After giving the background, the teacher can talk about the location of the barrage and the watershed of the Saptakoshi River.

After giving some background information, the teacher can play the audio and let the students follow the broadcast on their page. After that let the students in pairs perform the broadcast.

Then lead the students to the exercises.

Suggested answers:

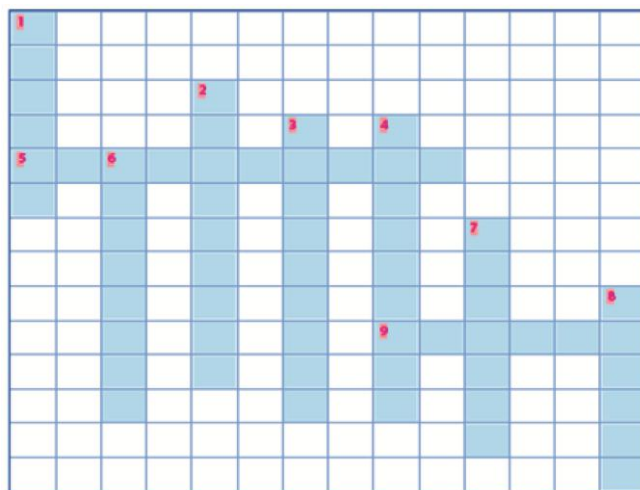
- Prabin and Niraj are talking about the programme.
- Niraj is standing on the top of the hill north of the flooded site in Saptari where the Koshi embankment has been broken.
- Niraj is running away from the hilltop as the flood has started to cut the hill.

- d. Some people were running away from their homes. Some are letting their cattle free. Some are trapped in the flood and the police are trying to rescue them. A person is staying on the roof of his hut denying the police's call to come down.

Exercises 4 and 5

This is a fun activity. The class will send a person outside. When he or she observes the things happening at that moment, he or she reports to the class. Other students in the class take a note. Then ask the students to write a short description of the scene based on the note they have taken. The teacher can also ask the students to draw the scene based on the same.

Exercise 6



Correction note:
Here in the puzzle number six was missing.
Please make correction as it is shown here.

Here the students are supposed to find the words from the text to match the given meaning and complete the puzzle. The teacher can make the students work individually or in pairs within the given time frame.

Suggested answers:

Across
1. embankment
2. cattle

Down
1. relief 2. confirmed
3. amphibian 4. announces
6. bulletin 7. victims
8. rescue

Exercises 7, 8, 9, 10 and 11: Reading Comprehension

Here students read the script for a radio programme. That was prepared as a live broadcast from the Pashupatinath Temple premises, on Shivaratri. Before leading students to read the text directly, check prior knowledge of the students by asking the following questions:

Have you visited, Pashupatinath Temple? What are the major occasions when special fairs take place at Pashupatinath Temple?

Then ask the students to open page 63 and look at the picture. Discuss the three questions given on the page. Then with the guiding questions, ask the students to read the script. Or ask the students to listen to the audio and do Exercise 10 in their book itself.

Suggested answers

Exercise 9

Correction note:

Change (f) as those who **work** without being paid

- a. sadhus b. audience c. devotees d. blessings e. celebrate f. volunteers

Exercise 10

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

Exercise 11

- Shivaratri is being celebrated. Hindu devotees all over the world participate in the festival.
- The monkeys are playing on the roof of the temple and they are frequently going to the ground and picking up the fruits offered by the devotees.
- Students are helping the police to manage the crowd.
- Yes, primary treatment is available there, as the first aid stalls have been set up by Red-cross volunteers and Scouts.
- The temple looks beautiful. The surroundings have been decorated with various things. The main temple has been painted white and blue and the golden roof of the temple looks wonderful.
- 9 am news is going to be aired after the programme.

Exercises 12, 13, 14 and 15: Grammar

First, lead the students to read the given sample sentences. Ask when the present continuous tense is used. After that ask them to complete the sentences as it is given in Exercise 12. Discuss different structures of the present continuous tense. Give some sentences and talk to them on how to form questions in the present continuous. Then, ask them to mark the verbs in the present continuous in the script they just read.

Observe if they have got the correct verbs or not. If they have got verbs in other tenses, say why the verb they picked up is not correct.

Then lead the students to work on Exercises 14 and 15. You may assign these to do at home or you may ask the students to work in groups in the class. After they have finished the work, let them share the answers. Meantime, provide necessary feedback.

Suggested answers

Exercise 14

are studying / are rising/ am doing/ is getting/ are buying / are making / are ...making/ are tying / are separating/ are not driving /are taking/ am cycling/ are ...doing

Exercise 15

- a. is riding b. are not reading/ are watching c. is cooking d. are playing
e. am preparing f. are not listening g. Are ... watching h. Is ... studying

Exercise 16, 17 and 18: Pronunciation

These are reminder exercises for the students. They have learned all the sounds earlier. Now they will practise the six different vowels in English and they will learn to pronounce –s and –es endings. Besides, they will learn to read the phonetic symbols

For the first two exercises, practise it with the available audio. Play the audio and ask the students to repeat after the audio. While working on Exercise 18, take a dictionary to the class, show the phonetic symbols given in the dictionary. You may also take the help of the phonetic symbols given on the last page of the book. Ask them to match the phonetically written words with things. Then, you may give some more words to match the phonetically written sounds with spellings.

Exercises 19, 20 and 21: Grammar

In this section, the students learn to contrast the present simple and the present continuous. First, ask the students to go through the notes. Ask them to differentiate the meanings. Then lead them to exercises.

[Here the teacher needs to be careful about the use of the present continuous tense. While expressing our irritation about things that are happening so often, we use the present continuous tense. We also use the present continuous tense to talk about fixed or organized personal plans. Likewise, the present continuous tense is used to talk about things in progress although it may not be taking place at the time of speaking. It is also used to talk about temporary phenomena.]

Suggested answers

Exercise 19

- a. We always wear.. (This is a normal daily activity.) [We are always wearing ... (This shows a sense of irritation. The speaker wants to say that it is so boring that every day we have to wear school uniform.)]
- b. It rains c. is cooking d. cooks e. He never listens f. I'm listening

Exercise 20

The present simple	The present continuous
never	at the moment
always	right now
every weekend	now
every evening	this afternoon

Here the teachers need to be careful. These expressions can come another way round in context. Thus, it is always important to make the students clear that the context decides the meaning. For example, We are going to visit the zoo this afternoon. [It is a fixed plan, thus, in the present continuous.] I bus leaves this afternoon. [This is a time table, thus, in the present simple.]

Exercise 21

- a. walks/ is going b. have / are reading c. are eating d. having e. are sitting

Exercise 23: Writing

Here the students will learn to use historic present. The present tense is used to talk about past events or stories when the narrator wants to give a sense of immediate happenings. When the novels were published in newspapers in series, the authors used to present a recap of the story

in the present tense. This still continues. The recaps of TV serials are also presented in the present tense. The teacher does not need to share all those things with students. However, the teacher can exemplify by telling a story in the present tense and let the students feel it. Especially, when telling a story the narrator often switches in the present tense. However, in writing it is written in the past. Now, let the students work in pairs and let them develop the given story in some more sentences. Let them present it in the class.

Exercise 23, 24 and 25: Listening

Correction note:

Exercise 24

- Name of the host of the programme
- Name of the guest (**s** in 'guest' must be removed.)
- In Japan: male life expectancy
- female life expectancy (**F** in 'female' must be a small letter.)
- Three things necessary for long life

Exercise 25

Question 'e' change as it is given here: *The Professor says the family is important to be healthy.*
 Before asking the students to listen to audio, let the students learn the words and their meanings so that they can understand the text better. Thus, ask the students to work in pairs and match the meaning. Provide necessary feedback as they work on it.
 Then play the audio and ask the students to take the note as they listen to the talk.

Audio script

"Good morning! It's 8:30 am. I'm Dela Prasai here with "My Health My Food", your favorite morning show at Radio Nepal. Today we are talking about living longer. Why do some people live a very long life, even more than a hundred years? People are not sure about the reasons. However, Professor Dr. Ghimire is trying to find the reasons behind longevity. He has been studying the trick behind a long life. Today we have invited him to our studio. Let's welcome Professor Dr. Ghimire. Welcome to our show, sir. "

"Thank you."

"Well sir, why do some people live long and some die young?"

"There can be various reasons behind it. But there is possibly one explanation, family. Family is very important for someone's long life. If there is a good relation among family members, there is a high chance that a person could live longer. Japan has the highest life expectancy. In Japan, a man is expected to live 80 years and a woman is expected to live 86 years. People in Japan value their families. They often gather and remain active all the time.

Yes, food is also the next factor that affects lifespan. People in Japan eat a lot of vegetables. They do not eat fried food much-. They are also very careful about cleanliness. Thus, it suggests that if you want to have a long life, you must make good relations with friends and family, have healthy food, remain active and focus on cleanliness.

Thank you, sir! Thank you for being with us!

Suggested answers

- a. dedicated — for the sake of
- b. longevity — living for a long time
- c. explanation — the details and reasons to make you understand
- d. lifespan — the length of time for one's life
- e. life expectancy — the duration of time a person is likely to live
- f. on-air — broadcasting a programme on TV or radio

Exercise 24

Name of the programme: Dela Prasai

Name of the guest: Professor Dr. Ghimire

In Japan: male life expectancy 80

female life expectancy 86

Three things necessary for a long life: family, healthy food and cleanliness

Exercise 25

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

Exercises 26, 27 and 28: Reading Comprehension

Here in the exercise, the students will read a text that is connected to the audio they have listened to in the previous lesson. First, begin a discussion with the guiding questions given in the book. You may bring some more questions regarding age and willingness to live longer: How long do you like to live?

If possible, bring a world map or map of Japan and show Okinawa on the map. Read the text with some discussion questions eliciting the answers. Encourage the students to read the regular activities the people in Okinawa do. Wrap up the discussion with their plan to live a healthy and long life.

After that, discuss the questions given in Exercise 28.

Possible answers

- a. Okinawa is famous for its higher number of people who live beyond 100 years of age.
- b. (The reasons are listed make the students read the points and synthesize the answers.)
- c. There are 36 supercentenarians in Japan as per the data given in 2018.
- d. (Answer varies.)

Exercises 29 and 30

In English, some words go together some do not. For example, we say 'go cycling' but we do not say 'play cycling, we say 'do yoga', we do not say 'go yoga'. This system of language is called collocation. Exercises 29 and 30 try to bring forth discussion on this issue.

First, let the students scavenge the expressions from the text. Then, after lead discussions on the rules as it is given in Exercise 30. Then let the students work in pairs.

Suggested answers

Exercise 29

do	go	Play
----	----	------

do regular exercise	go fishing go cycling go swimming	play games
---------------------	---	------------

Exercise 30

do	go	Play
nothing	fishing	cards
yoga	hiking	tennis
exercise	skiing	the tabla
homework	running	football
karate		cricket
crosswords puzzle		

Exercises 31, 32, 33 and 34

First, let the students learn about the rules of using determiners. They are illustrated with examples. Then lead the students to the exercises.

Suggested answers

Exercise 31

a. some b. some/ some c. a d. An/a e. some/ some

Exercise 32

We use much and many in negative sentences and questions.

We use many with plural **countable** nouns. We use much with **uncountable** nouns.

Exercise 33

a. much b. many c. much d. many e. many f. much

Exercise 34

a. No, there isn't. b. Three please. c. Just ten minutes.
d. Yes, there are about 20. e. Nine. f. About fifty rupees.

Exercise 35

Yummy Yummy Cafe

BREAKFAST	
1. Toast with butter	Rs. 30
2. Sandwich	Rs. 25
3. Pasta	Rs. 35
4. Salad	Rs. 50
MAIN MEALS	
5. Vegetable curry and rice	Rs. 150
6. Momo	Rs. 110
7. Chicken curry and rice	Rs. 180
8. Mutton burger	Rs. 165
DRINKS	
9. Coffee	Rs. 30
10. Mineral water	Rs. 20
11. Orange juice	Rs. 50

Exercise 36: Listening

plain rice/ palak paneer/ juice/ fries/ salad/ mineral water

Exercise 37: Speaking

Follow the sample of the listening exercise and practise the conversation. Consider the text you have on an earlier page and hold a conversation. Then make your own menu, sit in pairs and practise asking for food.

Exercise 39, 40 and 41

Here students will talk about favourite food. First, make students note the answers to the questions given in Exercise 39. After they have noted the answers, ask them to sit in pairs and hold conversations. As they do ask them to take note of their friends' answers. Now ask them to read the sample paragraph. Following the same pattern ask the students to write a similar paragraph following the sample.

Unit 4: From The Pages Of History

In this unit, the students learn about historical facts. The main focus of the unit is to talk about past events. They will read about various inventions in ancient times. Besides, They will also read the legend of Jang Bahadur Rana. A short biographical note also can be written in the text.

Begin the unit with a song. Play the song and let the students enjoy it. As they enjoy the song, they also talk about briefly about the Great Wall of China that was built by Chinese Emperors. The construction began more than two thousand years ago and it took more than one thousand years to take its modern shape.

Exercise 2 Vocabulary

First, let the students observe the things in the pictures. Then, let them read the words. Encourage them to match the words with the pictures. They are actually historical artifacts or monuments. They were made or built much earlier in history. They still have a significant presence or they had made a tremendous impact on the human development process.

Know the artifacts/ monuments:

First row:	Great Wall	papyrus	Cuneiform or clay tablet	wheel
Second row:	hieroglyphics	sailboat	compass	sundial

Suggested answers

a. Great Wall b. Papyrus c. Cuneiform or clay tablet d. sundial e. hieroglyphics
f. sailboat g. compass h. wheel

Exercises 3, 4 and 5

In the reading section, the students will be reading about various ancient inventions. Then talk to the students if they have seen where wheels are used. If there were no wheels, is it possible to have a machine? Then, ask: who might have invented the first wheel? Similarly, how many minutes make an hour? How many seconds make a minute? Who fixed these? Who made the first time measuring the machine? After having a discussion on it, lead the students to read the text. Along with that, show the locations on the map.

After that, ask the students to imagine a world without a wheel or compass or paper.

Correction note page 85 and 86: Please, look at the missing articles and other corrections. Compare the texts.

Let's start our journey from ancient Mesopotamia. Mesopotamia is now called Iraq. Mesopotamia was between two huge rivers: **the Euphrates and the Tigris**. The people there needed good boats to travel on these rivers so that **they could explore and travel far. So some five thousand years ago**, the Mesopotamians invented a new type of sailboat. Their design is still being used today! One of these sailboats can take us to many different places along the route of our journey.

While travelling we must be careful about time as well. If we could go back in time, we could have seen the earliest timekeeping machine, sundials were made in Mesopotamia itself. These days we tell time making 60's like sixty seconds equals one minute and sixty minutes equals one hour. This sexagesimal (based on sixty) **number system was invented by the Mesopotamians**. It was wonderful.

Mesopotamia had a city called Sumer. Many things were invented there as well. Their most important invention was writing. The Mesopotamians in Sumer found a way to make pictures on clay tablets (flat pieces of clay) to tell a story or keep a record of things. We can still find some of **the writing left by the Sumerians**.

Besides amazing numbers and writing, the Mesopotamians left yet another gift to the world. People believe that the wheel was invented here. The Mesopotamians put wooden rollers under carts so that they could transport goods and people more easily. Today we benefit from the invention of the wheel in everything from watches to aeroplanes. Actually, the first wheel was a miracle.

As we **go down the Tigris River**, we come to Egypt, the home of another ancient civilization. The early Egyptians were very good at mathematics, medicine, architecture, and sculpture. They had a rich culture of art, music and a form of writing called hieroglyphics, a kind of picture writing. They learned to make paper from a plant called papyrus. Because we use paper

instead of Sumerian clay tablets, today we have books, magazines, and newspapers. However, modern papermaking did not take place in Egypt.

The first modern style of papermaking took place in China. Like many other people, Chinese people have also contributed a lot to the world. The ancient Chinese built the Great Wall some **more than two thousand years ago**. They were the first people to invent gunpowder. The Chinese also invented the first compass that helped people to know directions. These days a compass is kept in our cell phones or cars so that we can navigate **through the land and the sea**.

Suggested answers

Exercise 4

- | | |
|---|--|
| a. compass : China | b. wheel: Mesopotamia |
| c. hieroglyphics: Egypt | d. modern papermaking: China |
| e. papyrus: Egypt | f. sexagesimal number system : Mesopotamia |
| g. clay tablet for writing: Mesopotamia | h. gunpowder: China |

Exercise 5

Corrections: Change question d and e as:

- d. **How was the Sumerian writing different from Egyptian writing? What benefit could the Egyptians have with the use of papyrus?**
- e. **What was the use of the compass? Do we still use it for the same purpose?**

Exercises 6 and 7: Grammar

In this section, the students will be learning to use the past simple tense 'be' correctly. Encourage the students to complete the sentences in Exercise 6. They will have general ideas about how sentences are formed in the past simple using 'be' verb. After that, ask the students to work in pairs and complete Exercise 7. Once they have finished, ask for peer checking.

Suggested answer

Exercise 7

were/ weren't / wasn't/ was/ was/ were/ were/ was/ were/ wasn't/ wasn't /

Exercises 8 and 9

Exercise 8 gives a model language for holding a conversation. First, play the audio and ask the students to listen to the dialogue. After they have got, how to hold a conversation, let them practise in pairs. Once they are ready with the practise, they can hold a conversation of their own as well.

Exercise 10: Listening

This exercise tells us a biography of a humorous man. It is suggested that the teacher ask the students they have heard of 'Hum Jayega'. If they do not know about him, just tell them that; Hum Jayega was a Nepali driver who used to work in Darjeeling. He used to tell many jokes. Before we begin let's start with some jokes.

Or before leading to the exercise, the teacher can share the following jokes with students.

The students will also listen to a biography of Dal Bahadur Gurung, nicknamed as Hum Jayega. The teacher is suggested to share some of the jokes related to Hum Jayega. Here are two of them:

Hum Jayega and a man were sitting outside a clinic. The man was crying like anything. So Hum Jayega asked, "Why are you crying?"

The man replied, "I came here for the blood test."

Hum Jayega said, "So? Are you afraid?"

The man replied, "No, not that. During the blood test, they cut my finger."

Hearing this, Hum Jayega started crying. The man was astonished and asked Hum Jayega, "Why are you crying?"

Hum Jayega replied, "I have come for my urine test."

Hum Jayega once proposed a woman. She said if he brought her a pair of crocodile boots, she would marry her. He set off to Africa and disappeared for a long time. Finally, a search was done. They found him hunting crocodiles and saw him killing a huge one. He walked up to the reptile and checked its legs. Then he angrily exclaimed, "100th and again barefoot!" How on earth do I get crocodile boots?

Audio script

Hum Jayega was born in 1922, in Darjeeling. His real name was Dal Bhadur Gurung. His ancestral home was in Panchthar district, in eastern Nepal. He wanted to join the army but his mother did not let him do so. He went to Kolkata in 1943.

He wanted to be an engineer. He joined an engineering college. A professor liked his talks. The professor taught him driving there.

Then he came to Darjeeling and started to drive a jeep. The roads in Darjeeling those days were very difficult, so drivers did not like to go along with the tourists. However, Dal Bahadur used to say 'Hum Jayega'. With this, he got his popular name Hum Jayega.

He left driving at the age of 53. Then he wrote a few booklets of jokes and funny tales. His stories are unbelievable. Therefore, people think he was not a real person.

Hum Jayega was also an actor. He acted a short role in the Nepali movie *Kusume Rumal*. Leaving his wonderful works, Hum Jayega died in 1992 at the age of 70.

This wonderful person is my hero because I also love telling jokes and making fun. I can learn a lot about his life and books.

In class, connect this lesson with some writing work. Ask the students to find out more about his/her hero. They have to present a short biographical account of a person and give why the person is her/her hero.

Exercises 11, 12, 13, 14, 15, 16 and 17: Grammar

These are grammar exercises focusing on the past simple tense. Begin the lesson with a discussion on the use of the past simple tense. Then, talk about how to change a regular verb into past form. Discuss the spelling rules as they are given. By observing the pattern, ask the students to complete the rules. Ask them to give a couple more examples.

Then, ask them to sit in pairs and work together. Go around the class and help the needy student. Give the necessary feedback.

Exercise 14 is a song. It introduces irregular past tense verbs. First, let the students read the song normally. Then, play the audio and let them sing together. Here are some of the common irregular verbs are mentioned. Please, bring more irregular verbs and let them practise working

on the.

Exercises 15 and 16 are reinforcement of irregular verb concepts. You can make the work in exercise 15 competitive by asking them to beat the time. It will be fun to complete the exercise. You may produce a similar puzzle using online puzzle makers.

Suggested answers

Exercise 12

- a. wanted b. lived c. planned
d. tried/ answered e. played/stopped/smiled

Exercise 13

- a. stayed/ didn't like b. rained/ didn't play c. tidied/didn't clean
d. talked/ didn't say e. didn't watch/ studied

Exercise 15

Across

3. lose 5. drink 6. wear 7. ride 8. sweep 9. flee 10. do 14. rise
15. forgive 16. dig 17. sleep 18. build 21. leave 22. Lead 23. ring

Down

1. swing 2. creep 4. steal 5. drive 8. set 9. forbid 11. feed 12. burst
13. freeze 15. fall 17. slide 19. sell 20. mean 21. light 24. bite

Exercise 16

went/ bought/ met/ spoke/ felt/ told/ gave/ said/ came/ found/ was/ thought/ made / put/ was/ thought/ lost/ was/ knew/ stole/ spoke

Exercise 17

- a. Did Karna jump into the Trishuli River?
b. Did he join the army?
c. Did you drink coffee this morning?
d. Did you watch TV last night?
e. Did you go to the library last week?

Exercise 18, 19 and 20: Vocabulary

These are vocabulary exercises. First, they learn the phrases expressing past time. And then they learn about question words. Let students do the exercises in pairs. Provide necessary feedback as they do.

Suggested answers

Exercise 20

- a. Where did he go yesterday?
b. Who was he waiting for at the station?
c. Who visited me last week?
d. What did we buy in the shop?
e. Why did she not do her work?
f. What made him sick?

- g. When did we have a party?
- h. How did Sohan fall?

Exercises 21, 22, 23 and 24: Reading Comprehension

Correction note: page 99 first paragraph

We would take our goats, cows, and oxen to the field and set them free. Then, we would go *to* the river to enjoy the day. We often swam in the river and lie down on the hot stone heated by the scorching summer sun.

Here, the students will read a memoir. The story relates a memorable event in a personal name. This personal narrative should serve as a model for writing as well. To begin the lesson, you may start telling the story without letting the students know the text. Tell it as if it happened to you. You may add some details.

Or you may provide a graphic organizer to scan the text. Ask the students to note the following things as they read silently.

Who were involved?: _____

When it happened?: _____

Where it happened?: _____

What was the problem?: _____

How was the problem solved? _____

Share the information after they have finished. After that you may lead the students to exercises on next page. Ask them to work in pairs and let them share it after they have finished it. This exercise let the students imagine situation where things happened.

Suggested answers

Exercise 22

1b, 2c, 3a, 4f, 5i, 6h, 7l, 8d, 9j, 10k, 11e, 12g

Possible answer

Exercise 23

- a. The narrator, his friend Dinesh, the owner of the haystack and Dinesh’s father were the main characters in the story.
- b. The narrator was thirteen years old and he was in grade 6.
- c. They would go to the river, play in the water and lie on the hot stone.
- d. The boys went to the top of the hill so that they could see their cattle and goats.

The answers to questions e and f may vary. Let the students express their opinions. Ask them to support their answers with reason.

Exercise 24 vocabulary

- a. cattle ___ large farm animals
- b. nag ___ criticize, complain or annoy
- c. pasture ___ grassland used for grazing animals
- d. scorching ___ very hot
- e. haystack ___ large pile of hay

- f. desperate ___ wishing or needing something to happen seriously
- g. delighted ___ very pleased
- h. heavy-hearted ___ being unhappy about something
- i. approached ___ came near
- j. make settlement ___ pay as a compensation

Exercise 26: Grammar (The past continuous)

Here the students will learn to use the past continuous tense. Make the students go through the given example sentences. Give some sentences in the past continuous. Ask them to transform it into different forms. Also, discuss the conditions when we use the past continuous. Show the contrast with the past simple. Then, ask the students to be in pairs and work on exercise 26.

Suggested answers

was staying/ was raining/ were not working/ was acting/ was ...doing/ was walking/ was picking/ was ...whistling/ was wearing/ was not carrying/ was holding/ was watching

Exercise 27: Listening

Here is a story to listen to. First, ask the students to look at the pictures and guess the sequence. Then play the audio and ask them to confirm the sequence.

Exercises 28 and 29: Speaking

Encourage the students to share their memorable moments in their life. Then lead the students to a sample presentation prepared by a student. Ask the students to brainstorm the idea about their memorable event. Provide time for them to think about. Ask them to note down at least six to seven sentences about the event they would like to remember. Then ask them to present in the class.

Exercises 30 and 31 Writing

Correction note page 110: Change Suraha to Sauraha

Before, asking the students to write something, it is a good idea to prepare them with necessary work on the writing process. If the students know the writing process properly, they can write properly. Therefore, make the students follow the writing process. Besides, the students should be the features of the writing they need to work on. Ask them to read the process; make the students carry on the process considering their own topic. Provide time and necessary feedback.

Exercises 32, 33, 34 and 35: Reading Comprehension

Here students read about various anecdotes about Jung Bahadur Rana. These stories may be true or may not be true.

While dealing with this chapter, you may present it as a story to the students and work confirming the answers through elicitation. Or you may lead the students to exercises first and then ask them to find the answers to the questions from the text. In such a case, it is good to encourage pair work.

Suggested answers

Exercise 33

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

Exercise 34

- a. Bir Narsingh Kunwar b. Borlang/ 1816 c. bodyguard d. horse e. Pathar Ghatta

Exercise 35

- a. Jung Bahadur's maternal uncle named him so because he was unafraid of anything.
b. He held a very strong umbrella as a parachute.
c. He rode on a horse while jumping into the Trishuli river so that he could avoid falling on the rock.
e. Some people say he died in a fight with a tiger.
f. He was brave but reckless. [Here it is a good idea to make the students search evidence to prove that Jung Bahadur was brave and reckless.]

Exercise 36, 37 and 38: Pronunciation

Here the students learn to pronounce two different sound of 'th': /θ/ and /ð/. To produce /θ/, make loose contact between the tongue and the back of the teeth and push the air through the gap. There is no voicing or vibration from the throat.

To produce /ð/, make loose contact between the tongue and the back of the teeth and push the air through the gap. There is voicing or vibration from the throat.

Demonstrate the method of producing these sounds, play the audio, and ask the students to repeat after it. Then in Exercise 37, play the audio and ask them to insert the words incorrect column. Finally, the students get opportunities to practise the sound at the sentence level. Play the audio and let them say the sentences.

Unit 5: Successful People

In this unit, the students will read about some successful people. While talking about people, they will learn to talk about professions. They will also learn to write birthday letters and thank-you notes. In this unit, they will also learn to express obligation. In addition, they will learn to express possession. Moreover, they will learn to describe a person.

Begin the lesson discussion with a poem. Sing the poem aloud along with the audio. This poem talks about the need of taking responsibility or performing well. After singing the poem, lead the students to discuss the summary of the poem in Exercise 2. In Exercise 3, let the students express freely. They will come up with different ideas. Finally, discuss some poetic elements and ask the students to find the rhyming words from the poem.

Suggested answers

Exercise 2

Boasts/ productive/ weeds/ complicates/ stages/ death/ fruitful/ useful

Exercise 3

Questions 'a' and 'b' need a personal opinion of the students. Thus let them express in their own words.

- c. The poet compares the talkative but lazy person with a garden full of weeds.
d. When the weed starts growing, the garden looks like a garden full of snow.
e. The poem tells us that we must not be just talking big but do something fruitful.

Exercises 5 and 6: Conversation

In the exercises, students learn to talk about professions. They will ask about their future profession. First, play the audio and let the students follow the conversation. After that, elicit various professions and jot down them on the board. Then, ask the students to sit in pairs and practise a conversation about their future job. Besides, the conversation introduces how to talk about obligation. The teacher needs to give a special focus on this functional aspect of the language while dealing with the lesson.

Exercises 7, 8, 9 and 10: Grammar

Here, you may ask a group of students to talk about how to use 'have to' or 'don't have to'. Ask them to give an example of their own. Likewise, ask another group to read about how to use 'must' and 'mustn't'. Then you can synthesize the ideas. Finally, lead the students to work on the exercises.

In Exercise 9, the students need to decide what they need to do when they are home. Once they decide on their own, they will go to Exercise 10 using the correct modal verbs expressing obligations.

Suggested answers

Exercise 7

- a. have to b. has to c. does not have to d. don't have to
e. have to/ don't have to

Exercise 8

- a. mustn't b. don't have to c. mustn't d. mustn't e. have to
f. don't have to g. mustn't h. don't have to i. don't have to j. mustn't

Exercise 11: Speaking

Link the exercise with earlier one. The students have already taken some points about what they have to or don't have to do at home. Besides, you may ask the students to think more ideas about their duties and obligation at home. Ask them to compose a short paragraph including all obligations they have. Finally, let the students present their writings in the class.

Exercise 12: Listening

This listening exercise introduces the language to talk about obligation in the past. We generally use 'had to' or 'did not have to' to talk about obligation in the past. While working on the exercise, ask the students to read the statements carefully. Instruct them on what they have to do as they listen to the audio. Then, play the audio. Provide necessary feedback at last.

Exercises 13, 14, 15 and 16

Begin with the brainstorming in Exercise 13. Ask the students to tick the items that the farmers have to do. Discuss all the obligations that farmers have to carry out.

While working on the text, ask the students some questions to elicit the answers.

Where is Meena from?/ What was the job of Meena's parents?/ How did Meena help her parents?/ How was her brother? Did he make any problem? Where did Meena study? How would Meena help her parents during the holidays? What does Meena do these days? Does she still have to work in the field? Who prepares food for the family these days? What did Meena'

father do to support his family when his children were small? What is the name of Meena's brother? What does he want to be? What does he have to do to realize his dream?

With these questions, the students will have made the gist of the text. Here too talking about obligation has been focused. Now, lead the students to the exercise.

Suggested answers

Exercise 15

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

Exercise 16

- There were four members in Meena's family.
- Yes, she was a good sister. As a mother, she took care of her brother, as her parents could not give time to him.
- Her parents had to work day and night to feed the family properly.
- No, she does not have to cook every day now as her mother cooks for the family.
- He wants to be a doctor.

Exercises 17: Vocabulary

The exercise focus on the use of a relative clause. We use a relative clause to give additional information about a noun. You may lead a quiz collection more words related to the exercise. It will serve a double purpose as it will expand vocabulary as well as make students aware of the use of relative clauses.

Here are some suggested words:

Persons:

dentist / cardiologist / nephrologists / oncologist / nationalist / philatelist / numismatist / philanthropist

Study:

A science that studies about animals: zoology

botany / astronomy/ palmistry / physics / chemistry / biology / geology / cosmology

Answers

- a. a fisherman b. a carpenter c. a driver d. a writer / an author
e. a mechanic f. a fashion designer g. a potter h. an electrician i. a guard

Exercises 18, 19 and 20: Grammar

In these exercises, the students get opportunities to use relative clauses especially focuses on 'who', 'which' and 'that'. First, discuss the basic structure as it is given in the explanation.

Also, discuss the verb after a relative pronoun. The verb after a relative pronoun agrees with the noun before the relative pronoun.

I trust **you** who **are** my best friend.

The **fruits** that **were** fresh have been sold.

In Exercise 18, the students will have a chance to locate the relative pronoun and its referent in the sentence. Demonstrate the idea with example sentences. Then, ask the students to sit in pairs and work on the exercises.

In Exercise 19, they will use a relative clause to describe the pictures using the given phrases. First, discuss the example dialogue and ask the students to sit in pairs and hold a conversation. Once, they have finished, ask them to change the role and do it again.

Suggested answers:

Exercise 18

- | | |
|--|----------------------|
| a. An oculist is a person who treats our eye illness. | who/ an oculist |
| b. Rubies are jewels which appear red. | which/ rubies |
| c. A chauffeur is a person who drives a private car. | who/ a chauffeur |
| d. I met a woman who has three cars. | who/ a woman |
| e. Mother prepared a dish which was delicious. | which/ a dish |
| f. We live in a house which is next to the museum. | which/ a house |
| g. I saw a bird in the garden which had golden feathers. | which/ a bird |
| h. The woman who is in red sari is my mum. | who/ the woman (mum) |

Exercise 20

- | | |
|-----------------------------------|---|
| a. He's the boy | ___ who won the medal yesterday. |
| b. Momo is a type of food | ___ which is popular in Nepal. |
| c. The pine is an evergreen tree | ___ that grows in the high hills. |
| d. The bus | ___ that goes to Pokhara leaves in at 6 am. |
| e. Mountain guides are the people | ___ who help people climb the mountains. |
| f. She's a lovely person | ___ who is nice to everyone. |

Exercise 21, 22, 23, 24 and 25: Reading Comprehension

Begin the reading section with a short discussion on the given personalities. Ask the students to guess the persons in the pictures. If they can come up with some ideas, it is ok. Otherwise, share some information with the students.

Narayan Gopal

Narayan Gopal was a famous Nepali singer. Born to Asha Gopal and Ram Devi Guruacharya in 1939 in Kilagal of Kathmandu, Narayan Gopal has a music-friendly environment at home, as well as his father himself, was a musician. His musical talent was first noticed by Prem Dhoj and Manik Ratna who were already popular singers. After attending SLC, Narayan Gopal was taken for vice test in Radio Nepal and he passed at once. Then, he did not have to look back. He gave very popular songs one after another. He even earned the title of 'Swor Samrat'. His some of the popular songs include: 'Muto mathi dhunga rakhi, Malai Jindagi Yo, Yeti dherai maya diyi'. He also wrote Bagina, a book on singing and music. He sang about five hundred songs in his life. This wonderful man passed away in 1990. It is often reported that no other person's funeral procession had seen such a big crowd when he was being headed to crematory at Pashupati.

Laxmi Prasad Devkota

Laxmi Prasad Devekota, a Nepali poet, playwright, and novelist, is basically known for his wonderful poems. Born in 1909, during the later phase or Ranarchy, he struggled a lot for his

career development. As a poet, he is revered as Poet the Great because of his spontaneous writing ability. Besides, he is known as a person with a golden heart. It is shared that he was very kind and benevolent to the needy. During his career as a writer, he has left many collections of short poems besides his wonderful works like Muna Madan, Mehendu, Shakuntal (both in English and Nepali), Kunjini, Krishbala, and Prometheus. This wonderful author died in 1959.

Bidhya Devi Bhandari

She is a Nepali politician. She was successful to become the first female president of Nepal in 2015. She was also the second president of the Republic of Nepal followed by Dr. Rambaran Yadav. Prior to this, she had held the portfolio of Defense Minister under the premiership of Madhav Kumar Nepal. Born to Ram Bahadur Pandey and Mithila Pandey in Bhojpur in 1961, Madam Bhandari got married to popular politician Madan Bhandari. She began her political career as a political activist in the communist party’s student wing in 1980. She got elected in the parliament twice before she became the president. Evaluating from party politics, she is the first communist president in Nepal.

After sharing about, these people, lead the students to talk about Albert Einstein. Divide the students into four or five groups and also divide the text into the same number of sections. Assign each group to read the assigned section and ask them to present their finding of Albert Einstein. After the presentation, you lead the students to work on the exercises.

Suggested answers

Exercise 23

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

Exercise 24

- a. Einstein was born in Ulm of Germany in 1879.
- b. His most famous work was the discovery of $E=mc^2$.
- c. Einstein said success should be aim to be but a person should encourage to do what pleases him or her. Moreover, they should be encouraged to take pleasure in the result of the knowledge of the value of the result of their work to the community.
- d. *Answers may vary. Encourage students to express their opinion.*
- e. The things we learn in our school are the works of my generations and they have been given to the present generation. Similarly, they must hand them down to the coming generation.

Exercise 25

- a. strong desire or feeling passion
- b. feel or show happiness rejoice
- c. lucky fortunate
- e. usual or traditional customary
- f. clearly seen apparent
- g. extraordinarily brilliant genius

Exercise 26: Vocabulary

Encourage the students to construct their own sentences. First, ask the students to see the sentences in the text. Ask them to underline the sentences in the text. Then, ask them to guess the meaning of the words. Finally, ask them to write sentences.

Writing

Here, the students will be learning to write a birth card message and its reply. First of all, ask the students to read the birthday card written to Einstein and then the reply was written by Einstein to him. That will give a sample for them.

Now, ask each other to write their name and birthday on a small chit. Collect all the cheat. Now go to the students and ask them to pull out a chit. If it happens to be his or her own, he will have to return the chit.

After that, ask them to write a birthday wishes for the person whose name or birth date has come to him or her. As they get the card, write a short thank-you note to the person. It will be fun.

Exercise 27

This is a vocabulary exercise. First read all the words. Then ask the students to sit in pairs and make them work on the exercise. They just need to insert the words or phrases into correct boxes.

Suggested answers

Age	Height	Build
young	165 cm tall	fat
middle-aged	of average height	medium
elderly	height	overweight
old	tall	plump chubby
in his or her 20's	very tall	skinny
in his or her late 20's	short	thin
in his or her early twenties		slim
a baby		muscular
toddler		well-built
teenager		

Exercises 28 and 29: Speaking

Ask the students to look at the pictures and the given information about the persons in the pictures. After that, ask them to prepare their speeches describing them. Encourage them to use the words given in Exercise 27.

After sharing it, pair up the students and call them in front of the class. Ask them to describe each other. You should tell the students that they cannot use any kind of negative words.

Exercises 30 and 31: Writing

First, ask the students to read the description of Einstein and discuss the questions given in Exercise 30.

Now, ask the students to take note of personal appearance and other things. After noting down the general description, encourage them to write your own description.

Exercises 32, 33 and 34: Pronunciation

Here, the students will learn about syllables in English words. For this, it is good to take a dictionary in the class and discuss the phonetic symbols. How words sounds have been represented there. Besides, the syllables are separated in a dictionary. Make the students see each word.

Then lead the students to the exercises.

Suggested answers

- a. winter - /'wɪn.tə r /
- b. we- /wi:/
- c. swim- /swɪm/
- d. week- /wi:k/
- e. who- /hu:/
- f. write- /raɪt/
- g. two- /tu:/

Exercise 34

One syllabic words	Two syllabic words	Three syllabic words
who	within	yesterday
word	Nepal	fisherman
keep	keeper	syllabic

Unit 6: In The Future

In this unit, the students will learn to talk about the future. They will have opportunities to use various structures to talk about future events or plans or guesses or speculations.

Begin the lesson with a song. Play the song and let the students know the basic structure of the sentences in future simple tense. Also, talk briefly about the purpose of the future simple tense.

To consolidate the structure, lead the students to the conversation. First, ask the students to listen to the conversation and follow in the text. Then, play the audio and ask them to repeat the dialogue. Finally, ask the students to sit in pairs and hold the conversation. Now, discuss the questions given in Exercise 3.

Exercises 4-6 Listening

First, ask the students to guess what they can see in the picture. Here the first picture is the Taj Mahal and Tansen Durbar in Palpa. The Tansen Durbar has been turned into a museum. After encouraging them to guess the monument, ask them to read the given statements in Exercise 5.

After that play the audio and let the students to it. Provide feedback on it. Then ask them to read the statements in Exercise 6. After that play the audio and have a whole class discussion.

Audio Script

- Sumina : Hi, Anjali! How are you?
Anjali : Hi, I'm fine, thanks. And you?
Sumina : I'm great. I called you to ask if you have any plans for your holiday.
Anjali : Well, we are going to Bandipur next Tuesday. Father has said that we will stay a couple of days over there. From there, we will move to Tansen and see the museum there. Finally, we will go to Lumbini and fly back to Kathmandu from Bharahawa.
Sumina : It sounds exciting! Hope you will have a great time.
Anjali : Hope so! By the way, have you got any plans for the holiday?
Sumina : Yes, we have. We are flying to Delhi to meet our father there. You know, he has been there for some time. My mother and I are flying for Delhi on Friday. Father is taking us to Agra to see the Taj Mahal. Hope the weather will be fine and we can enjoy the trip.
Anjali : Let's hope so. However, we are taking our rain suits with us. We never know when it will rain in this rainy season.
Sumina : Well we will meet after the trip and share about it. See you later.
Anjali : See you, bye!

Exercise 7

In this exercise first, make the student familiar with the symbols for weather forecast. Ask them to take at the indices. Then, ask the students to read the map and also the weather pattern in each part. After that ask the students to fill in the gaps with the words given in the boxes. The exercise as whole talks about the weather forecasts and talks about the use of the future tense. For the confirmation of the answers, play the audio.

Script

Here is the weather forecast. Today, it's going to be mostly fine with plenty of sunshine in the east. However, the weather will be cloudy in the central part. By the afternoon, there be showers in the west.

Tomorrow morning there will be foggy conditions throughout the Terai, so be careful on the roads. In the hills, the weather will be cloudy from east to west while there is a chance of snowfall in the high mountains.

Later in the week, the weather will improve throughout the country. However, there is a chance of light showers in the west.

Note correction in the script.

Exercise 8, 9, 10 and 11: Reading Comprehension

Correction: In the last paragraph of the blog on page 140, it should be 'the' not 'he'.

[Well, bye for now! I'll tell you all about **the** course when I'm back at the base camp next week.]

This reading exercise talks about the adventure of a group of people who are on Antarctica

Adventure. The text uses at least a couple of future indicating structure. Before leading the students to read the text, discuss Antarctica where it is, how is the weather like there, would they go to Antarctica or not.

Lead some text-based discussion using the question in the exercises.

Suggested answers

Exercise 9

- a. false (not warmer than in other continents) b. True (The sun never sets there.)
c. false d. true (Only in the case of Antarctic, there will be no sunshine.)
e. false f. true g. true

Exercise 10

- a. rise b. weird c. coldest d. freezing cold e. deep f. busy
g. driest h. weird i. mild

Exercise 11

- a. Antarctica is the coldest, windies and driest continent. In summer, the sun never sets here and in winter, there will be no sunrise. The temperature remains too low throughout the year. Summer temperature can be zero degrees Celsius and winter temperature goes even below 40°C. Despite being so cold, the continent is full of various amazing animals including whales, seals and emperor penguins.
- b. The team is going to climb the highest mountain of the continent Mt. Vinson Massif, take some photos and to observe the scenic beauty of the icy world. Besides, the team will have survival training for a week before the start of the expedition to the mountain top.
- c. They went there during the summer.

Exercises 12 and 13: Listening

These exercises are designed to introduce a new language. The two exercises distinctly show how 'will + base verb' and 'be going to + base verb' are used in the context. In the exercise, first, ask the students to read the instructions carefully. Then, play the audio ask them to note the names for each activity. Likewise, ask them to practise the dialogue in Exercise 13 after they have heard all the accent and intonation.

After that explain the use of the verb pattern connecting this with grammar exercises.

Exercises 14, 15, 16, 17 and 18: Grammar

Here students after having discussions on the grammar items and use the grammar rules in context. The teacher can provide a similar bounded context in the class so that students can clearly understand the basic nuances of the future simple tense use.

Exercise 14

- a. won't b. won't c. will d. Will/ will

Exercise 15

- a. He will play with us.
b. Will they bring their homework tomorrow?
c. She will sing in the programme.

- d. Will he not come to school today?
- e. We won't go for a picnic this year.

Exercise 16

- a. I will be 14.
- b. Of course! I will.
- c. There will be a new teacher for us.
- d. It will be the same. I won't change school.
- e. No, I won't.
- f. We will go in the summer.
- g. We will go to Godawari.
- h. We will go with the teachers.

Exercise 17

- a. will be
- b. will like
- c. will return
- d. are ...going to help
- e. will have
- f. are going to fly
- g. is going to rain
- h. will rest

Exercise 18

- He is going to fall.
- She is going to cut her hand.
- They are going to play badminton.
- The cat is going to catch the rat.
- They are going to swim.
- It is going to rain.

Exercise 19: Speaking

Here students will plan their plan for the coming week. The main purpose of the exercise is to give students an opportunity to practice recently learned grammar structures in day to day context. First, let the students read the samples. After they do so, analyze the structures of how they have been used. Then ask the students to sit in pairs and prepare a speech talking about their plan. Provide about five minutes to plan and then let the students present their plan in the class.

Exercises 20, 21, 22, 23 and 24: Reading comprehension

Here the students will read about global warming and precautions one has to adapt to check it. Before reading the text, you may ask the students if they have any environmental problems. List them on the board. Then if the term global warming comes ask: what does it mean? You may also talk about: What might happen if all the snow that is there on the Himalayas gets melted?

After discussing the talking with students' prior knowledge, lead the students to the text. Provide two columns: causes of the problems/ suggested solutions. Then, ask them to read silently and ask them to jot down the ideas in the respective columns. Provide limited time and remind them of time. Ask them to finish, ask them to present the ideas. Provide needed feedback. Then lead them to comprehension exercises. Let them work in pair and share in the class. Provide necessary feedback as they need.

Suggested/ possible answers

Exercise 21

- a. true
- b. false
- c. true
- d. false

Exercise 22

- a. The continuous rise of temperature across the world is known as global warming.
- b. High use of petroleum products which emits a high level of carbon dioxide, the use of

plastic bags and the use of fridges or coolers which give off harmful gases cause global warming.

- c. Our motor cars which use fossil fuel emit harmful gases and contribute to global temperature rise. Thus, they are harmful to us.
- d. Plastic is nonbiodegradable or it does not decay. If it is burnt, it produces very harmful gases.
- e. We can take some good steps to check global warming. We can stop using petroleum by switching to more environment-friendly fuel. We can find alternatives to plastic bags in cotton bags. We may reduce the use of coolers and fridges.

Exercise 23

decreasing	-increasing
cooling	-warming
dangerous	-safe
useful	-harmful
worse	-better
irresponsible	-responsible

Exercise 24

- a. take up - start to do or learn
- b. give up - stop doing something
- c. throw away - put in the rubbish bin
- d. work out - discover answer for
- e. keep it up - continue

Exercise 25: Conversation

Here students learn how to use present simple tense to talk about fixed plans. Here both the boys are talking about fixed plans they have for the next day. Therefore, first, play the audio and ask the students to listen to the audio. Then, ask them to sit in pairs and practise the dialogue. Finally, you may ask them to talk about their own plan. Since this exercise is directly connected with the grammar exercise, explain the underline rule as they have used the structure.

Exercise 26: Grammar

After the conversation, explain the use of the present continuous for future use. Tell the students that we use the present continuous tense to talk about fix plans with all preparation. Then ask them to form sentences in exercise 26.

Suggested answers

- a. Himesh is starting a n English lesson from tomorrow.
- b. Mary is coming to Nepal in February.
- c. Himel is making rice pudding for lunch.
- d. Puspa is taking her brother to the cinema tomorrow.

Exercises 27 and 28: Listening

Here students listen to the audio and find the correct match to the names. Besides, they will find the answer to the given questions. Here, too, prepare the students to listen to the audio after reading the given information. Play the audio and then provide the feedback as needed.

Exercise 29: Take up a challenge

Here students try to interpret the information and speculate. This is actually a critical thinking opportunity for young people.

- a. It is going to rain. b. Jenish's teacher c. on a beach d. a village

Exercises 30 and 31: Grammar (Tag Question)

In these exercises, the students will learn to ask question tags. Ask the students to go through the given examples of tag questions. Ask them to generalize and summarize the rule. Help them generalize with description. Ask talk about the subject of a tag is always a pronoun and if there is a modal or auxiliary verb present in the statement, the same auxiliary verb is repeated in the tag. If the sentences are in the simple present or past simple, do, does and did are used to form a tag question.

After theorizing the ideas, ask the students to mark the question tag from the given text about a frog. Finally, consolidate the idea after working on exercise 31.

Suggested answers

Exercise 30

Frogs are really cute, **aren't they?** They are also really cool! Do you know that most frogs have a tongue that is very sticky? They use it to catch their food! Frogs love to eat bugs that are serious pests like mosquitoes. Thus, they are really important to humans.

Sadly, our wonderful 'froggy' friends are in big trouble. Scientists think that about half of all the world's frog species will extinct in the next twenty years. Why? Because things like pollution, habitat loss and global warming are killing them. How would you feel if your life was in danger? You would want people to help you, **wouldn't you?** Well, so do frogs!

What can you do to help them? Luckily, the answer is lots of things. Baby frogs live in water, if you build a pond in your garden, they will have somewhere to live. Adult frogs live inland and like to hide in tall grass. If you plant lots of bushes in your garden, they will feel safe. Start a frog club with your friends. You can raise money to help animal organisations that are trying to save frogs. Also, tell all your friends and neighbours that frogs are in danger. Frogs won't have a happy future unless we all take action now.

Exercise 31

- a. isn't she b. won't he c. aren't they d. aren't we e. weren't they
f. can't she g. aren't I h. is he i. are they j. will she

Exercises 32 and 33: Pronunciation

Exercises here present the idea of how to pronounce the short forms with not. Play the audio and ask the student to repeat it after it. Besides, in Exercise 33 they will learn to say the auxiliary in context as well. Once the students have finished the practise, you may ask them to read any other text with the correct pronunciation.

Exercises 34 and 35: Writing

Here students learn to write a complaint letter. First, let the students read the given letter and ask them the question in Exercise 34.

Suggested answers

- a. Madhu Maharjan b. Maharajgunj, Kathmandu
- c. 12 June 2013 d. Ward Chairperson

Now provide some guidelines about the format of a formal letter. You may draw the following graphic organizer on the board and explain it.

Your address
Date (DD/MM/YY) Always spell month.
(Mr./Ms. If you know the name)
The post of the person
Name of the office
Address of the office
Subject:(This is optional as the first line of the letter starts with the subject.)
Salutation(Use Dear Mr.....(family name if you have mentioned person name. Otherwise, Dear Sir/ Madam)
Paragraph 1
Begin with the subject, state why you are writing and what is the problem
Paragraph 2
Write about what you did to solve the problem and what happened when you tried to solve it.
Paragraph 3
Write what you want the person to do or how the problem can be solved. If you want compensation for the loss made so far you can ask for it.
Closing Remarks (Yours Sincerely,)
Signature
Full name (If possible with contact number)

After giving the format, ask the students to sit in groups and discuss the following questions.

What is the problem you are facing?

Who is causing the problem?

What can be the solution?

What did you do to solve the problem?

Give a couple of examples they could face or elicit from students.

Finally, ask them to write a complaint letter. Go around the class as see if the format is as it is required or not. Besides, you could suggest the needy one on the spot so that they feel easy to work out.

Unit 7: How Sure Are You?

In this unit, the students will learn to express certainty. For that purpose, they will

learn to use the first conditional. Besides, the students learn to give opinions on a particular subject.

This unit also gives some tips on giving a book talk and writing a book review. A sample has been provided for each of them and tips to prepare them have been given on the respective pages. Here, the teacher is expected to make students work on some projects.

Exercise 1: Song

This Exercise is a song. Along with singing the song, students learn to express different degrees of certainty. After singing the song, point out the language point here.

When we are not sure, we guess using **might** saying the certainty is low. When we have some clues about what we use **must** saying the certainty is very high and when we are fully assured, we do not use any modal verb. Every guess is based on experience or evidence. Thus how strong the evidence is, higher the certainty will be.

Exercise 2: Conversation

In this conversation, students get the opportunity to use the language in discourse. They talk about degrees of certainty in the given situation. Thus, here make the students read the text first. Then, play the audio and let them listen to it. They will get intonation and way of having talk.

Then, ask them to sit in pairs and practise the given dialogue. As they finish once, ask them to change the role and practise the dialogue again.

Finally, discuss the given questions.

Suggested answers

- a. No.
- b. She is highly sure. The use of **must** expresses a higher degree of certainty.
- c. No, he is not sure. He uses **might** to express his guess.
- d. Yes, he is highly sure about Rita not being in the kitchen. He uses **can't** to express the negative aspect of certainty.

Exercises 3, 4 and 5: Grammar

First, encourage the students to read the example sentences and then connect each example sentence with the given grammar rules in the box. As far as possible, ask the students to connect the rules with the example sentences. After that, lead the students to the exercises.

Exercise 3

must/ may ...might/ can't

Exercise 4

a. can't b. must c. may / might d. must e. must
f. may g. can't h. must i. might j. can't

Exercise 5

- a. They have four houses. They must be rich.
- b. You're driving too fast. You might get into an accident.

- c. She looks so young. She can't be over 30.
- d. They're always together. They must be good friends.
- e. He says he has 1000 cows. That can't be true.
- f. She looks pale. She isn't active too. She might be ill.

Exercises 6 and 7: Speaking

Here students learn to practise the given structure in the context. First, in Exercise 6, ask the students to see the numerical possibility. If the possibility is higher than 40% they can use may or might in positive form. Likewise, if the possibility is less than 40% up to 15 may or might can be used in a negative form to show a negative possibility. If the possibility is too low as 3% or 5% then ask them to use can't. However, make sure that students are aware of the fact that the possibility in real life does not come in numbers or percentages.

In exercise 7, the students are supposed to be sitting in pairs or groups and guess. Ask them to read the given sample and then ask them to ask questions and infer from each picture.

Exercise 6

- a. It may rain tomorrow.
- b. Nepal may win the game.
- c. He must have a calculator.
- d. Ramesh can't be in Kathmandu.
- e. There can't be yak farms in the hills.
- f. I must have a five-rupee-note in my pocket.

Exercises 8 and 9: Conditional sentences

Here students learn to talk about probable future using conditional sentences. First, start with some example sentences. It is a good idea to bring the situation from the class itself. Note down the sentence on the board. Then, show the two clauses in the sentence. Finally, explain the grammar rules as it is given in the book.

In exercise 9, ask to explain the instructions. Ask them to read the example. When everyone is clear, ask them either to be groups of five or six or lead it to be whole class practice. Give one of the clues to begin, then listen to the sentences they share. It will be fun in the class.

Suggested answers

Exercise 8

- a. will be b. can do c. can use d. will come e. won't call
- f. is g. won't reach h. is

Exercise 10: Listening

Here students will listen to an audio and then fill in the gaps. First, ask the students to read the text and predict the answers. Have a brief discussion in the class about the possible answers the students might supply.

After that, play the audio and ask the students to verify the answer.

Exercises 11, 12, 13 and 14: Writing

Here students practise writing sentences with conditional clauses. In Exercise 11, elicit multiple

answers for each clue and el the students explore various ways of completing the sentences. Once they know how to work on individual sentences, let them work n email. After completing the email, discuss the questions in Exercise 13. Finally, based on the format, ask the students to write an email. This can be sent as an assignment of the day.

Suggested answers

Exercise 12

get/ don't do/ will do/ will surely come/ will be/ will go/ write/ will reply

Exercises 15 and 16: Reading Comprehension

Here students learn to give an opinion on the popular topics. For this, it is recommended that you take a fidget spinner in the class. Show it. Then, ask if they like it or not. Then, let them discuss in the class about its effects on the study. Ask them to note at least two good and two bad points. Share the points in the class.

Then, lead the students to read the text on page 165. Again ask if they want to favour the fidget spinners or not.

Now, lead the class to read the opinions expressed by two of the students about fidget spinners. Ask them to note two reasons they have given to support their opinions.

The most important part of the text to make the students able to frame their own opinion on the subject they have been discussing. Therefore, ask each of the students to note their own stand on the matter with reasons.

While doing so the questions in exercise 16 will have been discussed. Thus, assign them to do at home.

In the end, provide some controversial topics to students and ask them to provide their opinions in the class. Instruct them very clearly that they must take aside.

Here are some of the topics:

Reading a book is better than watching a movie based on the book.

Students should have longer breaks at school.

All students need to eat the same snack.

Students should not use mobile phones.

Exercises 17, 18 and 19: Speaking

First, start a general discussion in the class with some questions:

Have you read any books that are not your coursebook?

What is the name of the book?

Who was the writer of the book?

Was it a story or a biography or an essay or a description writing or a poem?

What was the book about?

Did you like the book? Who should read the book?

Let a couple of students share their experience of reading.

After that, you may lead the students to page 167 to read the general description of the book talk.

Then ask the students to listen to the book talk and find, the genre, author, name of the book

and the best thing about the book.

Then play audio. After listening to the audio, discuss it in the class. Now, let them read the text on page 168 and discuss the questions in Exercise 18.

Finally, recommend students to read the books and prepare for a book talk. You may assign them to read the book from the library. A variety of books will make sharing more meaningful.

Some famous titles can be handy for this purpose.

1. Gulliver's Travel
2. Robin Hood Stories
3. King Arthur and His Round Table
4. Panchtantra Stories
5. Fables of Aesop
6. Wind in the Willow
7. Around the World in Eighty Days
8. Fantastic Mr. Fox
9. James and Giant Peach
10. Matilda
11. Charlie and the Chocolate Factory
12. My Father's Dragon

Connect this work with a book review in Exercise 20 as well.

Exercise 22: Punctuation (apostrophe)

Suggested answers

- a. He's making a paper boat.
- b. She can't tell stories.
- c. Simran's pen is broken.
- d. Have you seen Ganga's book?
- e. Paras' brother is very nice. [If there is no apostrophe, the sentence refers to Paras only.]
- f. I met my sisters'/ sister's friends. [Sisters' refers to that I have more than one sister and I met their friends while sister's refers to that I have one sister and I met her friends.]
- g. Hi, my name's Lalit. I'm twelve and I live in Dhangadi. My family isn't very big. I've got two brothers. I haven't got a sister but we have our father's sister. She's really nice for us.

Exercise 23: Conversation

Here students learn to apologize. The conversation provides a situation and language modeling. Thus, ask the students to read the dialogue first. Then, play the audio and ask them to listen to it carefully.

Finally, ask them to sit in pairs and practise the dialogue. As they finish once, ask them to change the role and practise the dialogue again.

Exercise 24: Speaking

Here are some situations depicted in the pictures and some clues are also given. First, ask the students to look at the pictures carefully and read the clues. Then, lead them to see the example dialogue. Now, ask them to sit in pairs and hold talks about the given pictures. Go around the class and provide necessary feedback to the needy ones.

Exercises 25, 26, 27 and 28: Reading Comprehension and Writing

Lead the students to talk about apology. Share that sometimes, we apologize through writing because we do not have the courage to face the person in person. Next, the person is not available. Besides, we do it so that it becomes official at times.

Now, ask them to read the letter and note some vital information. Who wrote this letter? When was the letter written? Where does he write from? Who is the recipient of the letter? Why was it written?

Then discuss word meanings in Exercise 27.

Suggested answers

Exercise 27

a. realize b. regret c. sincerely d. apologize e. unpleasant

Unit 8: What Have You Done?

In this unit, the students will learn to suggest people. They also learn to talk about the recent past and their experience in an unspecified time in the past. At the end of the unit, they will learn to ask for permission. In the grammar section, the students will learn to use should and shouldn't. They will also learn to use the present perfect tense. In the reading section, the students will read a report about road accidents in our country. Here, they will also read a bar-graph and interpret the graph. The teacher is expected to bring a few more graphical data and discuss it in the classroom.

In the writing section, the students will learn to write suggestions for doing something better and write a letter talking about a holiday experience.

Exercise 1: Song

Begin the lesson with the song. It carries the main idea in the unit: use of the present perfect. First read the script. Then, play the audio and let the students sing along. The song demonstrates the use of 'already' and 'yet' as well. It is good to ask a few questions to students at the end.

- Where has Mr. Tandan gone?
- Who has he called?
- Where has he gone for boating?
- What has he not done yet?

Exercise 2: Conversation

Here the students learn to talk about duty and responsibilities using 'should' or 'ought to'. We also use 'ought to' and 'should' to talk about what is the right thing to do. Here these models are used for both purposes. When Mark says what he ought to do and Hari suggests what are good things to do.

For this, let the students read the text first. Make sure the students can pronounce the words correctly. Then, play the audio and ask the students to listen to it. After that, pair up the students. Then, play the audio and ask them to follow the dialogue. After that, ask the students to take up the role and go on practising. Once they finish it, ask them to change the role and practise the dialogue again. Finally, it is good to ask the students to hold a similar kind of

conversation.

Exercise 3: Grammar, Use 'should' and 'ought to'

Here the main purpose is to ask students to talk about what is the right thing to do or what in some one's duty or obligation. Although it is said there is no fundamental difference in meaning between 'should' and 'ought to'

It is better if the teachers are aware of the following:

should	ought to
'Should' is more commonly used than 'ought to'.	'Ought to' is less commonly used than 'should'.
Used in both written and spoken English.	More used in written language.
Expresses subjective opinions.	Expresses a more objective view.
Expresses the personal views of the speaker.	Expresses the accepted view in society.

Suggested answers

- a. should b. should c. shouldn't d. ought e. ought f. should
- g. oughtn't

Exercise 4: Speaking

First, the ask the students to see the pictures. Then, ask the students to furnish a piece of advice. The teacher can provide more similar situations so that the students will get more chances to practitse. Here are some:

- a. lost a purse b. cut your finger c. shoes have got dirty
- d. the friend is angry e. forgot your assignment at home

Exercise 5: Listening

In this exercise, ask the students to read the statements. Ask them to predict the answers. Then, play the audio and ask them to check their predictions.

Exercise 6: Writing

In this exercise, students write advice or recommend what is a good thing to do. First, let the students see the sentence structures in the examples. Then ask the students to sit in groups and discuss the ideas and then write five points in the given situation. Finally, let them share in the class. Ask the other groups to check the structures and give feedback.

You may provide other situations for further practise.

- Write any five things to do to have better English classes
- Give five suggestions to have the best time during a picnic.

Exercise 7: Conversation

As in Exercise 2, it introduces a new language. Here students use the present perfect tense in context. Like in Exercise 2, first read the text normally. Then, play the audio and ask the students to follow the pattern of speech. Then pair them up and let them practise. In the end, highlight the use of the present perfect tense.

Exercise 8: Listening

In this exercise, the students learn to talk about recent happening. How do you ask about recent happening and how to reply to such questions. First, ask the students to read the questions and predict the answers. Then, play the audio and let the students note.

Exercises 9, 10, 11, 12 and 13: Reading Comprehension

Begin the discussions with the warm-up questions given in Exercise 9. Then go through the text. You may go with probe questions given in Exercise 11. Then, ask them to find the answers on page 182 from the text. Ask the students to share about it. After than lead the discussion to Exercise 12 and 13. Finally, you may talk about their experience like such.

Correction Note: Change the last line of the second paragraph as **Besides, it has built parapet at many turnings and bridges.**

Suggested answers

Exercise 11

- a. The buses become overcrowded during the festivals thus travelling during the festivals can be dangerous.
- b. The department has blacktopped the road, constructed parapet at turnings and bridges and repaired the crumbled roads to reduce the number of accidents.
- c. The passengers can book the tickets three days prior.
- d. The police have set up highway posts and temporary check posts to check overload on a bus.
- e. Thirty-five people died in road accidents during Dashain in 2012.
- f. 2013 had the highest number of deaths due to road accidents during Dashain.
- g. As per the data 2016 had the least number of deaths due to road accidents during Dashain.
- h. 2012 and 2014 had an equal number of deaths.

Exercise 12

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

Exercise 13

S.N.	Words	Meanings
a.	renovate	restore to a former better state by cleaning or rebuilding
b.	parapet	a low wall made at the edge of a roof or roads
c.	patrol	to go around an area or a building to see if there is any trouble or danger
d.	crumble	to break down
e.	death toll	the number of people who die because of an event such as a war or an accident
f.	temporary	not last for a long time
g.	counter	a long flat narrow surface or a table in a shop, bank, restaurant or similar places at which people are served

Exercise 14

- a. have walked b. has cut c. have finished d. has made
 e. has climbed f. has not given

Exercise 15

been to/ been/ gone to

Exercise 16

Have you ever played cricket?

No, I have never played cricket, but I've played football.

Have you ever eaten fish?

No, I've never eaten fish, but I've eaten mutton.

Exercise 17 and 18: Speaking

We use the present perfect tense to talk about our experience from unspecified time and recent happening. Thus, students need an example. As they have learnt how to use 'ever' or 'never' and respond to it. You may ask the students to give details if you like. If you want your students to share the details of events that took place in an unspecified time in the past, ask them to use the past simple tense. For example:

A: Have you ever met Rajesh Hamal?

B: Yes, I have met him once. It was last year. I had been to the market with my daddy. There was a big show. Many people were all around. I saw Rajesh Hamal in the middle. As the people were shaking hands with him, I too went and shook hands with him.

Exercise 18 *Correction note:* Replace **change the curtain** to **tie the curtain**.

Here students are to talk about recent changes. They are to compare the pictures. Thus, ask the students to work in pairs and talk about the changes. Likewise, it is a good idea to take more pictures showing changes for more practice.

Exercises 19 and 20

This is a listening story. First, ask the students to read the words given in the box. And then ask them to go through the story. Ask them to guess the words in the given places. Then, play the audio and let the students fill in the blanks. Exercise 20 is also based on the same story. Now play the story again and ask the students to work on the exercise.

Since there are some questions. The students are likely to ask the questions. Thus it is recommended that you read the full story which is available on the net. Here is a summary of the story. It will be good to see the story at once. However, this is not the script.

Summary of WHAT MEN LIVE BY

– Leo Tolstoy

Simon was a poor shoemaker who did not have a house or land of his own. He used to stay in a peasant's house and earned his living by work to feed his wife and children. He and his wife had to share the same sheepskin coat during winter as the money he earned was spent only on food. Even that coat was worn out and he needed another one before winter. He had some money saved by his wife for purpose and there which he was supposed to get from his customers. But when he went to collect them, it was of no avail as all the customers turned him

down on some plea or the other. Then he decided to buy the sheepskin on credit, but even the dealer did not oblige. That day, he only managed to get a small amount of money for his labour and took home another pair of felt boots for repair. Without knowing what to do with the little money, he went for a couple of drinks to warm himself. As he was returning home, he saw a man sitting naked and motionless against a shrine. After a second thought, Simon felt pity for him. He gave the stranger his coat and his felt boots to wear and he took him home. Meanwhile, Simon's wife Matrena had already fed her children ate herself and was waiting for her husband to return home with only a little amount of food left. When she saw her husband was drunk and also brought a stranger along with him, she became very annoyed. But immediately after that, she too felt pity for the stranger. She offered both with whatever little food she had. At this, the stranger just gave a little smile but did not say anything to all the queries that he was asked. The next morning, Simon told the stranger, who then identified himself as Michael that he had to work for food. And surprisingly enough, Michael learned the trade of shoe-making very fast. Within one year, his fame spread far and wide and Simon's family became quite well-off. Then one day, a gentleman who was sufficiently well built came with a piece of leather from which he wanted to make a long pair of boots that would last for one year. At that moment, Michael smiled for the second time, during his stay with Simon. After the gentleman was gone, Michael got down to work and instead of making boots, he prepared a pair of soft slippers which astonished Simon a lot. But sometimes the gentleman's servant came and told that his master was already dead and the boots would be of no use and his mistress asked for a pair of soft slippers instead. Some six years passed by when one day a lady came to Simon's place with two young girls, one of them crippled in one leg. Michael was pretty excited about seeing them and he smiled for the third time now. The woman told that those were not her daughters but she reared them very fondly after their mother had died. After the woman went away with the girls, Michael rose to speak about himself saying that now God has forgiven him. He was actually an angel of God, who was sent to get the soul of the mother of those girls. As he became emotional, God punished him, to live like human beings on earth and learn- what dwells in a man? What is given to man? And what men live by? Michael who is a good angel learned these three answers by the three incidents by which he smiled. First, he learned from Simon's wife that love dwells in man. On the second occasion, he smiled and made the slippers because he knew the gentleman was not going to live to wear the boots as he could see the angel of death standing behind him. He got the second reply that it is not given to man to know his own needs. Finally, on the third occasion, he realized that all men live not by the thoughts they spend on their own welfare, but because love exists in man.

Exercise 21 and 22: Pronunciation

Here students learn to pronounce two basic sounds. Once, you play the sound and ask them to repeat after the audio. For this exercise, play the audio and ask the students to notice the vowel sounds in the sentences. Then, have discussions after playing the audio a couple of times.

Suggested answers

The words with /ʌ/ are underlines and the words with /æ/ are changed to boldface.

Daughter : Mum, is the **van coming** to take **us**?

Mum : No, dear. We are going on a bus. Isn't **that** good?

Daughter : It's OK, mum. But I wanted to take my big **bag**.

Exercise 23-26: Writing

Nepal. I have already spent five days here **in Kathmandu valley**. I am having a really good time.

Correction Note: change the highlighted part to in the Kathmandu Valley.

Here students learn to write a letter talking about a travel experience. First, ask the students to read the letter. Discuss the content of the letter with the help of the questions in Exercise 23. Besides, you may use the following questions:

- Where was the letter written from?
- When was it written?
- How many days has the writer spent in Kathmandu?
- What has the writer done in Kathmandu?
- When did he go to Lalitpur?
- What was his plan for that day?
- When will the guide lead them to Bhaktapur?
- Where has his friend gone for a holiday?

Exercise 24 is managed so that students will have ample time to practise sentence structures. Thus, more questions can be given to work.

Answers Exercise 25

b. we haven't flown c. I haven't got d. we haven't been

Exercise 27 and 28: Conversation and speaking

Here students learn to ask for permission and respond to it. First, make the students practise the conversation in pairs. Then, again ask them to work in pairs and hold conversations based on the clues given. Go around the class and give the necessary feedback.

Here some more ways of asking for permission in English.

- **Can** I go out, please?
- **May** I close the window, please?
- Please, **can** I have a look at your photo album?
- Please, **may** I taste that hot spicy dish?
- **Do you mind if** I use your pen?
- **Would you mind if** I asked you something?
- **Is it okay if** I sit here?
- **Would it be all right if** I borrowed your mobile Phone?

If you want to respond positively, here are some phrases to use:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please, feel free.

However, sometimes we do not want to grant permission. Then we may use the following phrases.

- I'm afraid not.
- I'm afraid, but you can't.
- I'm sorry, but that's not possible.
- No, you cannot.
- You couldn't do that.
- Sorry, you are not permitted.

Sometimes, we grant permission with a condition in that case you may use the condition as it is given in the conversation sample.

If time permits, you may help students to use varieties of expressions.

Unit 9: On Top Of The World

In this unit, the students will learn about adjectives and their forms. Besides, they will learn to write adjectives in the correct order in sentences. In the reading section, they will read about the great Himalayas and some famous mountaineers. As students will learn to compare things, they will also write a compare and contrast essay at the end of the unit.

While working in Exercise 6, it is good if the teacher takes a map of Asia in the class. The teacher can show the Himalayas stretched in different countries. A physical map is preferred to a political one. The teacher can also ask the students to find the pictures and information of the animals found in the Himalayas as a project work.

While talking about the mountaineers, the class can make an extensive collection of magazine photos of mountaineers. Or they can get photos of the mountaineers printed after downloading from the Internet.

Meanwhile, to enforce the idea of superlatives, the teacher can conduct a superlative quiz contest as it is given in Exercise 12.

Exercise 1 :

Song

Song script

I have a little pretend game I play
When daddy calls to me
I say, "I'm right here, Daddy!
I'm under the sea!"
Or I say, "I'm in the window."
Or else, "I'm out of the door."
"I'm on top of the table,"
Or "I'm under the floor."
I say, "I'm jumping over the boxes,

Or off a big red cure.
I'm climbing up a tree,
Or swimming with my inner tube!"
I say, "I'm right here, Daddy!"
I'm hiding by the door."
And our dog has just come in
From a terrible rainstorm!"

Now I'm tired of this game.
Let's read, "Once upon a time."
"Now I'm right here, Daddy.
Into your lap, I'll climb."

Exercise 2: Grammar

First of all, the teacher may begin the lesson with some games related to adjectives. Like, you may ask the students to say their names using an adjective that begins with the same letter as their name does. As one does, another person has to repeat the name of the earlier friend and also needs to add his or her own.

If the students lack vocabulary, the teacher may provide the words as per the need. Or you may provide some word-lists to learn the words first. Awesome, beautiful, charming, delightful, extraordinary, fabulous, glorious, heavenly, incredible, joyous, kindly, lovely, magnificent, nice, outstanding, perfect, remarkable, superb, terrific, unique, valuable, wonderful, youthful, zesty

Here are some words starting from most of the letters in English. Otherwise, the students can use the list of personality adjectives on their own. Here are some more for your help.

Affable — He's easy to talk to.

Agreeable — He's enjoyable to talk to.

Amicable — He's friendly and nice.

Charming — He has a "magic" effect that makes people like him.

Polite — He's good at saying "please," "thank you," etc.

Likeable — He's easy to like.

Gregarious — He likes being with other people.

Considerate — He always thinks about other people when he does something or talks to someone.

Sympathetic* — He shows that he understands and cares about other people's problems.

Understanding — The same as "sympathetic" — he understands other people's problems well.

Diplomatic — He is very good at trying to help people see both sides of a situation.

Impartial — He does not support just one side of a disagreement.

Sincere — He says what he really thinks and feels.

Straight-forward — He's direct and honest.

Generous — He likes giving things to people.

Helpful — He likes helping.

Kind — He cares about others and likes to help them, often emotionally.
Giving — He likes giving things to people — it's the same as "generous."
Observant — She's good at noticing different things around her.
Quick-witted — She can think quickly and intelligently.
Patient — She can accept difficult situations without getting angry.
Dynamic — She has a lot of energy and can think creatively.
Bright — She's smart and intelligent.
Self-disciplined — She can control her own behaviour easily, and she's organised.
Resourceful — She's good at finding ways to solve problems.
Proactive — She doesn't wait for things to happen. She makes them happen!
Practical — She's good at finding the simplest and most efficient solution.
Organised — She knows how to organise things well.
Efficient — She can organise things quickly and clearly.
Hardworking — She works hard!
Diligent — She does her work carefully and cares about the details.
Versatile — She can do different things depending on the situation.
Intuitive — She can understand what's happening using her feelings (not just facts).
Adaptable — She can change depending on the situation.
Dependable — If she says she will do something, she will do it.
Reliable — The same as "dependable"
Trustworthy — You can trust her to be honest and sincere.
Loyal — She will always be on your side.
Energetic — She has a lot of energy.
Adventurous — She likes doing new and different things.
Enthusiastic — She shows a lot of excitement and interest in things.
Kooky — She's a little crazy but in a fun way.
Cheerful — She's always happy.
Chatty — She loves talking and talks a lot.
Convivial — She's always in a good mood and is always friendly.
Hilarious — She's very, very, funny.
Witty — She's funny and can tell good jokes in an intelligent way.
Humorous — She's funny and entertaining.
Amusing — She's funny *and* fun.
Non-judgemental — She won't make you feel bad for something that you think, believe or do, even if it's a mistake.
Laid-back — She's very relaxed about everything.
Easy-going — This is the same as "laid-back" — it means "relaxed"!
Ambitious — She has very high targets for herself in life.
Determined — She doesn't quit, even when things get hard.
Passionate — She believes in her work and her success on an emotional level.
Persistent — She never gives up!
Decisive — She can make a decision quickly and confidently.

Courageous — She’s brave.

Fearless — She has no fear.

Once you provide these to the students, it will be easy to lead the exercise on describing a person.

After the game is done, talk about the basic definition of an adjective. Provide some sentences so that students can identify the adjectives in the sentences. Now, give more than one adjective in a sentence and ask them to put them in the correct order. Let them make mistakes and then lead the discussion on the order only after students have shared their opinion.

In the book, a short description of adjective order has been given. However, there can more than these. Thus, get help from the table given below.

The order of adjectives									
Determiner or number or possessive adjective	Observation	Size	Shape	Age	Colour	Origine	Materials	Purpose	Noun
a	beautiful			old		Italian		touring	car
an	expensive	huge	circular	antique	blue	Chinese			mirror
four	gorgeous	small	round	modern	brown	Malaysian	wooden	dining	table.

Here are answers for some of the exercises in the unit.

Exercise 2

Here, more than one answer is possible.

- b. He always wears an old red jacket.
- c. He has an honest and young wife.
- d. Milan has a large Chinese shirt.
- e. I like to eat nice Indian food.
- f. Some teenage Korean boys came here to the office to ask for help.
- g. My house is next to a beautiful green forest.

Exercise 3

Correction note:

Replace one round with straight.

Exercise 4

rich / big / comfortable / uncommon / old / strong / short / wide / attractive / clean / pleasant / healthy

Exercise 5: Writing

The main objective of the lesson is to provide students an opportunity to use adjectives in context. Besides, you may teach them the basics of describing a person. Going beyond the sample given in the textbook, you may ask the students to develop an essay as the following:

First, provide a plan. The essay should have five paragraphs and should include the following pattern.

Introduction: [paragraph 1] name of the person, when, where and how you first met him/her

Main body:

[Paragraph 2] physical appearance, facial features, and clothes

[Paragraph 3] personal qualities and justifications/ examples

[paragraph 4] hobbies and interests

Conclusion

[Paragraph 5] comments and feelings about the person

You may provide the following sample and discuss its content.

	A Close Friend	
Introduction	Pritam has been my close friend for two years. I first met him at my new school. I asked him the way to the library and we started talking. We have been friends ever since.	<i>Paragraph -1</i> <i>Name and where/ when and how met</i>
Main body	Pritam is quite good-looking. He's tall and slim, with wheat complexion and dark silky hair. Like many of the city people, he has a great sense of style, so he always looks well-dressed even in casual clothes.	<i>Paragraph 2</i>
	Pritam is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humor and he always makes me laugh. However, he can be a bit immature at times. For example, when he does not get what he wants, he acts childishly and stamps his feet.	<i>Paragraph 3</i>

	Pritam is very keen on football. He likes playing football for hours. He enjoys dribbling, kicking and watching great players on youtube. He thinks watching great players helps him learn techniques from them.	<i>Paragraph 4</i>
Conclusion	All in all, I'm glad to have Pritam as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.	<i>Paragraph 5</i>

After giving this sample to the students, you may encourage the students to level each of them. That will consolidate the ideas.

Exercise 7

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

Exercise 8

- The Urals, the Rockies, and the Andes are older than the Himalayas.
- In Sanskrit 'Himalaya' means 'home of snow'. Since snow is found on the top of the mountains all the time, it is an apt name.
- The Himalayas stand covering a large part of central Asia stretching from Afghanistan in the west to Bhutan in the east covering parts of Pakistan, Nepal, India, and China. It is about 2400 kilometers long.
- The Koshi, the Gandaki, the Karnali, the Singhdu, the Ganges, the Brahmaputra, the Sutlej, and the Sindhu, all of them, originate in the Himalayas.
- The high mountains cool the hot air carrying water moisture causing rainfall in the southern plain.
- Hindus consider Mount Kailash as a sacred one as it is considered as the home of Lord Shiva.
- People come to the Himalayas for adventure tourism, for religious purposes and see the rare animals found in the area.

Exercise 9

SN	Words	Meanings
a.	glory	pride
b.	abode	the place where someone lives
c.	prevent	to stop something from happening
d.	abominable	very bad or unpleasant
e.	permanently	always or forever
f.	contact	to have communication with someone
g.	protected	saved

h.	perennial	ever-flowing or permanent
----	-----------	---------------------------

Exercise 10

- b. Monica is fatter than Mona.
- c. Ken is taller than Jane.
- d. Diana is prettier than her sister.
- e. Grade five is quieter than grade six.
- f. Tom is smarter than Tina.
- g. Pokhara is more beautiful than Surkhet.
- h. Suman is more interesting than Pemba.
- i. Mr. Smith is lazier than Joe.
- j. My house is lovelier than your house.
- k. Tokyo is more crowded than Kathmandu.

Exercise 13

- a. elder b. interesting c. largest d. taller e. highest f. biggest
- g. largest h. good i. best

Unit 10: Tell Me A Story.

In this unit, the students will learn to talk about past events. In the reading section, the students will read some folk tales. They will also have fun telling stories of their own.

The students will also learn to congratulate people in this unit.

In the writing section, the students will learn to write stories from the given outlines.

In the grammar section, the students will learn to change direct speech to indirect speech. They will also learn to change sentences into passive ones.

Here are the answers to some of the exercises in this unit.

Exercise 5

- 1. He rolled in his sleep and caused an earthquake.
- 2. People in the city got angry with Paul's parents.
- 3. Paul's father made a cradle for him.
- 4. He was kept on the coast.
- 5. He was taken to the jungle.

Exercise 7

- a. surprises -- shocked
- b. vessels -- containers
- c. a traditional bed for a baby -- cradle
- d. woodcutter or logger -- lumberjack
- e. found -- discovered
- f. wrapped -- covered

- g. looked for -- searched
- h. a small house where animals are kept – barn
- i.

Exercise 10

- b. had arrived
- c. had checked
- d. had left
- e. had completed

Exercise 12

- a. The ball was kicked by Ram.
- b. Some dirt was thrown by Shiva into the dustbin.
- c. A kite had been made by Utsav.
- d. A story had been told by Bijaya.
- e. A book was given to him. Or, He was given a book.

Exercise 14

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

Exercise 15

1. A firefighter came to the writer’s room.
2. The writer and her mother came out of the house.
3. They saw the flame.
4. Her mother grabbed her purse and mobile.
5. Her sister knew about the fire.
6. Her brother-in-law came to take them.

Exercise 17

S. N.	Words	Meanings
a.	speechless	unable to speak because you are surprised or angry or shocked
b.	huge	extremely large
c.	clank	to make a short sound hitting two metals with each other
d.	immediately	now or without thinking or waiting
e.	alley	a narrow road or path between houses
f.	grab	to hold something or someone roughly or tightly
g.	fountain	a stream of water forced upward

Exercise 19

At once / until / At last / After / Then / While

Exercise 20

- a. tell
- b. said
- c. tell
- d. says
- e. said
- f. telling
- g. said

Exercise 21

Correction note: Q.N. b Hair to be replaced with Hari.

- a. Seema says that Ravi is studying in grade five.
- b. Hari said that he had already finished his homework.

- c. Bena told her brother that she could fix his computer the next day.
- d. Kabindra told his mother that he was going out with his friends.
- e. Kabindra has said he will be back home early.
- f. Vishnu said that they had worked till late night the day before.
- g. Meena said that she had been to Pokhara the previous month.
- h. Bina told me that I was neglecting my studies those days.
- i. My father said that an ostrich can't fly.
- j. My brother told me that he could lift seventy kilograms.

Exercise 22

- a. She told her to clean the bathroom.
- b. She told her to make the beds.
- c. She told her not to forget to tidy the bedroom.
- d. She told her to feed the dogs.
- e. She ordered her to sweep the kitchen floor.
- f. She instructed her not to leave the rubbish in the kitchen.
- g. She reminded her to water the plants.
- h. She told her not to let anybody into the house.

Exercise 23

Listen to the story and number the pictures.

Exercise 24 & 25

Writing

Write a tale like that of Paul Bunyan. You can take any of the characters from myths or legends.



Grade 7

Unit 1: Why We Do It?

In this unit, students will learn about state or action verbs. In addition, they will also learn about the use of the present simple and the present continuous tense. The contrastive study of the two will help students where to use the tense. Besides, they learn to talk about hobbies and interests. The conversation, the reading, speaking, listening and writing lessons are set to enforce the function that helps students talk about hobbies.

Begin the lesson with a welcome song that will excite students. It is about teenage concern. Discuss what their parents say and what they would like to do.

In the conversation and speaking exercises, students talk about their daily activities. It is necessary to make sure that students use present simple tense to talk about their daily activities. After they have spoken in the class, it is good to make students write about their daily routine. You can assign students as homework.

In the conversation section, the students will learn to greet formally. For this, teachers can make name cards for each of the students. After that, they can form groups of five or six students and ask each student to pick a card and take the role of the person they have chosen. While holding conversations, they will greet formally.

In the reading section, teachers are advised to select some of the new words from the text and deal in the class before the students enter into the lesson. In the first reading section, students read about social work or voluntary work. When they read about Prince Harry's involvement in the reconstruction of a school in Gorkha, the teacher can bring a video or photos of Prince Harry in the class and discuss who he is and what he had been doing in Nepal during his stay in 2016. Likewise, they also read about Dhurmus Suntali who has been working for the construction of integrated settlements in different parts of the country. Here too is a good idea to discuss who they are who they have been working for the benefits of public.

In the second reading, the main idea is talking about hobbies. The students read about the strange hobby of Manik Purja. Before reading the text, first, discuss various activities and then make the students read the text. Then following the activities incomprehension.

In the pronunciation part, students will practise pronouncing the short forms in context. For further enhancement of the skill, teachers can give their own sentences on the board and make the students practise them.

In the writing section, it is necessary to make them realize the writing process as well. Here, the process has been shown. Thus, make the students follow these steps carefully.

Here are the answers to some of the exercises in the unit.

Exercise 13

a. state b. action c. state d. state e. action
f. state g. state h. state i. state

**Note: When we talk about somebody's appearance or feeling in a specific situation, the state verbs look and feel can be used in the continuous form as well.*

She is looking great today. I am feeling tired.

Exercise 14

are working/ are planting/ are you doing/ rains/ carries/ have/ play/keep/ are helping/ are digging/ are watering/ are helping/ are doing/ help/ helps

Exercise 15

- b. They're staying at a hotel. –**temporary situation**
They often stay at a hotel. – **repeated action.**
- c. I always have an egg and a glass of milk for breakfast. – **habit.**
I'm having an egg and a glass of milk for breakfast. – **this time only**
- d. The sun is setting. Isn't it beautiful? – **happening now**
The sun sets in the west. – **fact**
- e. The film starts at 10 o'clock. –**scheduled event**
- Shh! The film is starting! – **happening now**

Exercise 16

- a. are having b. does not eat c. are you doing d. do not watch
- e. is living f. am not cooking g. Are they looking h. finishes
- i. don't usually listen

Exercise 20

- a. non-profit b. improve c. difference d. volunteer
- e. community f. foreign g. research

Exercise 21

- a. frequently b. never c. hardly ever/ always (or normally/ never)
- d. hardly e. regularly f. never

Exercise 22

- a. He **often** listens to the radio.
- b. They **sometimes** read a book together.
Sometimes, they read a book together. (also possible)
- c. Pritam **never** gets angry.
- d. Tina is **usually** very friendly.
- e. I **sometimes** take sugar in my coffee.
- f. Ram is **often** hungry.
- g. My grandmother **always** goes for a walk in the evening.
- h. Sabita **seldom** reads after dinner.

Exercise 27

- a. fascinated / planets
- b. investigate sightings
- c. camcorders, cameras, telescopes and other devices

d. enthusiastic and patient

I am fascinated by the possibility of life on other planets, and my hobby is UFO hunting. I look for strange objects in the sky. Most of the time they are meteors or military planes, but not always. I like to find explanations and investigate sightings. I watch for UFOs on rooftops and hilltops and record information. I use camcorders, cameras, and other devices. If you are enthusiastic and patient, you can take up UFO hunting, too. You may spot something!

Exercise 28 Here are some model answers but accept the answers given by the students if they are structurally correct.

1. I find UFO hunting exciting because there are many UFOs out there and we can't explain what they are.
2. I don't like ghost hunting because I don't believe in ghosts.
3. My hobby is metal detecting because I find a lot of old coins and other interesting things.

Exercise 30

- | | |
|-------------------------------------|--------------------------|
| a. extremely interested- fascinated | b. examine - investigate |
| c. objects or machines- devices | d. eager- enthusiastic |
| e. unusual- strange | f. noticings- sightings |

Exercise 31

- | | |
|-----------------------|--------------------|
| a. familiar- strange | b. barely- usually |
| c. impatient- patient | d. fiction- fact |

Unit 2: Remembering The Past

Exercise 1

This is a famous poem by English poet William Wordsworth. Here, the poem set in music will give some entertainment to the class and they can enjoy the poem. Then, let students work on Exercises 2, 3 and 4.

Connect the idea that the poet has used past tense to talk about how Lucy lived but has used the present tense to talk about how she is now.

Exercise 3

This is a reading comprehension section. Here, students will read some unforgettable moments of some people's lives. These texts can be model texts for students to express their own experiences. Before starting this exercise, teachers can ask some questions like:

Is there any event you wouldn't forget all the time? What happened?

Where did it happen? Who were the people there?

After that, teachers can ask the students to go to Exercise 9 and scan the text and decide on the title of the paragraph. Then, students read questions in Exercise 10 and 11. Ask the students to find the answers in the text. Go around the class and help them to do the exercise. Finally ask students to find the answers to the questions in Exercise 12 and have a feedback session where the students will make corrections if they have any errors.

The answers to some of the exercises:

Exercise 2

- a. The pome describes a young girl called Lucy.
- b. She was unknown to people. None praised her and there were very few people who loved her.
- c. She can't hear, see or move because she has already died.

Exercise 3

- a. dwelt ___ lived or stay as permanent home
- b. untrodden ___ not walked by humans
- c. mossy ___ covered with moss or tiny greenish plants
- d. ceased ___ stopped or discontinued
- e. grave ___ place where dead bodies are buried
- f. slumber ___ a period of sleep
- g. seal ___ close or shut or stop
- h. diurnal ___ of or relating to a day or each day

Exercise 4

This is a part of Wordsworth's Lucy poem which talks about a girl named Lucy. He says she was lonely and there was none to **praise** and love her. He compares her with a **violet** by a mossy stone adding that she was just like a **star** shining in the sky.

In the third stanza, the poet says Lucy **ceased** to be and she is in **her grave** which has made the difference to him.

Then he says he felt his soul was sad and he could feel even any kind of fear because Lucy died. The poet concludes that as she has no life, she has neither **motion** nor **force**. She can neither hear nor **see**. The change of day and night does not affect here and she lives with rocks, stones, and **trees**.

Exercise 9

- A. A treasure chest for building
- B. A man talks about a distressful day
- C. That's how I learnt not to give up
- D. The theft

Exercise 10

- a. true b. true c. true d. true e. true f. true g. false h. false i. true

Exercise 11

- a. laugh b. one of pipes c. give up d. glass in the sliding door
- e. her computer f. car

Exercise 12

- a. It was a Saturday when the family was removing debris from the old house.
- b. He was a great pandit and astrologer.

- c. It was at least seventy years old.
- d. According to the father, the treasure was buried there during a war. According to the narrator of the story, the treasure was kept by his great-grandfather as he was a fortuneteller and he knew what would fall on his family years after.
- e. Lily, was watching TV and eating honey straight from the jar keeping her belongings around her messily. Suyog was playing a remote control game hitting the coffee table now and then making things fall down. Neha was crying loudly.
- f. He was annoyed as he could see a total mess in the house.
- g. Mrs. Thapa had fallen sick. Actually, she had been writhing with pain. Thus, the children had turned messy.
- h. She was going to ride on her dad's bike and she got her leg burnt with one of the pipes.
- i. She learned not to give up in her life.
- j. She was scared because a thief had broken into her house when she was alone.

Exercise: 13

- a. put something on - to cover a part of the body with clothes
to leave the ground to fly
- b. take off -
- c. tell somebody off - to speak to someone angrily because they have done something wrong
- d. knock somebody down - to cause somebody to fall by hitting them
- e. get off - to leave a bus, train or aircraft
- f. get on - go on a bus, train or aircraft

Exercise 14

- a. extremely quickly- **in the blink of an eye**
- b. to be brave in a difficult situation- **bit the bullet**
- c. in a very uncertain and dangerous situation- **on a razor edge**
- d. to speak to someone in a quick, angry way for no good reason- **to bite somebody's head off**
- e. to be in a situation where you cannot prove something- **not to have a leg to stand on**
- f. to try to persuade someone to believe something which is not true, as a joke- **pull someone's leg**

Exercise 16

- a. when b. While c. While d. when e. when f. While

Exercise 17

were sitting/ was setting/ was turning/ was swinging/ was rocking/ was lying/ was playing/singing/was listening

Exercise 18

didn't know/ was/ decided/ went/ were carrying/ slipped/ lost/ got/ were lying/ put/ didn't look (wasn't looking also possible)/ were putting/ arrived/ saw/

were looking/ was looking/ loved/ gave

Exercise 19

As/ soon/Suddenly/First/ Then/ Finally

Exercises 27

b. has sent c. has brought/ has not checked d. have not decorated e. haven't blown

Exercise 28

- a. What has mum cooked for dinner?/ Rice and curry, I think.
- b. How much orange juice have you drunk?/ Four glasses!
- c. Where has he parked the car?/ Outside the office.
- d. What have you bought for Haris's birthday?/ A dictionary.
- e. Where have you put my car keys?/ On the kitchen table.
- f. How many photos have you uploaded on Facebook? Twelve.

Exercise 29

have ever met/ has done/ has travelled/ has visited/ has not been/ has promised/ has gone/ have seen

Exercise 31

This exercise tries to blend writing, speaking and listening skills in one. Thus, it is necessary for the teacher to lead this exercise carefully. First, the students will describe themselves. Then after mixing up the writing. One of the students will read it aloud. The rest of the members in the class will guess who the writer of the piece was. It will be a fun activity as well.

Exercise 32

- a. The armies have been here ...
 - for two months. since September.
 - since yesterday. since the term started.
 - for a couple of hours. for fifteen minutes.
- b. Mr. Pandey has worked here
 - for two years. since last May.
 - for five days. for a long time.

Exercise 33

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

Exercise 34

a. already b. still c. yet d. already e. still
f. just (already also possible) g. yet h. yet i. yet j. still

Exercise 38

This is a reading comprehension exercise that will help students get some encouragement and some guidelines for writing. In the beginning, the teacher can ask some questions like:

Who is your favourite author? Do you want to become a writer?

What do you think you need to become a writer?

After discussing the questions, lead the students into the text. There, they read the tips. After they finish reading, ask

Which tips do you like best? Which among these are you going to follow? Do you have any of your own tips?

- a. The purpose of the text is to instruct.
- b. The writer might record the dreams that you had, the observation you have made and you want to remember and the lyrics of the songs you love.
- c. The writings can be published in a magazine or a newspaper or it can be published in a school magazine. Besides, one can make a blog of one's own and publish the writings or the writer can send the writing to www.boossnepal.com to get it published.
- d. they read because they love to lose themselves in the book.
- e. The answer may vary. Accept any answers the student might come up with a reason.

Exercise 39

- a. lyrics b. observe c. tips d. career e. blog f. instantly

After you completed the reading section, encourage the students to keep their diary and ask them to record the things. Observe the diary once in a fortnight and give feedback.

Exercises 40

have not been meeting / have decided/ have joined/ have been/ have made/ have been studying/ Have you thought

Exercise 41

This exercise along with Exercise 42 and 43 focuses on letter writing format after reading the sample letter. The letter gives a general idea about how an informal letter should be formatted.

Body	: 3	Postscript	: 6
Salutation	: 2	Closing	: 4
Heading	: 1	Signature	: 5

Exercise 42

heading/ salutation/ body/ salutation/ closing/ body/ signature/ closing

Exercise 43

Limerick writing can be fun for the children. First let the students read the limerick in the book then encourage the students to write them using the given set of rhyming words.

Exercise 45/46

While teaching this lesson, teachers are expected to take a dictionary in the class and make sure that the students can use a dictionary to see the stress mark in a word.

This unit focuses on the stress system in the English language. First, play the audio and let students practise pronouncing the words. Then make the students aware of how the word stress is marked in a dictionary.

Unit 3: The News

This unit focuses on news sharing and writing. There is a newspaper front page to read. Then they discuss the present perfect and past simple tense. Functionally, they learn to share their experiences. Later on, they learn to change the active sentences to passive. They also listen to news broadcasts to find facts. Finally, they prepare the front page of a newspaper on their own.

Exercise 1

Listen to the song and sing along the audio and enjoy it. Then, the teacher can lead the discussion: Do you read newspapers? Which is your favourite newspaper? What kinds of things do you find in the newspaper?

Exercise 2/3/4/5/6

Connect this with the reading section in Exercise 2. Take a newspaper in the class and discuss its different parts. Then lead the students to the page and say what is the name of the newspaper. When was it published? How much is the price? How many pages are there? What is the headline of the day? Where is the newspaper published? Such questions are given on page 70. Thus, it is recommended that students read the questions in Exercise 3, 4 and 5 and find the answers from the text. They are all scanning questions.

Exercise 6 is more information questions. They need full sentence answers.

Answers

Exercise 3

- | | |
|-------------------|---|
| a. The Daily News | b. 16 March 2018 |
| c. Kathmandu | d. Rs. 5 |
| e. 8 pages | f. Page 2 |
| g. Page 6 | h. Nepal make cricket history after securing ODI status |
| i. Page 7 | j. Page 8 |

Exercise 4

- | | | | | | |
|----------|----------|---------|---------|---------|---------|
| a. false | b. false | c. True | d. True | e. True | f. True |
|----------|----------|---------|---------|---------|---------|

Exercise 5

- The US- Bangla plane crashed at TIA on 12 March 2018, Monday.
- It was going on in Zimbabwe.
- The government promised the cricketers that Mulpani based cricket stadium will be built in time and cricket will be formed soon.
- It will last for four years.
- Shiva Maya Tumbahamphe has been elected as the Deputy Speaker of the parliament. Her candidacy was supported by the left alliance, Rastriya Prajatantra Party, and Rastriya Janamorcha.
- Property worth Rs 445,000 — including three tolas of gold jewellery, 30 pieces of silver and Rs 50,000 cash — were destroyed

Exercise 16

Active	Passive
come to worship	was built
has been	are collected
offer	is used
come	is given
revere	is held
keep	are considered

Exercise 17

- a. read b. was written c. was printed
d. bought e. look f. had drawn g. has impressed

Exercise 18

- a. was hit/ was attacked/ was robbed
b. was killed
c. was invented

Exercise 19

- a. Some bags are being sold on the street (by her).
b. The flowers were plucked.
c. The work will be finished by tomorrow.
d. My book has been taken.
e. An aeroplane is going to be flown by Aarati.
f. A meeting has been called for tomorrow.
g. He was not seen.
h. The window had been broken.
i. Muna-Madan was written by Laxmi Prasad Devkota.

Exercise 20

were invented/ is called/ made/ are made/ is taken/ reads/ is given/ help / are chosen / are added/ is sent/ is checked/ are printed/ sent

Exercises 23-29 focus on news writing. Here it is necessary to make the students differentiate between the language of other writing and news writing. News writing needs precise dates and descriptions. It also needs a proper format. While doing so first let the students read elements of news writing. After they have read it, lead them to sample news story. Thought 'The Three Little Pigs' is a fairy tale, it has been turned into a news story. It is also recommended that the teacher brings the fairy tale and reads in the class to see the different ways of writing. After reading the story, let the students mark the different parts of the news story with numbers. To enforce the concept of the format, make the students do Exercise 24 and then provide necessary feedback.

Exercise 25 specially deals with headline style and grammar. English news headlines do have

different grammar than other sentences. Thus it should be dealt with differently.

Exercise 26 and 27 give proper ideas for writing leads. For the teachers, it is recommended that they bring some news stories from a local newspaper and ask the students to break down the lead. Also, the teacher can provide some basic information and ask them to write leads. Finally, the students will write a news story using the given clues in Exercise 28. New outlines can also be given to the students so that they can practise more.

Exercise 29 is group work. Ask the students to be in groups and provide a chart paper. Once more show the newspaper front page and then ask them to design their own. Also, provide what they have to mention. While doing so the students will get ample opportunities for writing. Finally, let them past on the display board.

Exercise 23

- | | |
|-------------|----------------|
| a. Lead 4 | b. Caption 6 |
| c. Byline 2 | d. Headline 1 |
| e. Ending 8 | f. Quotation 5 |
| g. Body 7 | h. Dateline 3 |

Unit 4: Future World

In this unit, students learn to talk about the future. They also learn the use of model verbs in different contexts. They also learn to predict and giving suggestions. In the writing, section, they learn to write a paragraph. In the reading section, they will read about futuristic inventions.

Exercise 1/2

This is a song. The song was released in 1973 by The Solid British Hat Band. It is also available on the net. Play the song and let them enjoy it. It is good to let them sing along with you. This is not just a song to enjoy it will also present the structure students are learning in this unit. Thus after singing the song ask students: What is the tense used here? Can you mark some of the future tense verbs in the song?

- in a car
- bears, monkeys, and a great gorilla
- by giving them chocolate, cake, and tea.
- in September
- a house with windows that look out to the sea
- He will spend time happily and the sun will shine all the time.

Exercise 3

- | | | |
|--------------|-------|--|
| a. entertain | _____ | to keep a group of people feel happy or interested |
| b. Gorilla | _____ | a big hairy and well-built apes that are found in African jungles |
| c. basement | _____ | a part of a building consisting of rooms that are partly or completely below the level of the ground |
| d. flats | _____ | a large building that is divided into apartments |

Exercise 13

- a. It's hot in here. I'll open the window. - **on the spot decision**
- b. She's going to buy a printer soon. - **a plan or intention**
- c. Don't worry. I won't be late. - **a promise**
- d. Sarah's taking her driving test next week. - **a fixed arrangement**
- e. Our homes will be very different in the future.- **a prediction based on what we believe/imagine**
- f. He's got the car keys. He's going to drive into the city. - **a prediction based on what we see**

Exercise 14

- a. will answer b. be c. am going to buy
- d. Are you working e. won't f. is going to play

Exercise 15

- a. will get b. going to visit c. will buy d. will buy e. am going to spend
- f. am going to buy

Exercise 16

- a. Is he going to sell his house?
- b. Are they leaving for Paris tomorrow?
- c. Is she going to have a party next week?
- d. Will he become famous one day?
- e. Will they go to Chitwan one day?
- f. Is she flying to Bharatpur?

Exercise 17

- a. I will have something there.
- b. I will buy a bouquet for my friend.
- c. I will watch the programme.
- d. Well, I will answer the phone.
- e. Wait! I will see who is there.

Exercise 18

Answers vary with each other. Accept the answers if they are logical and convincing. Make sure the students use present simple tense in the time clause.

Exercise 20/21

In Exercise 20, students will learn grammar rules and fill in the gaps. After that, the class reads the text again. Here the main objective is to make the students clear about use of present continuous for talking about future plans. After discussing the format of note, the teacher shall discuss the instructions in Exercise 21 and let the students write a note. Then they can display the notes on the board.

Answers:

is helping/ are taking/ are going/ am doing

Exercise 22

This conversation presents a new language. Here the students learn to predict with a condition. As the lesson focuses on the possible events, make sure they learn the first conditional structure and its use.

Exercise 23/24/ 25

These exercises focus on the first conditional sentences. The rules and purposes are discussed here.

Exercise 23

- a. passes b. will ask c. don't finish d. will be e. don't hurry
 f. will send g. don't come h. won't go i. will phone

Exercise 24

- b. Kumar will stay at home if he does not feel better.
 c. If you ask her, she will help you.
 d. If you see Kabir, please don't tell him about the party.
 e. Will your dad be angry if he finds out about this?
 f. We may miss the last bus as well if we don't hurry up.
 g. If you finish your work at six, I can take you with me for an evening walk.
 h. If they are tired, we won't go to the park.
 i. If we don't cook some rice, we will get hungry.
 j. Call me if you need any help. OK?

Exercise 28

- a. must b. can't c. may d. must e. must

Exercise 29

must/ may/ may/ might/ must/ can't/ must/ might

Exercises 30/31

Here, students will learn to give suggestions or advice using *should* or *should not*. Actually, when we talk about what is good or not good to do, we use *should* or *shouldn't*. *Should* is even used to express obligations. To remind one's responsibilities too, *should* can be used. Here, it is specially used for asking and giving suggestions.

Exercise 32

This is a speaking exercise. In this, the students will learn to ask and give suggestions using three different structures. Here, the teacher has to make the students familiar with the structures. After that, the students can be divided into groups of three. In the group, one will put the problem and the rest of the members will give suggestions.

Exercise 33

It is a pronunciation exercise. Here students practise blending consonant sounds in a word. Let the student listen to the audio and repeat it after it. Then, discuss which consonant sounds are

blended.

Exercise 34-37

This is actually a writing section. First, the students read a sample writing. The comprehension exercises help them to get ideas from the text. Then in a similar format, the students will produce a problem-solution essay.

Exercise 35

- a. If there are no footpaths it becomes harder to move around.
- b. A clean environment ensures a peaceful atmosphere.
- c. Sports facilities make young people healthy and active.
- d. Lack of creative activities make youth get into bad habits.

Exercise 34 suggested answers

- a. The footpaths should be constructed so that pedestrians can move easily.
- b. They help the youth to be sociable and healthy.
- c. Yes, it is necessary to keep the environment clean as a clean environment helps people remain healthy.
- d./e. The answer may vary. Encourage students to invent their own idea.

Unit 5: Art And Culture

This unit focuses on the use of prepositions. Besides, it also includes ways of talking to possession. Moreover, they learn to give directions. In the writing section, they learn to describe a place.

Exercise 1/2/3

Preposition, it's your ambition

to tell me, tell me, tell me

exactly my position

I could be on the couch

or outside my house

am I across the street

or within your reach

Did I go up the stairs

or fall off my chair

am I in front of you

are you behind me too

Preposition, it's your ambition

to tell me, tell me, tell me

exactly my position

Preposition, You're on a mission

to tell me, tell me, tell me

exactly my position

Now take a walk with me

and we'll go by the sea
and then along the path
that goes around and back
and underneath the waves
or inside a cave
and before we're through
we'll jump over the moon
Preposition, it's your ambition
to tell me, tell me, tell me
exactly my position
Preposition, You're on a mission
to tell me, tell me, tell me
exactly my position
I could be on the couch
outside my house
am I across the street
or within your reach
Did I go up the stairs
or fall off my chair
am I in front of you
are you behind me too
Now I'm about to say
without further delay
when you're next to me
that's where I want to be
now we're near the end
but we're among good friends
so then after this line
We'll do it one more time
Preposition, it's your ambition
to tell me, tell me, tell me
exactly my position
Preposition, You're on a mission
to tell me, tell me, tell me
exactly my position

This song was prepared by The Bazillions in 2010 AD.

While working in this exercise, elicit prepositions from among the students and then ask the class to read the song on the page. Then ask them to guess the word in the blank spaces. Then, after having done so, play the song and ask the students to fill in the blank spaces. Finally, conclude the unit with a discussion on the preposition diagram by interpreting it. The diagram actually talks about some common prepositions of place and movement.

After students have enjoyed the song, let them mark the special prepositions in the song and

discuss the questions in Exercise 3.

Exercise 4/5/6/7

These are reading comprehension exercises. Here to the focus has been maintained on prepositions. Thus, make students read the text by marking the prepositions and prepositional phrases. At the time, it is good to ask: what preposition is used to talk about price, or after verb 'cut' or so? After reading the text, lead the students to talk work on comprehension exercises.

Suggested answers

Exercise 5

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

Exercise 6

- a. They made a model of their own town for a cultural exhibition that was going to be organized at their school.
- b. They used clay, colour paper, cardboard and paint to make the model.
- c. They used a cardboard to make the base of the model.
- d. They worked at Arun's home.
- e. Arun's mother helped them to take the model to school.
- f. It was kept outside the principal's office.

Exercise 7

Across

3. clay 4. perfect 6. Popular

Down

1. exhibition 2. alone 5. Headed

Exercise 8-15

These exercises focus on the use of prepositions. First, ask the students to review the prepositional phrases given on page 114. Here it is a good idea to remind the students about the songs they did earlier. Also, remind the definition of a preposition. Then conclude that as preposition comes to connect words together it is recommended that they are learned in phrases. However, there some rules that can be followed to use prepositions correctly. Again bring back the preposition digraph that was given after the song they have discussed.

After having discussions of the prepositions and the very general rules of using them, lead the students to exercises.

Exercise 8

Expression of time	Expression of place	Expression of movement
during his early years between 1826 and 1833 in 1920 in 1849	above a fishing boat at work under the wave behind the waves on the left	across the river

	in the middle of the picture in the background	
--	--	--

Exercise 9

to/in/at/over/to/in front of/ next to/ into/ out of

Exercise 10

in/in/on/on/under/in/In/on/on/near/In/on/between/ behind/over

Exercise 11/12

In this exercise, students are to talk about each of the pictures using correct prepositions. The things are place wrongly. Thus students will have to say what is wrong there and how to make it correct as well. They all focus on the preposition of place or location. Exercise 12 focuses on time prepositions, especially, in/on/at in the correct positions.

Exercise 13/14/15

These exercises focus on the use of prepositions in rases. Exercise 14 provides an opportunity for students to use prepositions in context. While describing an event they should be connecting words properly. Likewise, in exercise 15 also students write a descriptive text using prepositions of location.

Exercise 16-18

These exercises largely focus on talking about possession. The conversation in Exercise 16 set a context to discuss on belonging. In this exercise, students will learn to describe possession through the conversation. The steps to be followed to conduct this exercise are given in the introduction of this guide book.

Exercise 19

Here, the students will learn about the names of different branches of knowledge, especially the subjects of study. The teacher, here, can start the discussion with the names of subjects the students read in the grade.

Recommended answers

- a. the study of living beings: biology
- b. the study of planets and stars: astronomy
- c. the study of language: linguistics
- d. the study of numbers and their relation: arithmetic
- e. the study of elements and chemicals: chemistry
- f. the study of sounds made by the human voice in speech: phonetics
- g. the study of the environment: environmental science
- h. the study of plants: botany

Exercise 20-22

Here, students are expected to learn to express possession in different ways. At first, the teacher can discuss the various ways of expressing possession as it is given in the book. Then the teacher will make the students practise the lesson orally. Finally, the students will write the correct answers. While working with Exercise 6, the teacher is expected to make the students hold conversations after pairing them. In Exercise 7 too, it is recommended that the teacher make the students hold conversations. To consolidate the idea, the teacher can develop some more exercises, taking the exercise in the textbook as a sample.

Exercise 23-26

These are reading comprehension exercises. At that same time, the reading part provides a sample for writing as well. Here students read about one of the tourist destinations near Kathmandu but outside the valley.

Suggested answers:

Exercise 24

Across

- | | | |
|-----------------|--------------|----------------|
| 1. headquarters | 4. moderate | 6. outstanding |
| 7. enchanting | 8. Panoramic | |

Down

- | | | |
|------------------|-----------|-------------|
| 2. accommodation | 3. plenty | 5. renowned |
|------------------|-----------|-------------|

Exercise 25

- | | | | | |
|---------|--------------|----------|---------|---------|
| a. true | b. not given | c. false | d. true | e. true |
|---------|--------------|----------|---------|---------|

Exercise 26

- Dhulikhel is in Kavre district some 30 kilometers away from the Kathmandu Valley and four kilometers away from Banepa. Altitude wise, it lies some 1700 meters above the sea level.
- It is famous for its natural beauty as Dhulikhel provides panoramic views of the Himalayas. Those who visit Dhulikhel can have a very beautiful sunrise view from the top of Dhulikhel height and go hiking around the old settlement of Newars and take a trek to Namobuddha and Nagarkot.
- Araniko Highway has been damaged by the 2015 earthquake and it has also been damaged by the recurrent floods in the Bhotekoshi River.
- Basically, Newars are the people who have been living in Dhulikhel for long.
- We can take a bus from Kathmandu. As the two major highways of the nation pass through this town, vehicles are easily available. Or people take a round trip trek from Nagarkot via Namobuddha.

Exercise 27 -29

These exercises focus on describing a place. First, discuss the format of the essay as it is given. Make students read and ask for their reactions. Also, make students learn the phrases to describe a place. In Exercise 27, they categorize the activities in the cities as it is given there. Let students do it freely and discuss in groups where they want to put the activity.

Exercise 28 demonstrates the theory in practise. Ask students to sit in groups and read the text

and then label the different parts. Then have a whole-class discussion. Finally, lead the students to exercise 29 to describe their own town or city.

Exercise 30-33

These exercises focus on giving direction. This function is important in day-day to life. Thus, bring life-like situations in the class to practise the skill. Begin with the conversation. Make students practise the conversation. Then, lead to the listening exercise where they will find the route on the map. Later following the same model, practise asking and giving directions using the map. Exercise 33 is a writing exercise; where students are encouraged to bring in life-like situations.

Exercise 34

This exercise helps students to learn about the stress on the word that ends with –sion or –tion. The stress on these words falls just before the final -tion or -sion. Generally, these prefixes are pronounced as /ʃ. ə n /. However, if there is s before –tion, the pronunciation of the word becomes / tʃən/ as in the question. Here make the students practise to say the words correctly following the audio. At the same time, the make sure the students use their knowledge while speaking or reading the text.

Unit 6: Comparing Things

This unit as per the title focuses on comparing and contrasting things. Thus, the students learn to use adjectives and adverbs properly in the context of grammar sections. Likewise, in the writing section, students learn to write a compare and contrast essay. Even speaking skill focuses on the same skill.

In the reading section, students read a compare and contrast essay on Pyramids and later they also read a funny play on superlative vacuum cleaner.

Exerics1

This is a song highlighting what is comparing and contrasting. Let the students enjoy the song and discuss what shall be done while comparing and contrasting.

Exercise 3-6

In this reading unit, students read an essay showing similarities and differences between Egyptian and Mayan Pyramid. The basic nuances of comparing and contrasting have been given here. While making the students read, ask the students to use the Venn diagram given on page 134. If that is not enough, they can draw their own Venn diagram in their notebook.

After that lead students to exercise 5.

Answer exercise 6

enormous	-	gigantic or huge or extremely large
platform	-	a flat raised area
apex	-	top
shrine	-	a place of worship
bury	-	to put the dead body under the ground
memorial	-	something that is constructed in honour of somebody
site	-	a place where something is

Exercise 7/8

This conversation gives some ideas for making a comparison between two things. Here students see the structures of comparison and vocabulary for talking about similarities. First, play the audio and let students listen to the conversation. Then, discuss some facts and elicit similarities and differences between Nepal and Switzerland. Finally, the sit-in pairs and hold the conversation. As they finish ask them to switch the role and practise it again. To personalize the learning, the students sit in pairs again and talk about their house or village or town.

Exercise 9

- a. is b. are c. were d. is e. are f. arrive
g. lives h. have i. has j. is/are (both possible)

Exercise 10

This is a speaking exercise after learning how to use the quantifiers, make students ask and answers. Go around the class and see if they are using the right quantifiers in the context or not.

Exercise 11

This exercise demands very keen observation from students. At the same time, the main objective of the exercise is to engage students in talking about similarities and differences.

Exercise 12

This is a conversation unit. It prepares students to talk about the use of different degrees of adjectives and adverbs. Practise the conversation in the class as it is given in the introduction section of the guide book. Then, ask the students to sit in a pair and talk about similar kinds of things.

Exercise 13-16

These exercises focus on the introduction of adjectives and adverbs. Then, they learn the spelling rules for changing the degrees of the adjectives or adverbs.

Exercise 13

- a. beautiful b. wise c. well d. angrily e. bad
f. fashionably g. warm h. seriously i. fortunate

Exercise 16

- a. China b. Canada c. Karnali d. Jumla e. No
f. Rara g. No h. Mt. Everest i. cheetah j. blue whale

Exercise 17

- a. That was the happiest day of my life. I had never been happier than that before.
b. Kathmandu is the biggest city in Nepal.
c. Shilpa isn't a very good student. Her marks are worse than mine.
d. A rat is bigger than a mouse.
e. This film is funnier than the one we saw yesterday. There was not much fun yesterday.
f. I think football is the most exciting sport in the world.
g. Wow! This is the most beautiful house I have ever seen.

Exercise 18

- c. as old as d. as beautiful as e. not so friendly as

f. not so nice as g. as good as h. not so fast as

Exercise 19-21

These are reading comprehension exercises. Here, students read a part of the House on Mango Street by Sandra Cisneros. This a nice description of the dream house of a young girl and the family that talked about a dream house. Encourage students to find the answers from the text. Have ample discussions. If possible bring this wonderful book which has a collection of short stories on small things. That will actually provide a matter for thinking among the students and provides opportunities to personalize learning.

http://www.sdshs.net/ourpages/auto/2015/10/15/48627869/HouseOnMangoSt_PDF.pdf

This link gives you the book.

http://www.missionhillschool.org/wp-content/uploads/2014/05/House_On_Mango_Curriculum_5_6_2013_14.pdf

Provides you a lesson plan for this.

Exercise 22

flat/mansion/dining room/cottage/hut/wood cabin/ hall/bathroom/cellar/
sitting room/ thatched house/attic/palace/games room/bedroom

Exercise 23

There is a list of different parts of house. Here, the students are to discuss on each part and share in the class.

Exercise 24/25

These are writing exercises. First students discuss the question in Exercise 24 and note the ideas. Then after seeing the format and read the structure of the essay. Then they write own essay in Exercise 25.

Exercise 26/27

These are pronunciation exercises. There the students learn to pronounce compound words with the correct stress. First, they listen to the audio and repeat the words. Then, search for some words and take them to the class and let the students practise saying. Here are some compound words in English.

<i>lifetime</i>	<i>elsewhere</i>	<i>upside</i>
<i>cannot</i>	<i>baseball</i>	<i>fireworks</i>
<i>together</i>	<i>become</i>	<i>became</i>
<i>crosswalk</i>	<i>basketball</i>	<i>sweetmeat</i>

Exercise 28-31

These are reading comprehension exercises. Since this is a play, it is recommended that the play is staged in the class. If you are planning to read the play, make it sound funny with the voice and situation change. Later on, discuss the comprehension exercises.

Exercise 29 Answer

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

Exercise 30

- a. It's the quickest, the cleanest, the cheapest, the smallest, the smartest, the most effective, the most beautiful, the latest vacuum cleaner in the world.
- b. No, he was not. He was trying to make an impression. Actually, he has an excellent sales technique.
- c. He went into the kitchen of the house to get the money as the lady said the money is in the purse in the kitchen.
- d. I think the man was a better salesperson because he made the lady explain about the vacuum cleaner.

Exercise 31

- a. handbag - a small bag that you carry in your hand
- b. salesman - a person who sells things
- c. sales technique - the way of convincing people to buy things
- d. selling points - the convincing points in an advertisement
highlighting qualities of goods
- e. effective - successful or giving good results
- f. boring - not interesting
- g. go on - continue
- h. My goodness me! - an expression that is used to express surprise
- i. just - simply

Exercise 32

- | | | | |
|------------|----------------|---------------------|--------------------|
| a. earlier | b. more slowly | c. later | d. more loudly |
| e. harder | f. faster | g. more melodiously | h. most gracefully |

Exercise 34/35

These exercises are writing exercises. They highlight how to write compare and contrast essay. It is recommended that students are made familiar with the writing process. They must be asked to read the essay given on page 160. Then following the same process and format encourages students to do Exercise 35.

Unit 7: Offers, Abilities, and Conditionals

In this unit, the students will learn various language functions. They will learn to make an offer or propose express ability and express how things are done. Besides, the students will be able to use second conditional sentences to talk about some imaginary events at present. Along with that, they will learn to use the past perfect tense. In the reading section, they will read about Anuradha Koirala and how to live on an island. In the writing section, they learn to write a biography. The listening exercise also focuses on a biography of famous personalities.

Exercise 1/2

This is a song introducing the grammar concept of second conditional and past perfect tense. Sing the song and discuss the grammar point.

Exercise 3/4

The conversation and speaking activity consolidate the second conditional structure. Here, engage students to talk about some of the imaginary ideas.

Exercise 5/6

This is a grammar lesson. Discuss different uses or contexts of the second conditional. After discussing the rules bring the attention of the students to the exercises to consolidate the ideas. In exercise 6 answers may vary. Thus, encourage the students to find the correct structure and words to complete the sentences.

Exercise 5

- a. would congratulate b. would use c. would come
d. rained e. would watch f. would start g. were

Exercise 7, 8 and 9

Although Exercises 7 and 8 are speaking lessons and Exercise 9 a writing one, they are interconnected. In Exercise 7 the teacher divides the class into different groups and then they sit for a discussion and make a list of what they would take with them if they had to live in a jungle for fifteen days. Then the teacher asks the students to present their plan to the class. Finally, the students will do some independent writing tasks. Exercise 9 can be assigned as homework.

Exercise 10 and 11

In Exercise 10, the students will learn to make an offer. The process to conduct the conversation has been given in the introduction section of the book. Here, the teacher is to describe other possible offer structures, which have been given in the description of the speaking section.

Exercises 12 and 13

In Exercises 3 and 4, students will practise giving suggestions. There are various ways to give suggestions. Three different structures are given here. The teacher can present some other real-life problems so that the students can have real perception. Actually, exercises 12 gives sample for proposing. Here a member of a group proposes the group to do something.

Particularly, the expression *I could eat a horse* is an exaggeration to imply that *I am very hungry*.

Exercises 14, 15 and 16

In this section, students can learn to express their ability or lack of ability. The teacher can ask them if they can or can't do something. For example:

Can you break a stick at a blow?/ Can you lift fifty kilograms of weight? Can you carry ten books in your hand? etc.

After that, the teacher discusses what the students say and concludes that their discussion is all about having an ability to do something or lack of it.

The teacher, then, writes some sentences with *can* or *be able to* on the board. Highlighting the words that express ability, the teacher explains that *can* and *could* can

be used to express general ability and *be able to* express specific ability. The teacher is supposed to talk about the special structures where only *be able to* can be used. Then the teacher can lead the students to the exercises.

Answers

Exercise 14

- b. could c. couldn't d. can e. can't f. could

Exercise 15

- b. won't be able to c. Will you be able to finish d. will be able to drive
e. won't be able to join f. will be able to lend

Exercise 17

In this exercise, the students learn to talk about imaginary situations at present, especially using second conditional sentences. Here, mainly the teacher has to make the students clear that second conditional sentences are used to talk about imaginary situations at present. Actually, the teacher doesn't prescribe the structures but he/ she presents the situations in which the students use the required structures.

Exercises 18, 19 and 20

Exercise 18 also provides many sample sentences in second conditional sentences. After reading Exercise 18, the teacher can make the students plan their own trip to the given island. After having a discussion on the text, the students can work on the comprehension exercises.

Exercises 21, 22 and 23

These Exercises focus on the use of the past perfect tense. First, the teacher is supposed to write some of the sentences in the past perfect tense on the board. Then the teacher highlights the verbs. After that, the teacher explains that we can use the past perfect tense to describe an action that took place before a definite time in the past. After that, the class will discuss the exercises in the class.

Exercise 21 Answers

- b. She came in after the boss had left the office.
c. The villagers became poor after the flood had swept away their fields.
d. Dad called to say that he had forgotten his mobile phone.
e. The farmer stopped ploughing only after the sun had set.
f. My friend told me that he had discovered a cave near the cliff.

Exercise 22

- a. Before the police arrived, the robbers had left the scene.
b. After Saman had broken the window, he ran from the scene.
c. Before the fire destroyed the camp, they had left it.
d. Raman had already arrived when they asked me about him.
e. The president had just left when we reached his office.
f. No sooner had they reached home, than there was heavy rain.

- g. Shiva had broken his ruler when the teacher asked for it.
- h. By the end of June last year, the farmer had planted rice. But his year, there is no sign of rain.

Exercise 23

- a. When we had written our stories, we gave them to the teacher.
- b. I couldn't sleep well for a week after I had seen that film.
- c. By the time I reached the shop, I had forgotten what I wanted.
- d. The next time I saw her she had changed completely.
- e. The man had run away by the time the police arrived.
- f. I had never believed in magic until I saw his show.

Exercise 24

Although this is a speaking exercise, it focuses on the use of the past perfect tense. The ideas in the introduction section can be very helpful for the teachers to conduct speaking lessons.

Exercises 25, 26, 27 and 28

They are reading comprehension exercises. Here, students will read about Anuradha Koirala. To make the lesson lively, the teacher can also invite them to the class if possible. It is also suggestible that the class visit Maiti Nepal an organization opened by Anuradha Koirala. While doing the exercise, you can watch the youtube video <https://www.youtube.com/watch?v=on3-H9YFviQ>. This video will give a general idea about her purpose.

Answers :

Exercise 26

- a. Anuradha Koirala was initially a teacher.
- b. She has been appointed as the governor of province 3 in 2018.
- c. Anuradha won an award in 2010 from CNN.
- d. Anuradha got Padma Shree Award from India.

Exercise 27

- a. Anuradha Koirala
- b. It rescues the trafficked girls and provides rehabilitation to abused, kidnapped or trafficked women and girls, and also works to check any kind of incident of human trafficking.
- c. She was awarded for her contribution to defending the rights of women and children and checking human trafficking.
- d. The women around the world take her as a source of inspiration.
- e. She is the province chief of Province no 3 at present.
- f. She was born on 14 April 1949 in Okhaldhunga.

Exercise 28

- a. appoint - nominate

- | | | |
|----------------|---|----------------|
| b. bad | - | evil |
| c. fighting | - | combating |
| d. respect | - | honour |
| e. master | - | skilled person |
| f. facility | - | service |
| g. magical | - | enchanting |
| h. stop | - | cease |
| i. restoration | - | rehabilitation |

Exercise 29, 30 and 31

This is a listening exercise. First of all, ask the students to guess who they are. Then, ask students to read the question in Exercise 29 and play the audio. Finally, play the audio and make students fill in the answers. Lead a feedback session at the end.

Exercise 32, 33 and 34

These are writing exercises. Here research process for writing a text has been illustrated. When one wants to write a biography of a person, the writer must do some research. That will provide the matter to write. Thus, these exercises should be headed as a project where the students will visit the person they like and use the questionnaire to find out facts about the person. After they found the facts, they should be given time to write about the person.

Finally, the process of writing a biography has been illustrated in Exercise 34. Make them read the text and assign this as a project.

Exercise 35

This is a pronunciation exercise. Here students learn to pronounce the consonant sounds in English.

Unit 8: Rules Everywhere

In this unit, students will learn to talk about permission/ prohibition and obligation. They will also learn to make polite requests. They will learn to write an argumentative essay, too. They will also work on describing people at the end of the lesson.

Exercise 1

Begin the lesson with a wonderful song. The song provides model language to talk about rules in places.

Exercises 2 and 3

This is a listening exercise. Here, the students will look at the picture and say what is in the picture. After that students will listen to a description of a computer lab. But before playing the audio, the teacher has to ask the students to read the questions and guess their answers. Then the teacher can play the audio and ask the students to write the answers. After doing Exercise 2, the class shall carry out the second exercise. The audio can be played repeatedly.

Exercises 4 and 5

Exercise 4 is based on grammar discussion. For this, the class will hold a discussion on grammar description. Then, the teacher shall provide some more sample sentences as described in the rule description section. Then the class shall discuss the exercise. After completing Exercise 4, the class shall practise the conversation in Exercise 4, following similar steps in conversation lessons, only in an exception that there is no audio of the text.

Exercise 4 answers

can't /can/ can't/ allowed/ why/ will/ Can/ allowed/ about

Exercises 6 and 7

This is a speaking lesson. It focuses on the language function of asking permission politely and responding to them. The teacher, here, has to remind the students about the degree of politeness in the conversation. Here, the teacher demonstrates sample conversation with one of the students and then asks them to sit in groups. Then, the students will ask permission politely and give responses.

Exercise 8

This exercise needs writing and speaking. First, the students will write five sentences about what their parents permit them to do, keeping one of them false. Then one of the students reads all the sentences to the class. Then the class will guess the false statement. The teacher can hold a discussion in the class.

Exercises 9 and 10

Exercises 9 and 10 are reading comprehension exercises. Here, the students will read the conversation and respond to the questions in Exercise 9. The main purpose of this exercise is to show the structure in use: *let* or *don't let*.

Exercise 11

This is a pronunciation exercise. Here students learn to pronounce words correctly and find the rhyming pairs.

Exercise 12

Exercise 12 is speaking exercise. It teaches students how to make polite requests. Before working on this exercise, the teacher is supposed to explain the structures given on the previous page. After explaining the structure, the teacher shall demonstrate the conversation by requesting and responding to them.

Exercises 13, 14 and 15

In these exercises, the students will develop reading skills. In the first part of the lesson, they will read about the good and bad aspects of a zoo. Then the class will discuss the major question answers.

Exercises 16

This exercise focuses on writing skills. Here, at first, the class is supposed to read a sample letter. Following that, they are supposed to discuss the questions in Exercise 16. Then the teacher can assign it as homework.

Exercise 17/18

This is a speaking exercise. This exercise also focuses on making requests and responding to them. When a request is made using *Would you mind + ing form of the verb*, there is a need for a negative response, even when you accept the request. So, the teacher should discuss the structure in the class. Then the teacher keeps the students in pairs and asks them to make requests and respond to them. The pair will first practise accepting the requests and next time they will practise declining the requests.

Exercise 19

Exercise 19 is a listening exercise. Here, the teacher makes the students read the given information on the page and encourage them to guess the answers or type of answers. Then the teacher plays the audio and the students will fill-up the form.

Exercise 20

This is a conversation exercise. The steps to be followed to do this conversation are given in the introduction section of the book. Here, the teacher is to mark the language point. This conversation presents an expression of obligation or duty. At the same time, it also presents the structure for expressing prohibition. This conversation must be linked with the discussion on the expression of obligation on the next page.

Exercises 21 and 22

These exercises focus on grammar points. After having a discussion on how to express obligation, the teacher shall explain the instructions and the students will work on the exercises.

Exercise 20 Answers

- | | | | |
|---------|---------|---------|--------|
| a. must | b. have | c. have | d. has |
| e. have | f. must | g. must | |

Exercise 21

- | | | |
|--------------------|--------------------|------------|
| a. mustn't | b. don't have to | c. had to |
| d. doesn't have to | e. mustn't | f. had to |
| g. don't have to | h. doesn't have to | i. mustn't |

Exercise 23

Exercise 23 is a writing lesson. In this lesson, the student should prepare a list of rules for the classroom. The teacher can ask the students to prepare rules for other places as well. After writing the rules, it is good to make a display so that the class can follow them properly.

Exercise 24

This is a speaking exercise. Here, the class will discuss a sample in the class and the teacher can provide the students some time to write a similar kind of do's and don'ts. Then, in turn, the students will give a presentation.

Exercises 25, 26 and 27

These exercises make reading and comprehension lessons. Here, the students will read a legend of Sir Gawain. After reading the story, the teacher can divide the class into groups and then ask them to work out Exercises 26 and 27. As they share their answers, the teacher shall correct the mistakes in the answers.

Exercises 28-32

Students learn how to describe a person in these exercises. Exercise 28 is a listening exercise. In this exercise, the class will discuss the pictures first. The class will discuss hairstyles, clothes, build, etc. of each person in the pictures. Then, the teacher plays the audio. While playing the audio, the teacher will take a pause after describing a person. Then ask the children to say who the person is. In Exercise 29, the students are to describe a person in the class. After explaining the instruction, the teacher must make the students clear that they can't give any negative comments on anyone in the class. In Exercise 30, the students will write a paragraph based on the note they have taken in Exercise 29.

Unit 9: How Far and How Long?

In this unit, the students will learn to use the relative clause. Besides, they will also learn to ask for and express their opinion and write argumentative essays. In addition, they will learn to use the present perfect and the present perfect continuous tenses. Furthermore, they will learn to form tag-questions.

Exercise 1

This is a song written by William Shakespeare. This song is taken from his play 'The Tempest'. First of all, discuss who William Shakespeare is. Then discuss a brief story of 'The Tempest'. You can listen to this on youtube: <https://www.youtube.com/watch?v=vL3wZi9ebfk>. This is another version of the song on youtube. <https://www.youtube.com/watch?v=xvNvjN-dBEA>.

Exercise 2

This exercise is a conversation exercise. The steps to be followed to conduct this type of exercise are given in the introduction section of the book. The important language point here is the use of relative clause. The teacher can ask the students to highlight the sentences with relative clauses. Then the class can try forming some sentences with relative clauses, too.

Exercises 3, 4 and 5

These exercises form reading comprehension exercises. First, the teacher can ask the class some questions:

Has your family ever migrated?

Where were you living before you came to the place you are living now? Is your family planning to go somewhere new?

Then the teacher can tell the students that they are going to read the experience of three different teenagers whose families have moved to different places. Then they will read the text. After reading the text, the class can head to Exercises 4 and 5.

After having discussions on Exercises 4 and 5, the teacher can divide the class in groups and ask them to prepare a report as given in the book. While preparing the report, the students will interview at least three different people about their experience of moving from one place to another.

Exercises 6 and 7

These exercises highlight the grammar point: especially relative clauses. The class will discuss on example sentences given in the book. After having a discussion on the examples and rules, the teacher can ask the students to do Exercise 6. As the students finish the exercise, the class will discuss it. Then the class will move to Exercise 7. While working on Exercise 6, the teacher has to make the students clear about the structure. For that, the students may need to practise to form the sentences orally.

Answers

Exercise 6

a. that b. whose c. who d. which e. who f. whose g. that

Exercise 7

- a. A parrot is a bird that can talk.
- b. A ruler is something that we use to draw straight lines.
- c. A dentist is someone who looks after our teeth.
- d. A waiter is someone who serves customers in a restaurant.
- e. An ostrich is a very large bird that can't fly at all.
- f. A thief is someone who steals things.

Exercise 8

This is a speaking exercise. In this exercise, the students will learn to ask about the duration of activities which has continued till the time of speaking. Here, at first, the class is to practise the conversations given in the speech bubbles. Then, the teacher asks the students to form questions from the clues, using *How long* as they have practised in the conversations. After that, the teacher has to keep the students in groups and ask them to practise asking and answering the questions.

How long have been studying in this school?/ I have been studying here for five years.

Suggested answers

How long has she been reading this book?/ She has been reading this book since ten o'clock.

How long have you been watching this movie?/ I have been watching for an hour.

How long have they been working on this project?/ They have been working on this project since Tuesday.

How long have they been climbing the mountain?/ They have been climbing the mountain since last evening.

Exercises 9 and 10

These are grammar exercises. They focus on the use of the present perfect

continuous tense. Here, the class will discuss the present continuous tense. Then the teacher shall explain the instruction clearly to the students. After the students finish the work, the class shall discuss the answers.

Exercise 9

- b. has been driving
- c. has been playing
- d. has been working
- e. have been watching
- f. have been sleeping
- g. have been walking
- h. have been talking

Exercise 10

- b. have been decorating
- c. has not understood
- d. Have you already made
- e. has been studying
- f. have been fishing/ have only caught
- g. have been cooking/ have made

Exercise 11

It is a pronunciation exercise. Here students learn to pronounce confusing words. Make the students practise the exercise.

Exercises 12, 13 and 14

These exercises form reading and comprehension exercises. The conversation is between two boys who talk about clothes made of leather and synthetic. For this, the teacher can show some examples of these types of clothes which normally available in the surroundings. Besides, the teacher asks the students to find out what conclusion the boys have made.

Are the boys in favour of leather clothes or synthetic clothes?

After that, the class can discuss Exercises 13 and 14.

The most important language point included in these conversations is the tag-question and its reply. So it is recommended that the teacher make the students aware of the given tag-questions and their relevant reply while talking about tag questions later.

Exercise 14

- a. raise - bring up
- b. polyester - a type of artificial cloth
- c. comfortable - easy
- d. concerning - about
- e. roam - move about or travel
- f. confinement - when a person or animal is kept somewhere usually by force
- g. synthetic - describes products that are made from artificial substances, often copying a natural product

Exercises 15 and 16

In these Exercises, students will learn to use tag-questions. They will learn to add tag-questions at the end of statements and imperative sentences. After having a discussion on tag-questions, it is good to locate tag-questions and their response in the text in Exercise 12. Then the class works on Exercise 15. Exercise 16 is speaking

exercise. In this exercise, the students will ask and answer the question tag as they learn from the discussion and the examples from the text as well.

Exercise 15

- | | | | |
|-----------------|------------------|---------------|-----------------------------|
| b. isn't he? | c. did they? | d. isn't she? | e. will it? |
| f. haven't you? | g. weren't they? | h. isn't she? | i. hadn't she? j. will you? |
| k. wasn't it? | l. won't she? | m. are they? | |

Exercise 16

- | | | | |
|--------------------|-----------------|---------------|----------------|
| a. weren't you? | b. don't you? | c. can't you? | d. wasn't he? |
| e. shouldn't they? | f. haven't you? | g. do you? | h. didn't you? |

Exercise 17

This exercise focuses on vocabulary. Here, the students will put the words from less strong to more strong.

Answers

- very easy/ easy/ not difficult/ fairly difficult/ difficult/ very difficult/ impossible/ absolutely impossible
- none/ a few/ several/ many/ thousands/countless
- tiny/ small/average-sized/ big/ large/gigantic/ enormous
- hardly seen/ faintly seen/ easily seen/ clearly seen

Exercises 18 and 19

Exercise 18 is a listening exercise. Here, before playing the audio, it is suggested that the class discuss on what the pictures are about. They also can make a guess on what can be the order. Then they listen to the audio and confirm the order. The audio may need to be played more than once. Exercise 19 is the continuation of Exercise 18. In Exercise 19, students will write the story in their own words as they remember. Then the teacher should give a chance to share the story in the class.

Exercises 20, 21, 22 and 23

These exercises form reading comprehension exercises. This interesting story tells how simple words of thanks create happiness in people. Here, the teacher can ask the students to close the book and tell the story as if it happened to herself. The children will love to listen to the story. After that, the teacher can divide the class into groups and ask them to work on Exercise 21 and 22. Then ask each group leader to go to the front and write on the board. Then discuss giving the points for correct answers. For Exercise 23, the class will discuss and the teacher can assign it as homework.

Exercise 24

This exercise gives ideas on expressing opinions. The class has to discuss the discourse maker in expressing and asking opinions. After that, they will practise giving opinions on the given topics. Here, the teacher has to pay attention to that the students have used the correct discourse maker.

Exercise 25

This is a writing exercise. Here the students will write for and against essay and expresses his or her opinion on the given topic.

Unit 10: Stories and Films

In this unit, the students will read some stories and learn to create a story out of given clues. Besides, they will learn to report sentences. In addition, they will learn to use the third conditional sentences and express wishes.

Exercise 1 Script

Bumblebee, humblebee, gentle and serene,
I saw you in the valley, a spot against the green.
With the breeze up you flew, then you passed from view,
I lost you in the alley, I searched around for you.
We hadn't seen each other,
I'd gone to help my mother,
I'd visited bee sisters in their hive,
I'd got some honey there,
I'd given it to Bear
And I'd just come back home,- just by five.
Ladybird, lovely one, pretty little dame,
I looked for you downtown but missed you all the same.
Birches sighed as I turned towards another lane.
I crossed it up and down, I asked for you in vain.
I'd left my forest thicket,
I'd met my friend, a cricket,
He'd travelled far away, he'd seen the world.
We hadn't lost an hour,
We'd got inside the tower
We'd danced and just by five home, I'd swirled.
Bumblebee, humblebee, gentle and serene,
I saw you in the valley, a spot against the green.
With the breeze up you flew, then you passed from view,
I lost you in the alley, yes, lost you in the alley
And searched in vain for you.

Exercise 2 and 3

These exercises are grammar exercises. First, discuss the uses and structures first and then lead the students to exercises 2 and 3.

Exercise 2

- a. had not been growing b. has been sailing c. had been eating
- d. had been living e. had been exploring

Exercise 3

- a. had been preparing b. had booked c. had been travelling
- d. hadn't been e. hadn't brought

Exercise 4

This exercise is a conversation exercise. The steps for this have been given in the introduction section. Here, the teacher is expected to focus on the use of third conditional sentences.

Exercises 5, 6, 7 and 8

These exercises make reading comprehension exercises. Here, it is suggested that the teacher tell the students to close the book and listen to the story. After telling the story, the teacher can ask some comprehension questions. Then the teacher can divide the class into groups and do Exercises 6, 7 and 8. Then each group will share the answers.

Exercise 8

- a. happily- merrily
- b. gaze – looked (but in the text the sense is different)
- c. rich –savoury (in the sense of the richness of food taste)
- d. wonder – astonishment
- e. upset –sorry
- f. pulled – tugged away

Exercises 9 and 10

These exercises focus on the third conditional sentences which are used to talk about imaginary situations in the past. First, the class will discuss the ideas given in the description before exercise 9. Then the class will work on Exercise 9.

Exercise 10 is speaking exercise. Here, the students are to talk about something that didn't happen in the past. One example is given in the text. After discussing the example, the teacher provides some time for each student to write about a similar kind of imaginary event in the past. Then they share their answers in the class.

Exercise 9

- b. would have seen c. had not met d. would have left
- e. had not behaved f. had worked f. would have come

Exercise 10

- a. If Kripa had not sat in the sun for a long time, she would not have been red. If she had not been red, she would have been able to study in the evening.
- b. If Sunita had not watched TV till late night yesterday, she would not have been late for the school bus. If she had not been late for the school bus, she would not have missed the school picnic.
- c. If Madan had not lifted a heavy suitcase, he would not have hurt his back. If he had not hurt his back, he would have been able to play table tennis.

- d. If Sheila had been careful in her class, she would have passed the exam. If she had passed the exam, her mother would not have been angry with her.

Exercise 11

This is a pronunciation lesson. Here students learn to pronounce commonly mispronounced words. Play the audio and ask the students to repeat the words.

Exercises 12 and 13

These exercises deal with expressing wishes. We make a wish for something that did not happen. Here, the teacher should discuss the ideas given above Exercise 12 and let the students work on the exercise. Finally, a group discussion will take place. Exercise 12 is similar to Exercise 13 but, here, the students learn to express regrets.

Exercise 12

- a. I wish it didn't rain here like this.
- b. I wish my best friend was here.
- c. I wish I had carried my umbrella.
- d. I wish there was some food in the fridge.

Exercise 13

- a. She wishes she had not worn a jacket.
- b. He wishes John had not gone on a holiday.
- c. I wish they had bought the next one.
- d. Sahara wishes she had listened to her mother.
- e. I wish I had paid attention in the class.

Exercise 14 and 15

Her students learn about the movie Bhanubkata a historical movie in Nepali. With this, the Nepali actor Dilip Rayamajhi made a debut. His acting as Bhanubhakta was praised by all. First, discuss the two persons in the pictures and then play and audio and you ask the students to do exercise 15.

Exercises 16, 17 and 18

These exercises make reading and comprehension lessons. Here, students will read about a film Catch me if you can. This is a review of a film. The class can also manage to watch the movie so that the class can have some ideas on how to write a review of a movie. Here, too, it is good to discuss the lesson after watching the movie.

Exercise 19

This exercise focuses on reported statements. Here, the teacher has to discuss the rules and examples given in the previous pages clearly before assigning the work in Exercise 17. After discussing the exercises with ample examples, the students should discuss the answers.

- a. Basu told me that he didn't call anybody.
- b. Supriya says that she doesn't know the answer.
- c. Avash said that he could not come the following day.
- d. Usha told Bina that Asha had sent a gift for her.

- e. Milan told me that I had to go to his party.
- f. Hira told Sabina that they were going to picnic next week.
- g. Sapana said that she had been sick the previous day.

Exercise 20 and 21

This is a listening exercise. Here students listen to the story and find the order of the pictures. Before, playing the audio, ask students to put numbers in the boxes. As a follow-up, ask students to rewrite the story in their own words.

Exercise 22, 23 and 24

Exercise 22 is a speaking exercise whereas Exercises 23 and 24 are writing exercises. At first, the teacher should discuss the story given on page 215 before working in Exercise 17. While working with Exercise 18, the teacher can ask who the people in the picture are. If they are able to guess, it's OK. Otherwise, the teacher shall tell that they are very famous characters from Hindu mythology. It is advisable not to tell the names -- rather ask them to guess. After some guesses, the teacher shall explain that these are the characters from the Ramayan. Then the teacher instructs students to write the story in the past tense.

For exercise 24 too, the class is advised to discuss the clues before writing the story.

Exercises 25 to 31

Exercises 25 to 31 focus on reporting. Exercise 25 gives examples of reported sentences from the story of Vinicius. Here, the teacher is to ask the students to match the direct and reported sentences after discussing them in pairs. In exercise 26, the teacher is expected to write correct reported questions from the table. After writing the sentences on the board, the students should be asked to form rules.

Exercise 27 will help the students by giving examples of reported questions. In this case, the teacher shall ask the students to do the exercise first on their own. While students are working, the teacher is suggested to look into the students' works and give feedback. A similar process can be held for the rest of the exercise as well.

Exercise 25

"Do you want me to clean your shoes?"

He asked him if he wanted him to clean his shoes.

"How old are you?"

He asked him how old he was.

"Have you got any money, please?"

He asked him if he had any money.

"Where do you live?"

He asked him where he lived.

"What is your name?"

He asked him what his name was.

Exercise 27

They asked me why I was late.

They asked me where I'd been.

I asked them if I could go out on Saturday again.

They asked me where I wanted to go.

They asked why I wanted to go there.

Exercise 28

He asked what my name was.

He asked if I had seen the robbers.

He asked what they had been wearing.

He asked how I thought they had got in.

He asked what they had taken.

He asked if that had ever happened before.

Exercise 29

b. The old man asked if he had found his suitcase.

c. The woman with a hat asked him what time the shops opened.

d. The bald man asked him how long he had worked there.

e. The young lady with sunglasses asked him what they were going to do that day.

f. The tall man asked him what time they left the following day.

g. The African boy asked him if he knew where the nearest bank was.

h. The boy with a camera asked him when breakfast was served in the hotel.

i. The man with a moustache asked him who had made the sculpture in the square.

Exercise 30

She ordered her to phone here if there was an emergency.

She ordered her not to let the children eat any sweets.

She told her to give the children a bath before they went to bed.

She reminded her to close all the windows.

She told her to put the toys away in the cupboard.

She told her not to answer the door to anyone.

She told her to send the children to bed at 9 o'clock.

She told her not to take the dog into the children's bedroom.



The End