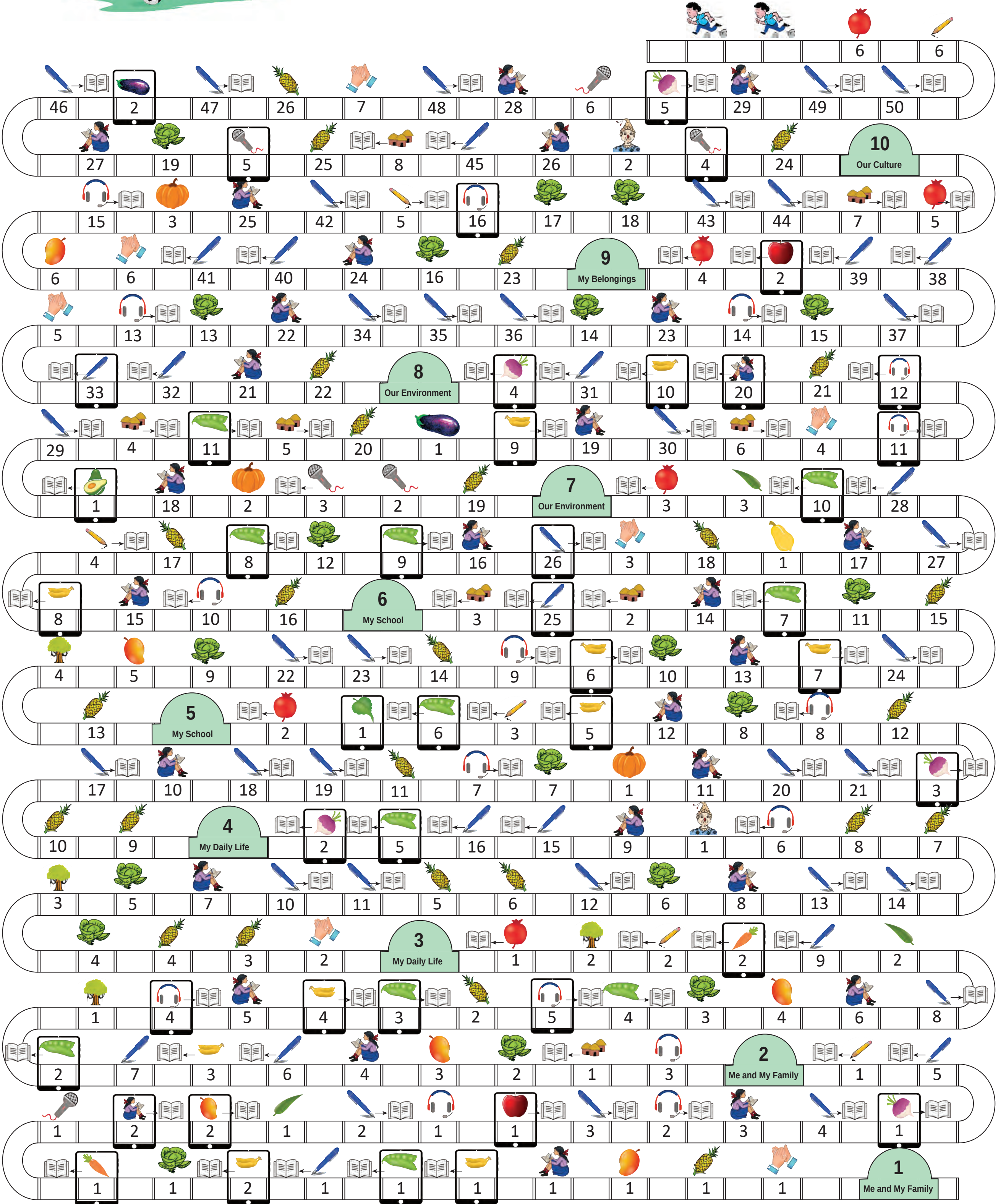


Checklist Grade:2 (Two)

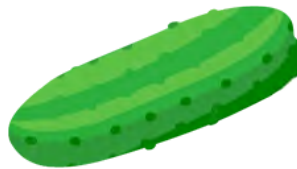
	Theme	Credit Hours	Milestone no.	Activities	Credit Hours of Milestone	Clap	Pineapple	Mango	Pumpkin	Papaya	Banyan Tree	Banana	Peas	Leaf	Apple	Joker	Carrot	Turnip	Pomegranate	Pencil	Brinjal	Cabbage	Lady's finger	Puppet Board	A Girl with a book	Writing Pen	Avacardo	Headphone	Microphone	Huts	Total number of cards	Language Function	Soft Skills	Learning Outcomes
Me and My Family		21	1	Me and My Family	10	1	1	1, 2				1, 2	1		1		1	1		1		1	1		1, 2, 3	1, 2, 3, 4, 5	1, 2	1		29	- Greeting and leave taking - Talking about age - Introducing others - Talking about home and family	- Taking care of oneself - Self-discipline - Self-awareness - Communication - Collaboration - Self-discipline - Sociability - Decision making - Honesty/ integrity - Sense of belonging	Listening - Identify and discriminate sounds. - Identify words that have the same initial, medial or final sound. - Recognize, identify and produce rhyming words. (e.g. cow now) - Identify individual sounds in words. - Comprehend words and simple expressions. - Respond to the audio or the teacher verbally and non-verbally. - Identify key information from a short speech or conversation. - Follow the message in short simple conversations. - Perform a variety of listening comprehension tasks.	Speaking - Decode phonetically regular and irregular words using letter sound knowledge, e.g. rat, too, blank, house, have, said, where, etc. - Produce words, phrases, simple sentences with intelligible pronunciation. - Participate in short conversation with teachers and friends using simple English. - Ask and answer short, simple questions. - Sing or recite a song/chant by listening to the teacher or an audio.
			2	Me and My Family	11		2	3, 4			1, 2	3, 4	2, 3, 4						2		1	2		2, 3	2		4, 5, 6	6, 7, 8, 9	3, 4, 5	1	30			Reading - Put sounds together to read words and sentences. - Recognize and read words with the help of the visuals. - Understand the meaning of grade appropriate words. - Perform rhymes and chants with appropriate rhyme and rhythm. - Read sentences and short paragraphs correctly. - Retrieve specific information (names, number, etc) from reading texts. - Decode words correctly which have consonant diagraphs in initial positions (th, sh, ch, wh), vowel diagraphs (oo, ee, ea, oa, aw, ai, ay), initial consonant blends (sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu), and final consonant blends (nd, nk, nt, mp).
My daily life		17	3	My daily life I	8	2	3, 4, 5, 6, 7, 8				3		5			1		2				4, 5, 6		7, 8, 9	10, 11, 12, 13, 14, 15, 16	6			25	- Talking about daily habits and activities - Telling the time - Describing past actions and events	- Managing daily life - Time management - Making action plans - Team work - Communication - Self-awareness - Self-motivation	Listening - Identify and discriminate sounds. - Identify words that have the same initial, medial or final sound. - Recognize, identify and produce rhyming words. (e.g. cow nnow) - Identify individual sounds in words. - Respond to the audio or the teacher verbally and non-verbally. - Identify key information from a short speech or conversation. - Follow the message in short simple conversations. - Perform a variety of listening comprehension tasks.	Speaking - Produce words, phrases, simple sentences with intelligible pronunciation. - Participate in short conversation with teachers and friends using simple English. - Describe familiar objects, persons and events using simple adjectives and advrbs. - Ask and answer short, simple questions. - Sing or recite a song/chant by listening to the teacher or an audio. - Talk about present and past.	
			4	My daily life I	9		9, 10, 11, 12	1			5	6	1	1						3	2	3		7, 8		10, 11, 12	17, 18, 19, 20, 21	7, 8			23			Reading - Recognize and read words with the help of the visuals. - Recognize and read high frequency words including compound words - Understand the meaning of grade appropriate words. - Perform rhymes and chants with appropriate rhyme and rhythm. - Read sentences and short paragraphs correctly. - Understand plurals (-s), verb tense, contractions and simple comparatives. - Show an understanding of different kinds of reading texts (stories, letters, etc.) - Retrieve specific information (names, number, etc) from reading texts. - Decode words correctly which have consonant diagraphs in initial positions (th, sh, ch, wh), vowel diagraphs (oo, ee, ea, oa, aw, ai, ay), initial consonant blends (sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu), and final consonant blends (nd, nk, nt, mp).
My school		17	5	My school I	8		13, 14, 15	5			4	6, 7	7									9, 10, 11		13, 14, 23, 24, 25,	22,	9		2, 3	20	- Talking about now - Giving and responding to commands and instructions - Describing location	- Application - Decision making - Respect for others - Communication - Collaboration - Reading maps	Listening - Identify individual sounds in words. - Comprehend words and simple expressions. - Respond to the audio or the teacher verbally and non-verbally. - Identify key information from a short speech or conversation. - Follow the message in short simple conversations. - Perform a variety of listening comprehension tasks. - Show an understanding of simple stories with visual clues.	Speaking - Produce words, phrases, simple sentences with intelligible pronunciation. - Participate in short conversation with teachers and friends using simple English. - Ask and answer short, simple questions. - Sing or recite a song/chant by listening to the teacher or an audio. - Talk about present and past.	
			6	My School II	9	3	16, 17, 18			1		8	8, 9, 10								3	4		12	3	15, 16, 17	26, 27, 28	10			20			Reading - Recognize and read high frequency words including compound words - Understand the meaning of grade appropriate words. - Perform rhymes and chants with appropriate rhyme and rhythm. - Read sentences and short paragraphs correctly. - Understand plurals (-s), verb tense, contractions and simple comparatives. - Show an understanding of different kinds of reading texts (stories, letters, etc.) - Retrieve specific information (names, number, etc) from reading texts. - Decode words correctly which have consonant diagraphs in initial positions (th, sh, ch, wh), vowel diagraphs (oo, ee, ea, oa, aw, ai, ay), initial consonant blends (sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh, qu), and final consonant blends (nd, nk, nt, mp).

[illegible]

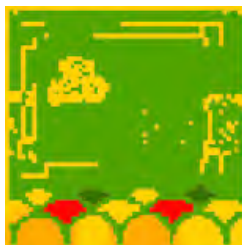
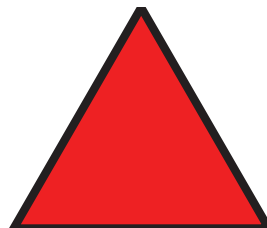
Subject: English



Fully Teacher Supported Group



Peer Supported Group



Partially Teacher Supported Group



Self Learning Group





Listen and sing.

Father, father! So kind.

Mother! Mother! Never mind.

Grandfather! Grandfather! Love and share.

Grandmother! Grandmother! Take care.

Brother! Brother! Play the ball.

Sister! Sister! Where's the doll?



Instructions for teacher:

- Show the pictures and discuss about them.
- Recite the chant and ask students to listen to you.
- After singing a couple of times ask them to repeat after you.
- Ask students to sing themselves.
- Ask students to tell who are there in their family.

Describe the picture.



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of family relation (grandfather, grandmother, father, mother, son, daughter, brother, sister, etc.).
- Ask students to describe the picture.



a black dog

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the phrase 'A Black Dog' and ask students to follow.
- Ask students to spell the phrase.





homework

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Homework' and ask students to follow.
- Ask students to spell the word.





shop

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Shop' and ask students to follow you.
- Ask students to spell the word.





long dark hair

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the phrase 'Long dark hair' and ask students to follow you.
- Ask students to spell the phrase.





farm

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the phrase 'Farm' and ask students to follow you.
- Ask students to spell the phrase.





a cute cat

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the phrase 'A cute cat' and ask students to follow you.
- Ask students to spell the phrase.





Discuss and read.

MS 1

1

What do you see in the picture?



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

Birendra's mother is Rima. She is 33 years old. She helps Birendra with his homework. She is helpful. Birendra has a sister. Her name is Nitu. She is ten years old.

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

Birendra loves his family very much.

Instructions for teacher:

- Show the pictures and discuss about it.
- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Complete the sentences.

1

- a. Birendra lives with his _____.
- b. His father is _____ years old.
- c. His _____ helps him do homework.
- d. Birendra's _____ is ten years old.
- e. Kale is a _____.

Instructions for teacher:

- This card is based on the reading (a girl with a book) card 1, MS-1 (Birendra's Family).
- Ask students to read the text about Birendra's family before they do this task.



Match the following.

1



grandfather



mother



grandmother



father



brother



sister



Instructions for teacher:

- Make holes in the given circles in the both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.

Describe the picture.





Complete the text about your family.

My name is _____ . I live in a _____

(big/small) family. My father's name is _____ . My

mother's name is _____ . I have _____

sister/sisters and _____ brother/brothers.

Instructions for teacher:

- Ask students to write their own information in the blanks to complete the sentences.
- Check the work of students and provide feedback.



Act out.

Hi! I'm Junu.
What's your name?



Hi! I'm Jay.
I'm from Doti.
Where are you from?

I'm from
Lamjung.
How old are you, Jay?

I am seven. I
study in grade
two.



Who do you
live with?

I live with my
parents, my
brother and
my sister.



I also live with my
family. I have my
grandfather and
grandmother too.

Nice talking to
you. Bye!



Instructions for teacher:

- Act out the conversation with a student.
- Ask students to act in pairs.



Find 5 words and write.

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



Instructions for teacher:

- Ask students to find the words of family relations and mark them as in the example.



Talk about yourself.



I am

I am years old.



This is my father.

He is years old.



This is my

She is



This is my

He is



Bye! See you.

Instructions for teacher:

- Talk about yourself using the outline.
- Ask students to talk about themselves in the similar way.



Read and do the given task.

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

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

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



True or false? Put a tick ☐ or a cross ☐.

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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.
- Ask them to read the statements in the exercise.
- Tell them to put a tick if it is ☐ true and a ☐ cross if it is false.



Complete the compound words.

long +  = long hair

dark +  =

long +  =

bright +  =

cute +  =

Instructions for teacher:

- Ask students to identify the picture.
- Ask students to tell the words combining the first word and the name of the picture.
- Ask them to write the newly formed words in their exercise book.



Listen and say.

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

Instructions for teacher:

- Pronounce the words and ask students to repeat after you.
- Pronounce the words and ask students to point at the words.



Write ten sentences about your family.

2

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.



Listen and read.

1



This is my uncle. His name is Shiva. He is my father's brother. He is a mason.



This is my aunt. Her name is Ganga. She is my uncle's wife. She is a tailor.



They are my cousins. They are my uncle's son and daughter. They are students.

Instructions for teacher:

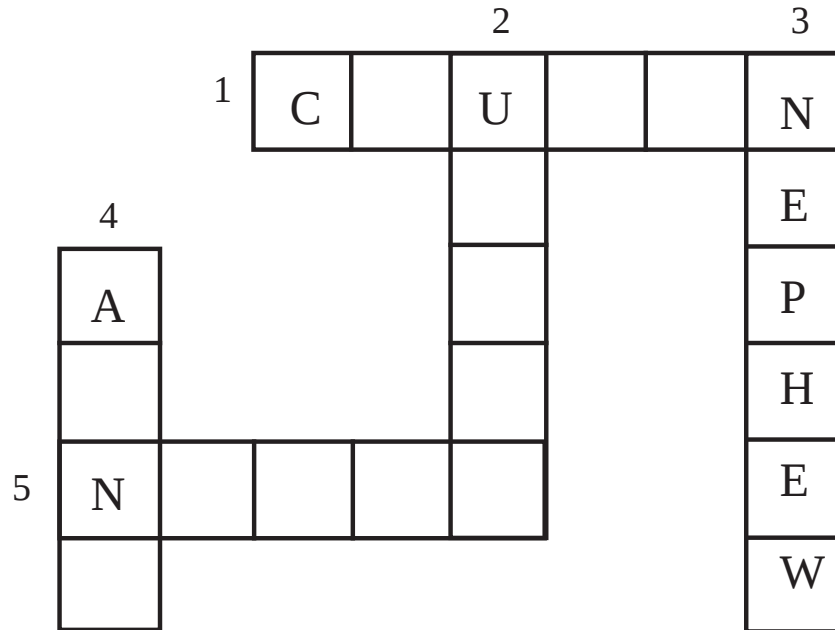
- Read the text aloud and ask students to listen carefully.
- Ask students to read the text individually.
- Support them if needed.
- Ask students to talk about their uncle and aunt if they have any.



Complete the puzzle.

MS 1

1



Across:

1. a child of your uncle or aunt
5. a daughter of your brother or sister

Down:

2. a brother of your father or mother
3. a son of your brother or sister
4. a sister of your father or mother



Use the following words in your own sentences.

3

a. cousin

b. niece

c. uncle

d. nephew

e. aunt



Listen and complete.



My grandfather is **sleeping**.



My grandmother is



My aunt is



My uncle is



My cousins are



My puppy is

Instructions for teacher:

- Read the sentences aloud along with the missing words. (Students will just listen to you).
- Read again and ask students to write the missing words.
- Sentences:

- a. My grandfather is sleeping.
- b. My grandmother is cooking food.
- c. My aunt is having meal.
- d. My uncle is washing clothes.
- e. My cousins are studying.
- f. My puppy is playing.



Read

MS 1

3

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



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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. How old is Shiva?

b. What does he do?

c. How old is Lata?

d. What does she do?

e. Does Lata love Shiva?

Instructions for teacher:

- This exercise is based on MS-1, Reading, Card-3.
- Ask students to read the text and do the task individually.
- Provide necessary feedback after checking their answers.



Unscramble the letters and form words.

1

vlailge

:

peratns

:

grnadafhter

:

hoomerwk

:

balck

:

stiser

:

Write about Rita's family.



a. This is Rita's family.

b.

c.

d.

e.

f.

g.



Draw a picture of your house.

A large rectangular area defined by a dashed black border, intended for drawing a picture of a house.

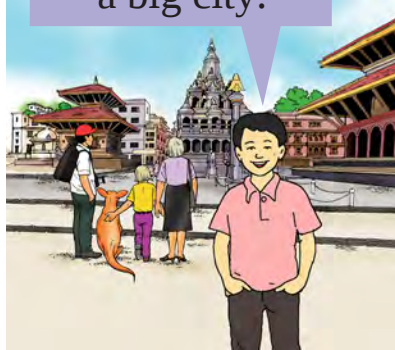


Listen and read.

Hi! It's me Tej.
I am seven
years old.



I live in
Kathmandu. It is
a big city.



I live with my
parents.



This is Lumanti.
She is my friend.



I like reading,
singing and
dancing.



I have a dog. I
like it.

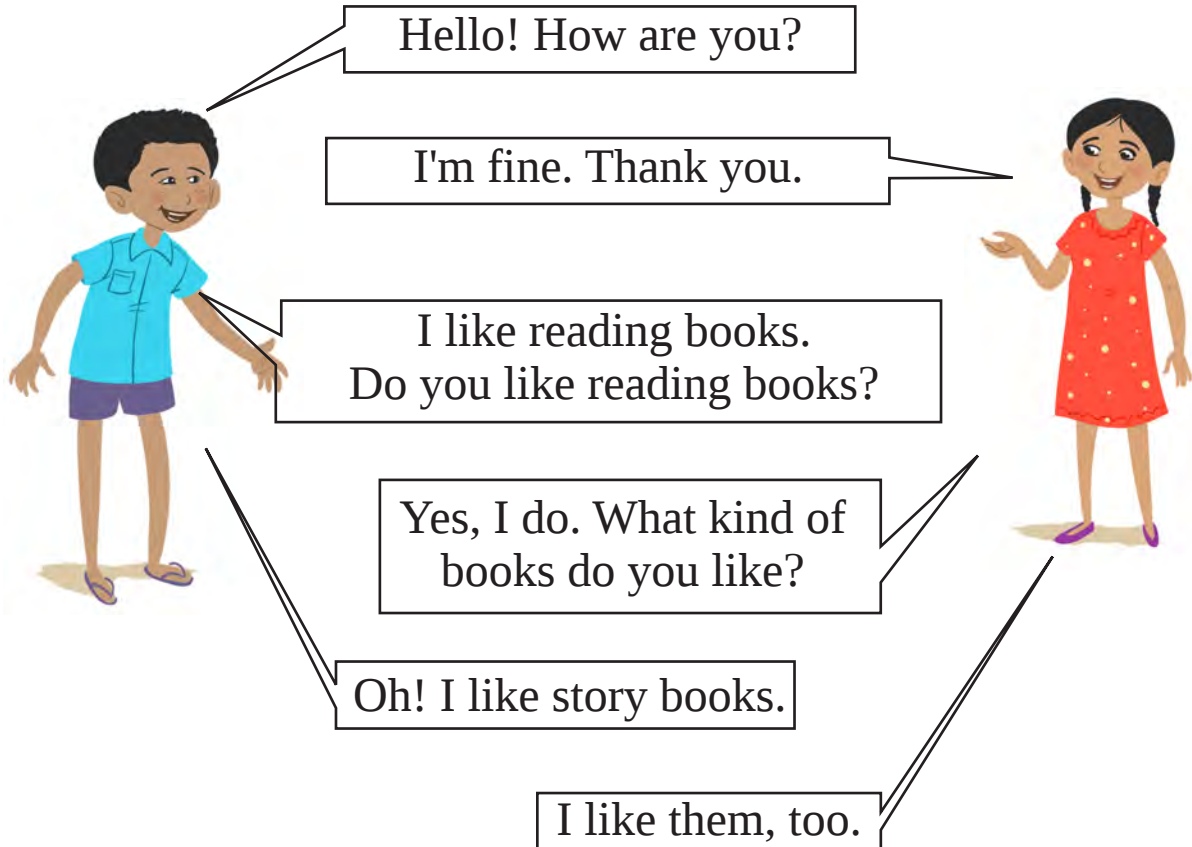


Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask students to read the text individually.
- Support them if needed.



Listen and say.



Instructions for teacher:

- Act out the conversation with a student.
- Ask students to act in pairs.



swimming

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Swimming' and ask students to follow you.
- Ask them to spell the word.

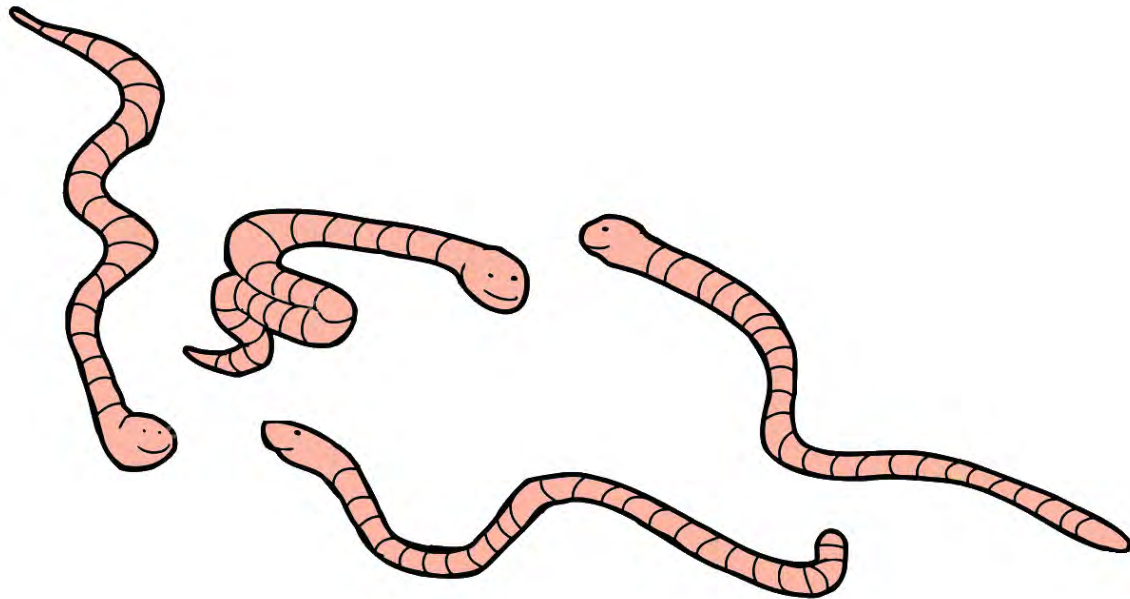




Worms

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Worms' and ask students to follow you.
- Ask them to spell the word.





jumping

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Jumping' and ask students to follow you.
- Ask them to spell the word.





jungle

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Jungle' and ask students to follow you.
- Ask them to spell the word.

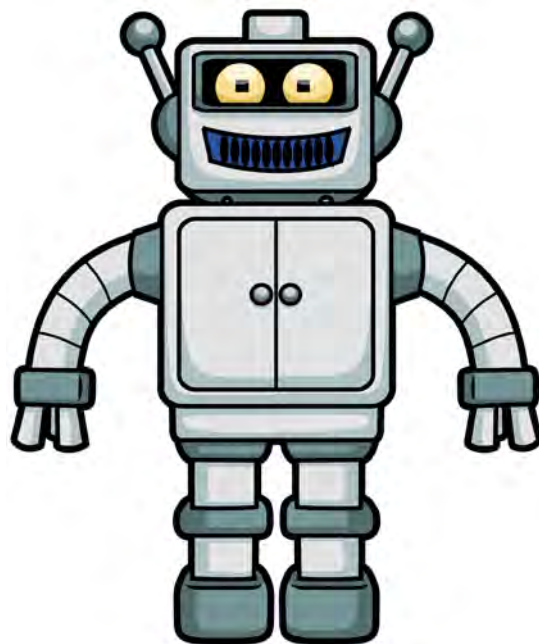




robot

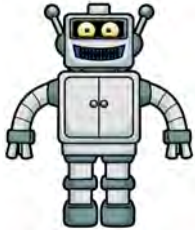
Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Robot' and ask students to follow you.
- Ask them to spell the word.





Read aloud.



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



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



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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Who is Lisa?

A robot

b. Where is Bonzo from?

c. What's Bonzo's favourite food?

d. Who is Fin's best friend?

e. Who is the oldest of all?

f. Who can be your friend?

Instructions for teacher:

- Ask students to read the text, on a girl with a book card (reading)-4
- Ask them to answer the questions orally.
- Ask them to write the answers
- Check their answers and provide feedback.



Write about your family and talk to your friends.

3

Hi, my name is

_____.

I am from

_____.

I am years old. I

_____.

a big family. There are

_____.

members in my family.

How

_____.

members do you have in your family?



Write a paragraph about your friend.

_____ is my friend. He/She is from _____

Instructions for teacher:

- Ask students to read what they have written on the banana card (3).
- Tell them to write a similar paragraph about their friend.



Match the words to human body part.

2

Pull the strings tied up in the holes next to the body part names and put to the body part of the girl.

☐ eye

☐ ear

☐ mouth

☐ chest

☐ hand

☐ hip

☐ leg

☐ ankle

☐ head

☐ nose

☐ neck

☐ arm

☐ stomach

☐ knee

☐ feet

Instructions for teacher:

- Ask students to match the words with the body parts.
- Ask students to pronounce the words.
- Conduct drill practice to help them pronounce the words.

Listen and act.



I'm thinking of a part of our body. Can you guess it?

Do I have two of them?

Yes, you have.



Can I hear with it?



Yes, you can.

Is it an ear?



Yes, you are right.



Instructions for teacher:

- Think of a part of your body.
- Ask students to guess what you're thinking of.
- Tell students to ask questions to guess.



Listen and write.

MS 2

4



I wash my



I brush my



I comb my



I take

Instructions for teacher:

- Read the sentences aloud with the missing words and ask students to listen carefully.
- Read again and ask students to complete the text individually.
- Support them if needed.



Read

MS 2

5

We are your ears. We are two. We help you to hear.



We are your eyes. We are two. We help you to see things.



We are your teeth. We are many. We chew the food you eat.



I am your tongue. I'm only one. I taste the food you eat.

We are your legs. We are two. We help you to stand and walk.



We are your hands. We are two. We help you to write and work.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



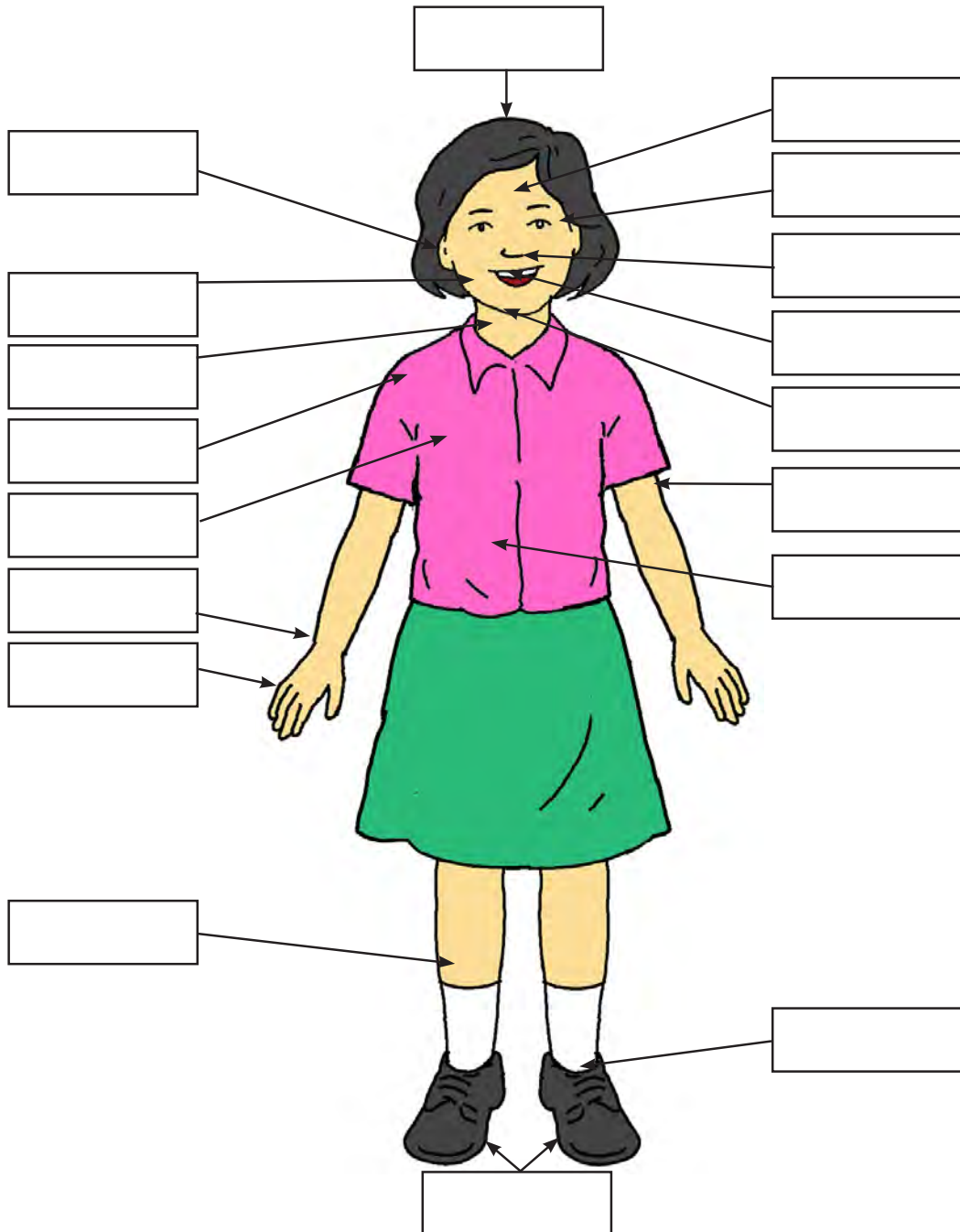
Fill in the gaps.

4

- a. Eyes help us to _____.
- b. We _____ food with our teeth.
- c. The tongue tastes the food we _____.
- d. We use our legs to _____ and _____.
- e. We use our _____ to write and work.

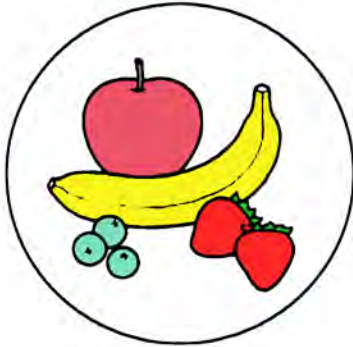


Label the parts of body.





Look at the pictures and discuss.



Instructions for teacher:

- Show the pictures on this card and discuss about them.
- Ask students to describe the pictures.



Listen and write.

5

- Eat healthy
- Have plenty of
- Play and do exercises.
- Comb your
- Wash your

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

Instructions for teacher:

- Read the sentences along with the missing words aloud and ask students to listen carefully.
- Ask students to complete the sentences individually.
- Support them if needed.



Match the words to pictures.

4



trim



comb



brush



wash



Instructions for teacher:

- Make holes in the given circles in both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.

Ask and answer.



Hi! I'm combing my hair. What are you doing?

I'm washing my hands.



Hi! I'm washing my hands. What are you doing?



I'm brushing my teeth.



Instructions for teacher:

- Call a student in front of the class and have the given conversation with him/her.
- Ask students to practise the conversation in pairs.



take a bath

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Take a bath' and ask students to follow you.
- Ask students to spell the word.





balanced diet

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Balanced diet' and ask students to follow you.
- Ask students to spell the word.





exercise

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Exercise' and ask students to follow.
- Ask students to spell the word.





cleanliness

Instructions for teacher:

- Show the picture on this card and discuss the picture.
- Pronounce the word 'Cleanliness' and ask students to follow.
- Ask students to spell the word.





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

Our body needs rest. We need plenty of sleep for rest. We need to go to bed early in the evening. We should get up early in the morning. Similarly, we need to keep our body clean. We should take bath regularly. We should brush our teeth twice a day. We should comb our hair. We should trim our nails every week. We should wash our hands with soap and water before and after meal.

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

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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Write one thing to keep your body clean.

b. When should we go to bed?

c. What makes us active?

d. What should we eat?

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

Instructions for teacher:

- Ask students to read the text on girl with a book (reading) card - 6.
- Ask them to answer the questions orally.
- Ask them to write the answers.
- Check the answers and provide feedback.



Listen and write.

ankle

mouth

chest

arm

stomach

neck

knee

Instructions for teacher:

- Conduct a dictation activity.



Write.

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

a.

b.

c.

d.

e.



Find the words with the help of the pictures.

2

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





Draw the pictures of food items that you eat.

2

A large rectangular area with a black border made of diagonal hatching lines, intended for drawing food items.



Listen and act.



Simon says 'This is my

.....',

Instructions for teacher:

- Take students out of the classroom and make them stand in a circle.
- Tell them that they have to point at the parts of their body said by the teachers.
- Say ' Simon says, 'This is/These are my''.
- The one who points the wrong part will be out of the match.
- The one who remains at last will be the winner.



Assessment-1

1. Listen to your teacher and tick.

a. house

☐

b. head

☐

mouse

☐

bed

☐

c. cat

☐

d. dog

☐

bat

☐

log

☐

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

kind

old

farm

son

food

3. Listen to your teacher and answer.

a. How old is Birendra?

b. Where does he live?

c. What is his father's name?

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

5. Read and answer.

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

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

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



Assessment-1

MS 2

1B

a. Where is Preeti from?

b. What does Preeti's mother do?

c. How many brother does Preeti have?

6. Answer the following questions.

a. What is your name?

b. How old are you?

c. Who are there in your family?

d. What is your father's name?

e. What is your mother's name?

Instructions for teacher:

- Use the text from MS-1, Girl with a book (Reading) Card-1 for exercise 3.



Recite the chant.

MS 3

2

Every day! Every day! What do you do every day? x2

I take a bath. I take a bath, I take a bath every day. x2

Every day! Every day! What do you do every day? x2

I brush my teeth. I brush my teeth. I brush my teeth every day. x2

Every day! Every day! What do you do every day? x2

I ride a bike. I ride a bike. I ride a bike every day. x2

Every day! Every day! What do you do every day? x2

I go to bed. I go to bed. I go to bed every day. x2

Every day! Every day! What do you do every day? x2

What do you do every day? x2

Instructions for teacher:

- Learn to sing this chant from https://www.youtube.com/watch?v=_oEAdz3MAj0
- Sing the song and ask students to follow you.
- Ask them to sing themselves.



Talk about the pictures.

MS 3

3



clock

painting

calendar

television

lamp

telephone

sofa

cupboard

curtain

book rack

mat

Instructions for teacher:

- Ask students to say the name of the things they see and write their responses on the board.
- Elicit as many names of things as they can.
- Read the words aloud and ask students to find these things in the pictures.



Look at the picture, discuss and read.

Bunny before going to School



This is Bunny, a little rabbit.
He gets up at seven o'clock.



Bunny takes breakfast at
half past seven.



He reads books for an hour.



He eats his morning meal at
8:30.



He dresses up for school.



He goes to school at 9:30.

Instructions for teacher:

- Ask students to look at the pictures and discuss them.
- Read the text aloud and ask students to repeat after you.
- Ask them to read the text individually.

Ask and answer.



What time is it now?



It is nine o'clock.

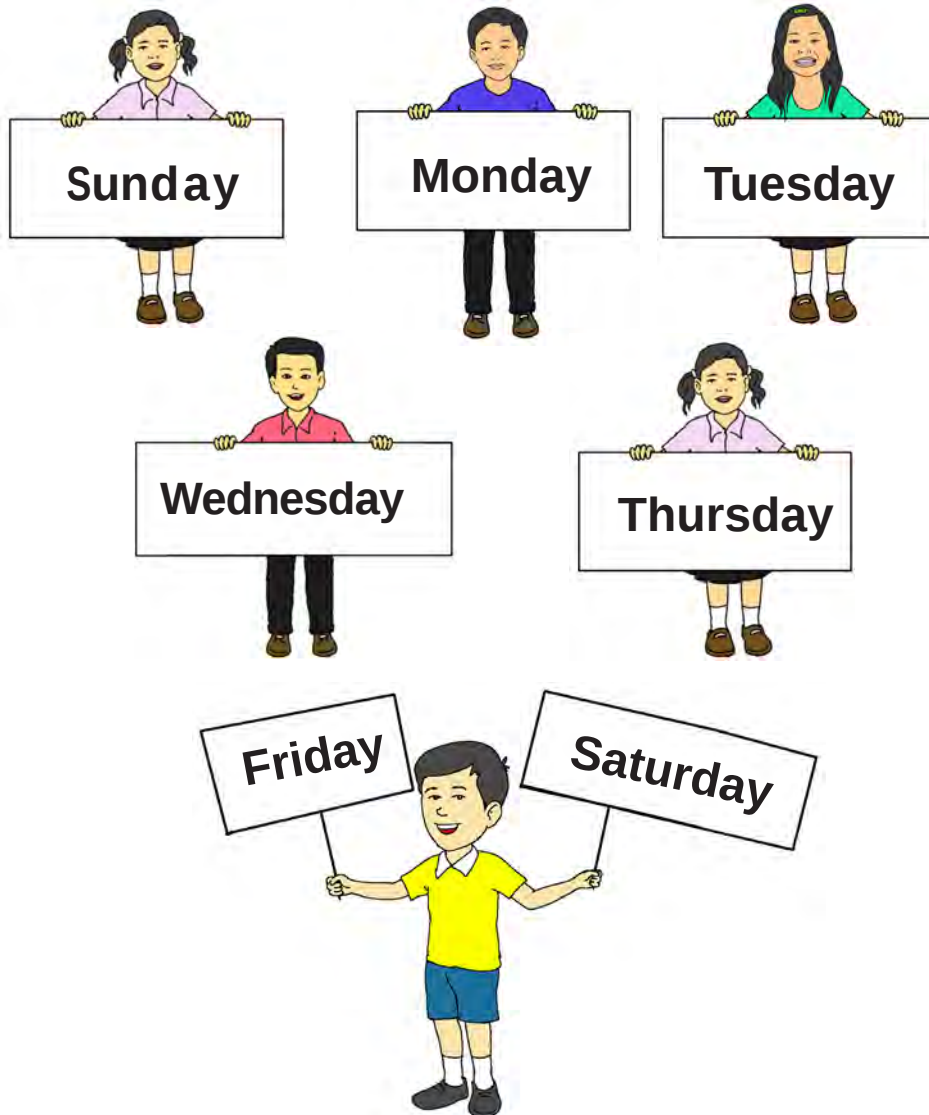


Instructions for teacher:

- Call a student in front of the class and have the given conversation with him/her.
- Ask students to practise the conversation in pairs.
- Ask them to talk about the other clocks in the same way.



Play the game.



Instructions for teacher:

- Make day cards.
- Say the names of days randomly and ask students to display the cards of that day..

Listen and act.



Chunu : Hi Munu! What day is today?

Munu : Today is Tuesday. What day was yesterday?

Chunu : Yesterday was Monday.

What day is tomorrow?

Munu : Tomorrow is Wednesday.

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. What does Bindu love doing?

b. How does Bindu help her father?

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

Instructions for teacher:

- Ask students to read the text on A Girl with a book, card - 7
- Ask them to answer the questions orally.
- Ask them to write the answers
- Check the answers and provide feedback.



What do you do in the kitchen? Write.

Handwriting practice lines for writing the answer.

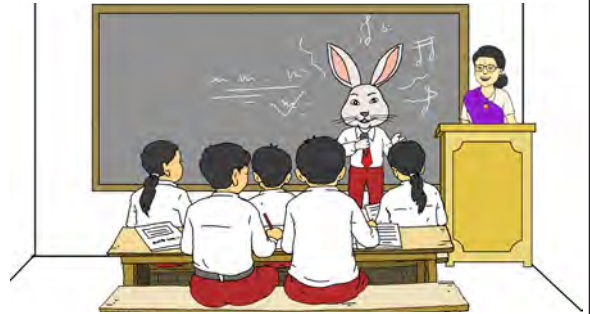


Talk about the pictures, discuss and read.

5



Bunny is in the classroom.



He sings and dances.



He reads and writes.



He plays games with his friends.



He helps Tommy to play ball.



He goes home at four o'clock.

Instructions for teacher:

- Ask students to look at the pictures and discuss them.
- Read the text aloud and ask students to repeat after you.
- Ask them to read the text individually.



Talk about the pictures.



Instructions for teacher:

- Show the pictures on this card and discuss them.
- Elicit the things they see in the pictures.
- Ask students to describe the pictures.



Complete your time table.

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

Instructions for teacher:

- Ask students to complete the table with their own information giving home assignment..
- Ask them to present their timetable in the class.



Look at the menu, ask and answer.

A: What do they eat on Sunday?

B: They eat milk, rice and curry.

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

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

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.
- Ask them to share what food they eat at home.



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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. What is there in front of school building?

b. Where is the swing?

c. Is Prem happy with his school?

Instructions for teacher:

- Ask students to read the text on 'A Girl with a book' card-8.
- Ask them to answer the questions orally.
- Ask them to write the answers.
- Check their answers and provide feedback.



What do you do at school? Write.

Handwriting practice area with multiple sets of three horizontal lines (top red, middle black, bottom red) for writing.



Discuss

MS 3

7

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



Bunny goes to play with his friends.



He does his homework in the evening.



He eats dinner with his family.



He watches TV for an hour.



He listens to the bedtime stories.



He goes to bed at nine o'clock.

Instructions for teacher:

- Ask students to look at the pictures and discuss them.
- Read the text aloud and ask students to repeat after you.
- Ask them to read the text individually.



Talk about the picture.



Now, find these and point to the picture.

pond	fence	fish	swing	slide
nest	flowers	bench	trees	lotus

Instructions for teacher:

- Show the picture on this card and discuss it.
- Elicit as many words as they can.
- Ask students to describe the picture.
- Finally, read the words given below the picture and ask students to point at the picture.



What do you have in your school garden? Listen to your teacher and write.

Instructions for teacher:

- Say the things that you have in your school garden and ask students to write them.

Read the sentences aloud.



The first day is Sunday.



The second day is Monday.



The third day is Tuesday.



The fourth day is Wednesday.



What are the days of a week?



The fifth day is Thursday.



The sixth day is Friday.



The seventh day is Saturday.



Instructions for teacher:

- Provide hand puppets to students.
- Let them practise the use of hand puppets.
- Read these sentences yourself using the hand puppet.
- Ask students to read the sentences using hand puppets.



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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Where does Munu go every morning?

b. How does she take care of plants?

c. Do you also love garden? Why?

Instructions for teacher:

- Ask students to read the text on A Girl with a Book Card-9
- Ask them to answer the questions orally.
- Ask them to write the answers.
- Check their answers and provide feedback.



How is your garden? Write.



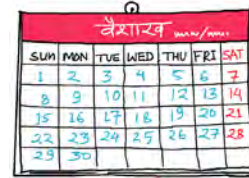
Match the words to the pictures.

5

☐ pond



☐ fence



☐ curtain



☐ cupboard



☐ calendar



Instructions for teacher:

- Make holes in the given circles in both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.



Unscramble the following letters to form words.

2

teelisivon

sfoa

panintig

pocorpn

piddung

jicue

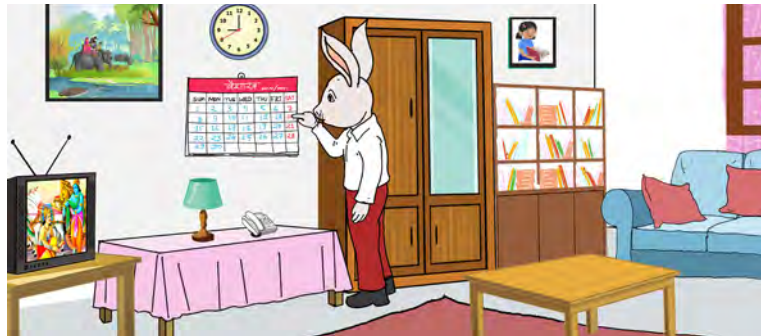
cyrru

Instructions for teacher:

- Ask students to unscramble the letters and make words.
- Support them if needed.
- Check their answers and provide feedback.



Look at the pictures, discuss and read.



Bunny does not go to school on Saturday.



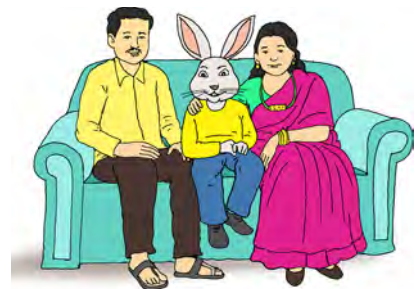
He helps his father in the garden.



He helps his mother in the field.



He takes a bath and washes his clothes.



He spends time with his family.

Instructions for teacher:

- Show the pictures on this card and discuss them.
- Ask students to describe the picture.
- Read the text aloud and ask students to follow you.
- Ask them to read individually.
- Help them as needed.



Talk about the pictures.



Instructions for teacher:

- Show the pictures on this card and discuss them.
- Elicit what they see in the pictures.
- Ask students to describe the pictures.



Make sentences using the words below.

guest

garden

clean

cycling

story



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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. How is the river water?

b. What do they do when they are hungry?

c. Where do they draw different pictures?

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

Instructions for teacher:

- Ask students to read the text on 'A girl with a Book' card-10.
- Ask them to answer the questions orally.
- Ask them to write the answers
- Check their answers and provide feedback.



Write a short paragraph.

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



Look and read.

MS 4

11

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



Bunny went to the zoo yesterday.



He rode an elephant.



He enjoyed boating in the pond.



He played with other monkeys.



He also spent time with his friends.

Instructions for teacher:

- Show the pictures on this card and discuss them.
- Ask students to describe the pictures.
- Read the text aloud and ask them to repeat after you.
- Ask them to read individually.



Listen to your teacher and write.



animals





birds



Instructions for teacher:

- Say the words and ask students to listen carefully.
- Ask students to listen to you and write.
- Support them if needed.
- Check their answers and provide feedback.



Listen and act.



Ali : Hello! Preeti.

Preeti : Hello! Ali.

Ali : Which school day do you like the most?

Preeti : I like Tuesday the most. Tuesday is our library day. Which day do you like the most?

Ali : I like Friday the most. We have outdoor activities on Fridays.

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Listen and repeat.

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

Instructions for teacher:

- Read the words aloud and ask students to repeat after you.
- Read the words again and ask students to point the word.



It was summer vacation. Rupak went to his maternal uncle's house. His uncle picked him up from the bus stop. He gave Rupak some sweets. His grandmother gave him rice pudding to eat. His grandfather told him stories. He loved to play with cattle there. He also rode a bicycle with his cousin.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Put a tick (✓) for true and cross (×) for false.

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

b. His grandfather gave him sweets.

c. His grandmother gave him food.

Instructions for teacher:

- Ask students to read the text from the card a girl with a book (11)
- Ask students to put a tick mark for correct and a cross mark for wrong sentences (Students will write on the exercise book).
- Provide feedback after they complete the task.



Write a short paragraph.

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

[illegible]

Listen and write.

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



Bunny went to the fair yesterday. ☐



He bought colorful balloons. ☐



He bought playthings. ☐



He also ate an ice-cream. ☐



He enjoyed playing Wooden Ferris Wheel. ☐

Instructions for teacher:

- Show the pictures on this card and discuss about them.
- Elicit what Bunny is doing in each picture.
- Read the text aloud and ask students to repeat after you.
- Ask them to write numbers in the box after sentences according to the pictures.



Talk to your friends.

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



Instructions for teacher:

- Show the pictures on this card and discuss about them.
- Elicit the things that they see in the pictures.
- Ask students to describe the pictures.



Listen to your teacher and write.

At a fair, you see...

a.

b.

c.

d.

e.

f.

g.

h.

Instructions for teacher:

- Say the things that students can see at a fair.
- Ask students to listen to you and write.
- Support them if needed.
- Check their answers and provide feedback.

Listen and act.



Teacher : Pratik, when does our unit test start?

Pratik : It starts from Sunday.

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

Richa : It ends up on Friday.

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

Munal : It's on Tuesday.

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

Instructions for teacher:

- Act out the conversation with students.
- Ask students to act in pairs.



It was a beautiful Sunday morning. Sanu got up early in the morning. She took a bath and put on clean clothes. She went to the garden. She plucked up flowers and put in a basket. Then, she went to the temple. She worshiped and prayed to the god. She offered beautiful flowers to the goddess Durga. The priest put tika on her forehead. She felt good.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Complete the sentences.

- a. Sanu got up early in the morning on _____.
- b. She went to the garden to bring _____.
- c. She prayed to the _____.
- d. The priest put _____ on her forehead.

Instructions for teacher:

- Ask students to read the text on 'A girl with a Book card-12'.
- Ask students to complete the sentences with the information from the text.
- Check their answers and provide feedback.



Draw and write.

3

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

Instructions for teacher:

- Ask students to draw a picture of a place where they go to play.
- Tell them to write four sentences about that place.



Match the following.

☐ Wash clothes.



☐ Help mother in the field.



☐ Ride an elephant.



☐ Enjoy boating.



☐ Play wooden Ferris wheel.



☐ Buy play things.



Instructions for teacher:

- Make holes in the given circles in the both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.



Teacher's Card.

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

Instructions for teacher:

- Divide students into four groups.
- Provide each group a students card and some grains/pebbels.
- Read the words from the teachers card and ask students to put the grain or pebbles on each word they hear.
- The team which puts grains or pebbles on all words will say 'Bingo'.



Students' Card.

read	pair	get
sit	bray	bit
pet	fair	right



Students' Card.

right

sit

set

bit

pet

pair

net

read

bray

Students' Card.

fair	bray	bit
pray	read	net
pair	sit	lead



Students' Card.

get	take	night
fair	pair	sit
pray	bray	read

Assessment - 2



1. Listen to your teacher and cross the words.

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

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

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

3. Listen to your teacher and complete the sentence.

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

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

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

6. Read these words.

shoes boat colourful lunch
 popcorn garden beautiful flowers

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



Assessment - 2

MS 4

2B

and write.

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

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

9. Write eight things that you do everyday.

a.

b.

c.

d.

e.

f.

g.

h.



Look at the pictures and read.

MS 5

13



Students are sitting.



They are having their snacks.



They are walking on the ground.



They are sitting on the ground.



They are skipping.

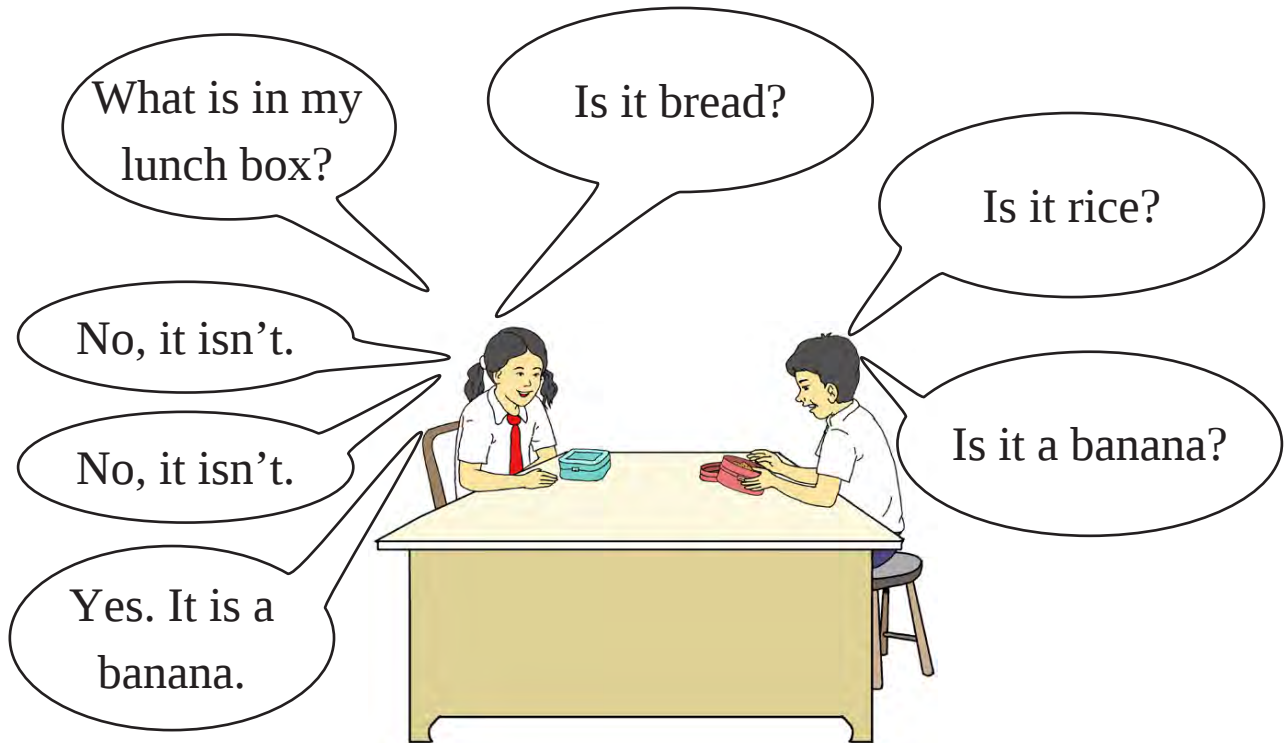


They are talking.

Instructions for teacher:

- Show the pictures on this card and discuss them.
- Elicit the words related to school.
- Ask students to describe the pictures.
- Read the text aloud and ask them to repeat after you.
- Ask them to read the text individually.

Listen and act.



Instructions for teacher:

- Show the lunch box and ask students 'What is in my lunchbox ?'
- Ask them to guess by asking 'Yes' or 'No' questions.
- Reply them by saying 'Yes, it is.' or 'No, It is not.'.



lunch box

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Lunch box' and ask students to follow you.
- Ask them to spell the word.





skunk

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Skunk' and ask students to follow you.
- Ask them to spell the word.

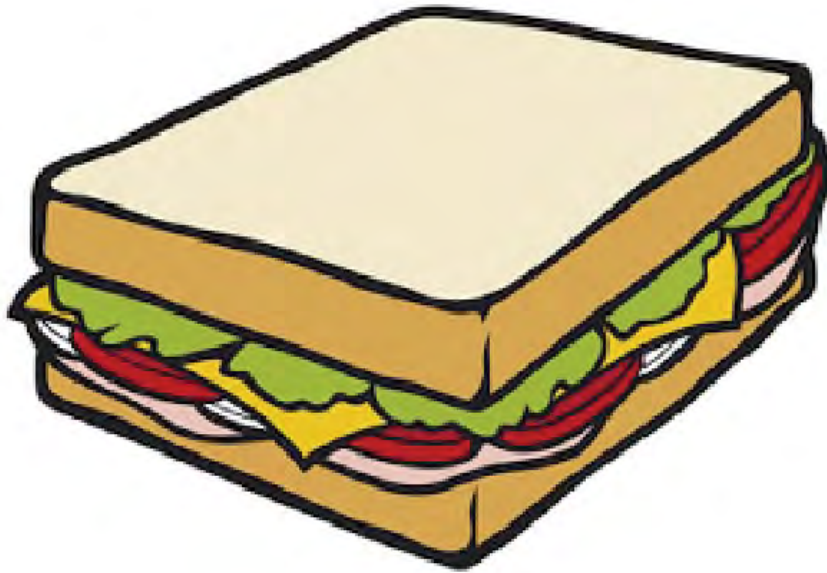




sandwich

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Sandwich' and ask students to follow you.
- Ask them to spell the word.





Practise in pair.

Lunch box surprises.

Will : What is in your lunch box today?

Kate : I have a sandwich and carrot sticks. What is in your lunch box?

Will : Tomato soup and a banana. And something else, too.

Kate : What is it?

Will : I will give you a clue. What is black and white and smells like flowers?

Kate : I don't know.

Will : A skunk wearing perfume.

Kate : You have a skunk in your lunch box?

Will : No. (He shows Kate a piece of paper.) My mom has put a joke in my lunch box.

(Adapted from Asra Matson's Lunch Box Surprise)

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Practise it making pair with a student.
- Make pairs of students and ask them to practise the dialogue.
- Support them if needed.



Make sentences using the following words.

Sandwich :

Skunk :

Carrot :

Lunch box :



Write short answers.

MS 5

22B

a. What is in Kate's lunch box?

b. Who has tomato soup?

c. What is the surprise?

Instructions for teacher:

- Ask students to read the text on 'A girl with a book' card-13.
- Ask them to answer the questions orally.
- Ask them to write the answers.
- Check their answers and provide feedback.



Ask and write.

a. Dolma had a boiled egg.

b.

c.

d.

e.

Instructions for teacher:

- Tell students to ask their friends what they had in breakfast today.
- Ask them to write a sentence about each of their friends as in the example.



Look at the pictures, discuss and read.



Luna is a nurse.



She works at a hospital.



She takes care of patients.

Instructions for teacher:

- Show the pictures on this card and discuss them.
- Elicit what they see in the pictures.
- Ask students to describe the pictures.



Who are they? Listen to your teacher and write.

9



.....



.....



.....



.....



.....



.....

Instructions for teacher:

- Say their jobs and ask students to listen carefully.
- Ask students to write their jobs.
- Support them if needed.
- Check their answers and provide feedback.



Fill in the gaps.

doctor**farmer****teacher****actor****singer**

a. A _____ grows crops.

b. A _____ sings a song.

c. An _____ acts in films.

d. A _____ treats patients.

e. A _____ teaches students.



Listen and act.

Barsha : What are you doing?

Rohit : I'm reading.

Barsha : What is Raju doing?

Rohit : He is walking.



Instructions for teacher:

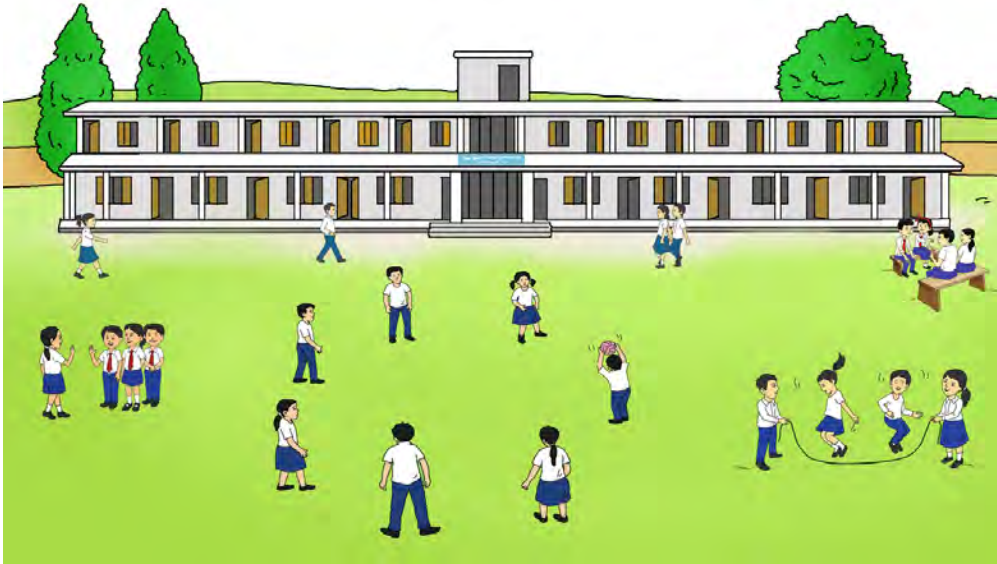
- Act out the conversation with a student.
- Ask students to act in pairs.



Read

MS 5

13



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

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

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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them if needed.



Fill in the gaps.

a. The teachers are sitting on the _____.

b. Students are _____ each other.

c. The dentist is giving them _____.

d. The dentist is behaving students as _____.

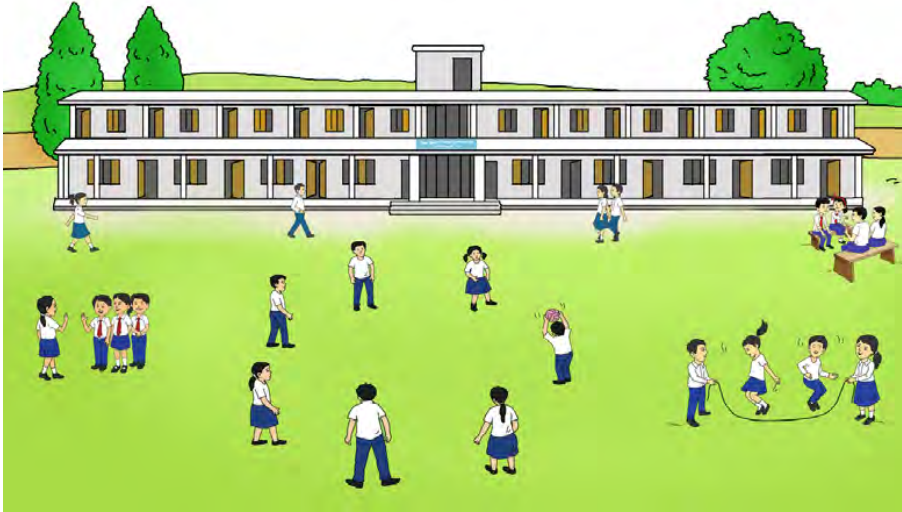
e. Students are waiting for their _____.

Instructions for teacher:

- Ask students to read the text on 'A girl with a book' card-14.
- Ask them to complete the sentences with the information from the text.
- Check their answers and provide feedback.

Make sentences.

What are students doing?



a.

b.

c.

d.

e.

f.

g.



Look at the pictures, discuss and read.



Vijaya is a grade two student.
He reaches home at 4 o'clock.



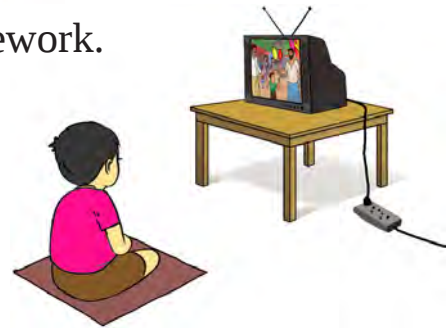
He changes his clothes.



He does his homework.



He goes outside to play.



He watches cartoon.

Instructions for teacher:

- Show the pictures on this card and discuss them.
- Elicit what they see in the pictures.
- Ask students to describe the pictures.
- Read the text aloud and ask them to repeat after you.
- Ask them to read the text individually.



Listen and act.



Teacher : Do you play cricket?

Ali : Yes, I do.

Teacher : Do you sing a song?

Shovana : No, I don't.

Teacher : Do you like to dance?

Malika : Yes, I do.

Teacher : Do you speak Maithili?

Salman : Yes, I do.

Instructions for teacher:

- Act out the conversation with a student.
- Ask students to act in pairs.



Read the sentences and match.

7

- a. Raju likes to watch cartoons.
- b. Students change clothes after school.
- c. Atul and Srijal go to school together.
- d. Nisha has a problem.
- e. The teacher checks the homework.
- f. Jeeban and Maya go out to play.

Now, match the words with their meanings.

Column A

- a. watch
- b. together
- c. problem
- d. finish

Column B

- i. question
- ii. look at
- iii. complete
- iv. with another person



Read

Homework

Riyana and Aryan are friends. They go to school together. They come back home together. Riyana likes reading. Aryan likes maths. They have a lot of homework. ‘Wow!’ says Aryan. ‘I have five maths problems to do.’ ‘Oh no!’ says Riyana. I have eight maths problems to do.’



Riyana works on each problem. Aryan checks her answers. He helps her to do maths problems. ‘Good job!’ says Aryan. Riyana helps Aryan with his reading homework. She helps him read new words. ‘Good job!’ says Riyana. ‘I have finished my homework.’ says Riyana.

‘Now, we can go outside and play,’ says Aryan. ‘Ok!’ says Riyana.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Tick (✓) for the true and cross (×) for false statement.

- a. Riyana and Aryan go home together.
- b. They have equal number of maths problem.
- c. Riyana helps Aryan to do maths problems.
- d. They help each other to finish the homework.
- e. They go outside to play.

Instructions for teacher:

- Ask students to read the text on 'A Girl with a Book' Card-15.
- Ask them to put a (✓) mark in the box if the statement is true and a (×) mark if it is false.
- Check their answers and provide feedback.



Look at the picture, discuss and read.



Rohan is a grade two student.



His school is very big.



The school has a computer lab.



The school library has a lot of books.

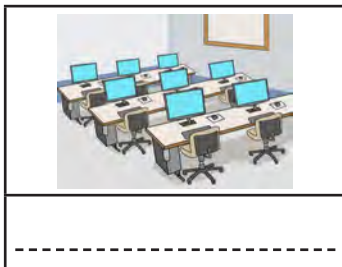
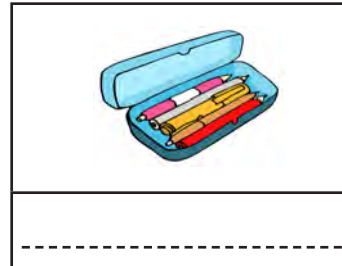
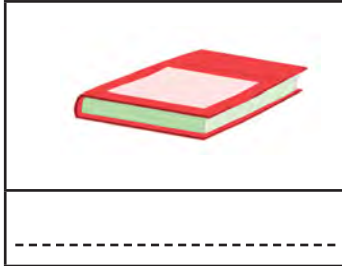
Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to school.
- Ask students to describe about the picture.



Listen and write.

What are they? Listen to your teacher and write



Instructions for teacher:

- Read the words aloud and ask students to listen carefully.
- Ask them to write the words individually.
- Support them if needed.



Durbar High School



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

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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Fill in the blanks.

8

- a. Durbar High School has four _____ .
- b. It has _____ rooms.
- c. Bir Hospital is to the _____ of the school.
- d. _____ are to the east.

spends leaves celebrates hallway forgets

- a. Binita _____ five hours in school.
- b. She walks to _____ during the break.
- c. She _____ her birthday with her friends.

[illegible]



Look at the pictures and say what they are.

17



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to school.
- Ask students to describe the picture.



Match the rhyming words.

8

Listen to your teacher and match the rhyming words.

Group A

☐ hat

☐ bed

☐ car

☐ den

☐ hot

☐ hall

Group B

far ☐

pot ☐

ball ☐

hen ☐

red ☐

rat ☐

Instructions for teacher:

- Make holes in the given circles in both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.



Perform the conversation.

Teacher : Where is the whiteboard?

Students : It is in the front.

Teacher : Where is the duster?

Students : It is on the table.

Teacher : Where is the book?

Students : It is in the bag.

Teacher : Where is the chair?

Students : It is on the floor.

Teacher : Where is the clock?

Students : It is on the wall.



Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask them to read the text individually.
- Ask them to act out the conversation in pairs (Role play of a teacher and a student).
- Support them if needed.



Match and say.

9

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

Instructions for teacher:

- Make holes in the given circles in both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.



Read and answer.

Unit test



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

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

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

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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Was Jamuna interested in the lesson?

b. When was her cousin's birthday?

c. What did she do after the bell rang?

d. How was Jamuna's unit test?

Instructions for teacher:

- Ask students to read the text of girl with a book 17 card.
- Ask them to answer the questions orally.
- Ask them to write the answers.



Read the schedule and complete.

Saraswati Basic School Unit Test Schedule

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

There was a unit test last week. _____ was on Sunday.

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

Instructions for teacher:

- Ask students to see the unit test schedule.
- Ask them to write the complete sentences in their copy by filling the gaps of the given task
- Check the work of students and provide feedback.



Listen and sing.

3

June comes and back to school,
Go all the boys and girls,
With paper, pencils, pretty books,
Singing like many birds.

It's fun to read,
It's fun to write,
It's fun to count,
It's fun to draw and spell.
We learn to sing,
We learn to act,
We learn to dance,
And play and pray as well.



Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves.



Look at the pictures and read.



Roma is a pretty girl.



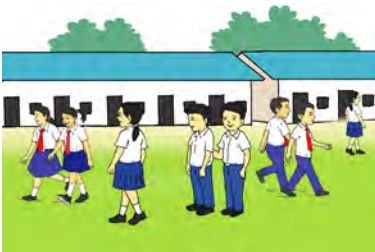
Amar counts pencils.



People pray to God.



Assembly starts at 10:00 am.



It is a break time.



Students eat tiffin.

Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask them to read the text individually.
- Support them if needed.



Listen and act.



Shut your eyes.



Open your book.

Put your hands up.

Hold your pencil.



Instructions for teacher:

- Give the commands from the card and ask students to follow.
- Give more commands yourself and students will follow.
- Support them if needed.



Read the timetable.

Shree Saraswati Basic School

Class: Two

Timetable

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

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them if needed.



Write short answers.

a. When does the assembly start?

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

c. How long is the snacks break?

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

e. What time does the school end?

Instructions for teacher:

- Ask students to read the text.
- Ask them to answer the questions orally.
- Ask them to write the answers

- When does your school start?
- Which subjects do you study everyday?
- Which subject do you like the most?
- What do you do during the break?
- What time does your school end?

My school starts at

[illegible]

- Ask students to read the text.
- Ask them to answer the questions orally.
- Ask them to write the answers



Match the words with their meanings.

10

Column A

Column B

☐ assembly

speak to God ☐

☐ break

a small meal ☐

☐ pray

first activity at school ☐

☐ snacks

a pause in work or activity ☐

Instructions for teacher:

- Make holes in the given circles in both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.



Listen and write.

3

assemble

snacks

celebrate

hallway

story

notebook

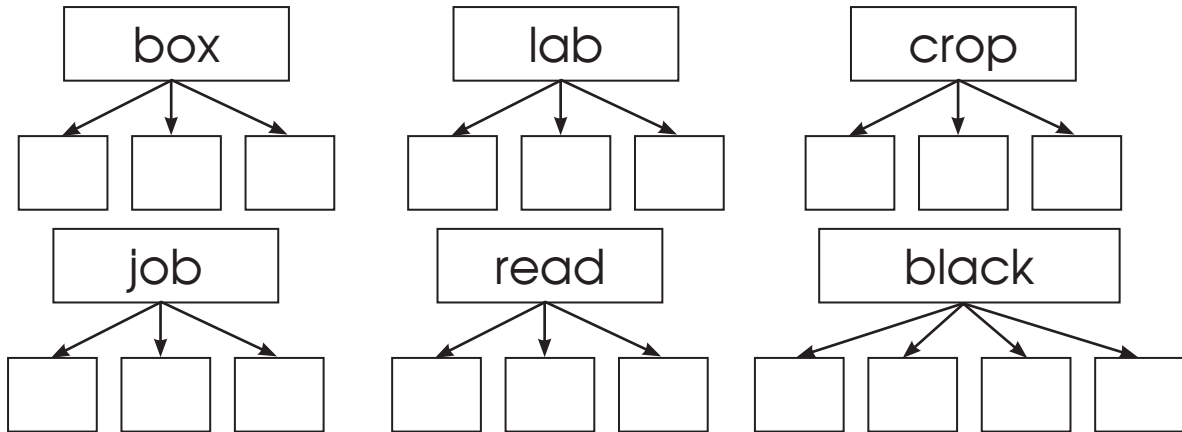
Instruction for teacher:

- Conduct a dictation activity.

Assessment - 3



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



2. Listen to your teacher and match.

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

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

4. Listen to your teacher and repeat.

June comes and back to school,
 Go all the boys and girls,
 With paper, pencils, pretty books,
 Singing like many birds.
 It's fun to read,
 It's fun to write,
 It's fun to count,

5. Read and complete.

- She won a blue balloon and a
- She enjoyed the time with her
- She ate
- She told her about her class festival.

A yellow rectangular table is surrounded by four light brown chairs. On the table, there is a purple pen, a white notepad, and a blue pencil case containing several colored pencils. A black and white soccer ball is on the floor in front of the table.

[illegible]



Look at the pictures and read.

MS 7

19

This is my house. It's beautiful.



Inside the house, there are:



living room



bedroom



kitchen



dining room



bathroom

They all are clean and tidy.

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

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of related to the environment.
- Ask students to describe about the picture.



Say the actions.

Look at the pictures and say what they are doing.



Reena/clean the room.



Subash/wash his hands.



The man/cook rice.



Nitu and Binaya/dance.

Instructions for teacher:

- Talk about yourself using the outline.
- Ask students to talk about themselves in the similar way.



Listen and write.

Listen to the teacher and complete the sentences.

a. We keep TV in the _____.



b. We sleep at night in the _____.



c. We cook food in the _____.



d. We eat food in the _____.



e. We take a bath in the _____.



Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask them to complete the sentences individually.
- Support them if needed.



Ask and answer.

a. Sita



(write) A: What is Sita doing?

B: Sita is writing.

b. Rupsa and Anil



(draw)

c. Ramesh



(cycle)

d. My brother



(sit on a chair)

Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask the questions (pointing at the pictures) and tell them to answer.
- Ask them to make question-answer in pairs.



Read

What do you see in the picture?

I live in a house in a village. It is big and old. The house is made of wood.

There is a living room, a kitchen, a dining room and a bathroom downstairs. There are four bedrooms upstairs. My room is small. In my room, there is a bed in a corner nearby the window. There are two pillows and a blanket. There is a clock on the wall. There is a book rack. There are many books in the rack. There is a chair and a table. I study there. There are three windows. There is a cupboard. I put my clothes there. It is a quiet place. I like to live in my room.



Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Tick (✓) the correct answers.

1

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

Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask students to read the text individually.
- Ask them to tick the correct answer.
- Support them if needed.

Look and write.

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



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

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



Match the following.

☐ rose



☐

☐ marigold



☐

☐ sunflower



☐

☐ lotus



☐

☐ rhododendron



☐

Instructions for teacher:

- Make holes in the given circles in both sides of the cards.
- Tie up a string in each hole of left side holes with the length reachable to all holes in the right side holes of the cards.
- Ask students to match words to the pictures by the strings.
- Check the work of students and provide feedback.



Talk about the flowers.

MS 7

20

Can you name all the flowers in the picture below?



What is your favourite flowers? Talk to your friends.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of related to the environment.
- Ask students to describe about the picture.



Learn the plural forms.



rose



roses



fan



fans



radio



radios

What do you say if there are more than one of:

- | | | |
|-----------|-----------|----------|
| a. tree | b. basket | c. bird |
| d. flower | e. book | f. house |

Instructions for teacher:

- Talk about words with plural forms and students will listen first.
- Provide several other examples to students.
- Tell the singular forms of the nouns and ask students to say their plural forms.



Fill in the blanks with the correct forms.

9

- a. Ramesh has five _____ in his pocket. (coin/coins)
- b. Rojina has one _____ . (apple/apples)
- c. I have ten _____ in my basket. (flowers/flower)
- d. Dipti has many _____ in her box. (toy/toys)
- e. We have four _____ . (book/books)



- Where are they?
- What are they talking about?

Ruby's garden

Ruby's teacher, Mr. Thapa, is in her garden. 'Come and see my flowers,' says Ruby. There are many flowers, fruits and vegetables. Small birds and bees fly around.



'What a beautiful garden!'

Mr. Thapa says.

Ruby smiles and say, 'Here are some small fruit trees to plant. I will plant them in my garden,' says Ruby.

Ruby gives some flowers to her teacher.

'Thank you, Ruby,' says Mr. Thapa.

Ruby's father helps her plant the trees. They dig the land. They make holes and plant the seeds. Ruby waters the seeds.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Who is Mr. Thapa?

b. How does Mr. Thapa feel when he is in the garden?

c. What does Ruby give Mr. Thapa?

d. Why do they make holes?

e. How do you take care of plants in your garden?

Instructions for teacher:

- Ask students to read the text.
- Ask them to answer the questions orally.
- Ask them to write the answers



Listen and sing.

MS 7

4

I am the river flowing

I am the river flowing
I am the desert dry
I am the four winds blowing
I am the sunset sky.



I am the forest breathing
I am the ocean wide
I am the storm cloud gathering
I am the mountain high.



I am the earth
I am the earth
I am the earth
I am the earth.



- Glyn Lehmann

Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves.



Listen and write.

What are they? Listen to your teacher and write.













Instructions for teacher:

- Read the words/pronounce the words aloud and ask students to listen carefully.
- Ask them to write the words individually.
- Support them if needed.



Listen and write.

MS 7

12

flowing

sky

dry

gathering

breathing

high

wide

blowing

Instructions for teacher:

- Read the rhyming words aloud and ask students to repeat after you.
- Ask them to match the rhyming words and read aloud.



Talk about the picture.

Observe the picture below and describe what you see. You can start with: 'I can see...' or 'There is/are....'



river	forest	mountain	houses	temple	park
-------	--------	----------	--------	--------	------

This is my village. There is a river in my village.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of related to the environment.
- Ask students to describe the picture.



Read and answer.

Kathmandu
25 August, 2019

Dear Sanu,

Thank you very much for your letter. I am very happy to write about my village in this letter. The name of my village is Nepaltar. It is in Panchawati Rural Municipality. There is a small market in Nepaltar. There are some shops and hotels.

There is a bus park. We can take a bus to go to other places. There are two rivers. We can see mountains from my village. It is a beautiful place. I love my village very much. Please, write me about your village next time.

Bye
Roshan

Fill in the blanks.

- The letter was written on _____.
- Roshan writes this letter to _____.
- Roshan is in _____ now.
- Roshan loves his _____ much.
- Sanu's next letter will be about her _____.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Fill in the blanks.

- a. The letter was written on _____.
- b. Roshan writes this letter to _____.
- c. Roshan is in _____ now.
- d. Roshan loves his _____ much.
- e. Sanu's next letter will be about her _____.



Complete this letter to your friend.

Dear _____,

I am very happy to write my first letter to you.

**Introduce
yourself**

My name is _____

The name of my village is _____

**Describe
your
village**

Please, write me soon about your school.

Yours



Unscramble the letters to form meaningful words.

4

a. rhdoodedrnon

b. mairlogd

c. ltuos

d. reso

e. suflonwer



Look at the pictures, discuss and read.

MS 8

22A



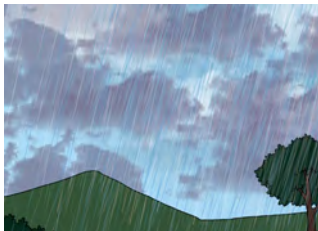
sun

It's sunny.



cloud

It's cloudy.



rain

It's rainy.



snow

It's snowy.



wind

It's windy.

fog

It's foggy.



a. Which weather do you like? Why?

b. Look outside the classroom and talk about the weather.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of related to the environment.
- Ask students to describe about the picture.



Discuss and write.

MS 8

22B

Weather Report (Phagun 15)

Kathmandu



It is rainy in Kathmandu.

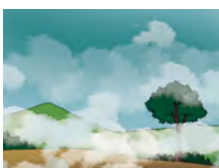
Lukla



Chitwan



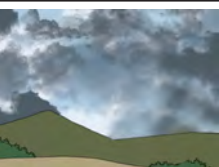
Biratnagar



Pokhara



Jomsom

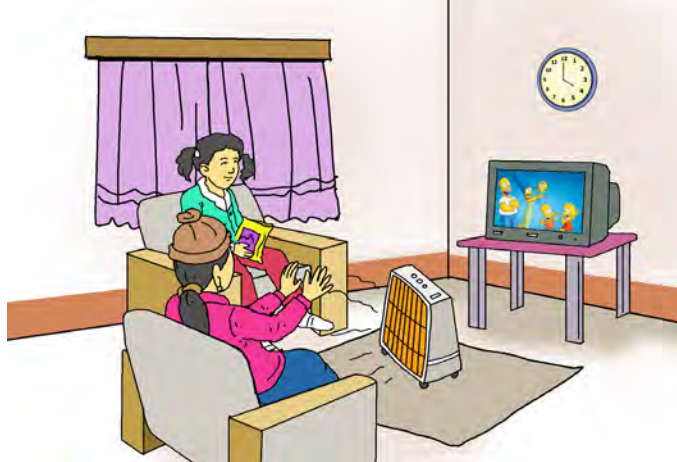


Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to the environment.
- Ask students to describe about the picture.



Read



Roshika and Reetu are friends. They are in Reetu's house today. It is very cold outside. They are watching television and talking. "I don't like winter," says Roshika. "It is very cold!" Reetu says, "I like summer because it is sunny and hot. I can play outside with my friend."

The weather changes in the year around. Sometimes it is hot and sometimes it is cold. Both do not like rainy days. They can not go outside on rainy days. They like warm days. The weather is very nice and pleasant. They like to play games on a clear day. It is beautiful.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Put a tick (✓) for true and cross (×) false statement.

a. Roshika and Reetu are in the house because of cold weather.

b. Reetu likes winter.

c. Both of them love rainy days.

d. Warm days are good to play games outside.

Instructions for teacher:

- Ask students to read the text on 'A Girl with a Book' Card-22.
- Ask them to put a (✓) mark in the box if the statement is true and a (×) mark if it is false.
- support them if needed.



Rewrite the following sentences.

Use the words below.

cloudy rainy windy snowy chilly

The sun is shining.

It's sunny.

It is raining.

There is cloud in the sky.

The snow is falling.

The wind is blowing.

Instructions for teacher:

- Read the text using the above words aloud and ask students to listen carefully.
- Ask them to rewrite the sentences using the above words.
- Support them as they need.



Listen and sing.

After a bath

After my bath
I try, try, try
to wipe myself
till I'm dry, dry, dry.



Hands to wipe
and fingers and toes
and two wet legs
and a shiny nose.

Just think how much
less time I'd take
if I were a dog
and could shake, shake, shake.

Aileen Fisher

Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves.



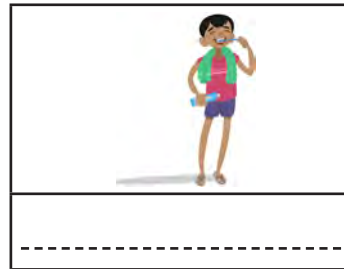
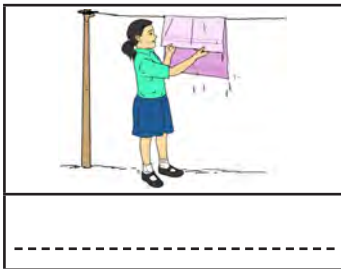
Listen and write.

MS 8

13

Listen to your teacher and write correct words.

wash brush sweep bathe clean dry towel



Instructions for teacher:

- Read the words aloud and ask students to listen carefully.
- Ask students to read the words individually.
- Ask them to write the correct words under related pictures.



Ask and answer.

Do you wash
your clothes?



Yes, I do.



Do you sweep your
house?



No, I don't.



Now, talk to your friends. Use these words.

wash/face

cut/nails

brush/teeth

clean/room

throw/paper

polish/shoes

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Clean School



The name of our school is Shree Janata Basic School. It is small but very beautiful. It has got a playground and a garden with flowers and trees. They are always tidy and clean.

All students are responsible for cleaning one part of the school. Child club decides this. They put garbage in a big dustbin. The students do this before the class starts. They also tell other students to put their waste paper in dustbin. In the beginning, some students were not very helpful. But now, they are very helpful. No students throw paper on the floor. They also do not write on walls and desks. All the classrooms are now neat and clean.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Tick (✓) the right boxes.

MS 8

34

What do students do ?

- ☐ Collect the garbage.
- ☐ Write on walls.
- ☐ Give advice to other pupils.
- ☐ Put the waste in the dustbin.
- ☐ Write on the desk.

Instructions for teacher:

- Ask students to read the sentences.
- Ask them to find out right and wrong sentences.
- Ask them to tick (✓) in the boxes of right sentences and cross (x) in the boxes if wrong sentences.



Write short answers.

a. Why is the school clean and tidy?

b. When do students clean the school?

c. Were all students helpful in the beginning?

d. How do you keep your school clean?

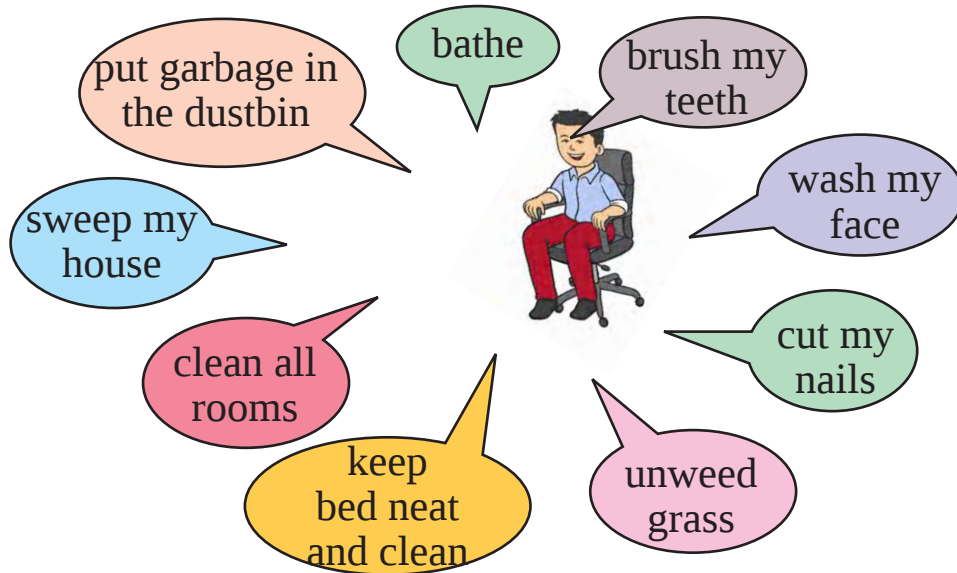
Instructions for teacher:

- Ask students to read the text on 'A girl with a book' card-23.
- Ask them to answer the questions orally.
- Ask them to write the answers.
- Check their answers and provide feedback.



Write a paragraph.

Look at the bubbles and complete your paragraph.



I keep my body and house clean. To keep my body clean, I

I keep my house clean. I



Ask and answer.

How many birds
are there?



There are
fifteen birds.



How many balls
are there?



There are
ten balls.



How many bicycles
are there?



There are four
bicycles.



How many padlocks
are there?



There are twelve
padlocks.



Go outside the classroom. Talk to your friends about the objects you see. Use 'how many...?'

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Read the numbers.

MS 8

23

20
twenty

21
twenty one

22
twenty two

23
twenty three

24
twenty four

25
twenty five

26
twenty six

27
twenty seven

28
twenty eight

29
twenty nine

30
thirty

40
forty

Now, learn to say the numbers from 30 to 50.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Listen and write.

Listen to your teacher and write the number names.

46

34

49

40

44

33

38



Talk in pair.

Where are they going?

Raju : Hello, Nima. How are you?

Nima : Hi, Raju. I'm fine.
Thank you.



Raju : Your bag is so big.
How many books do you have?

Nima : I have ten books. I also carry my brother's books.

Raju : How many brothers do you have?

Nima : I have one brother. He studies in nursery.

Raju : How many sisters do you have?

Nima : I have two sisters. How many sisters do you have?

Raju : I have only one sister.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Why is Nima's bag so big?

b. How many brothers does Raju have?

c. Who has two sisters?

d. Are Raju and Nima brother and sister?

Instructions for teacher:

- Ask students to read the text on 'A girl with a book' card-25.
- Ask them to answer the questions orally.
- Ask them to write the answers.
- Check their answers and provide feedback.



Write the numbers.

- a. Thirty seven d. Forty eight
- b. Forty three e. Twenty nine
- c. Twenty one

Instructions for teacher:

- Ask students to read the given texts.
- Ask them to write in number form.

Change the numbers into word form.

Rupa went to a shop with her mother to buy a gift for her father. Her father is 27 years old. She bought a watch for him. After that, she went to a grocery shop. She bought 40 chocolates. It costs 30 rupees for a piece. They bought 45 balloons, 50 strawberries and 47 party hats.

[illegible]

- Ask students to rewrite the paragraph.
- Ask them to change the numbers to word form.
- Check the written paragraph and give them feedbacks.



Solve the crossword puzzle.

2



3



1



4



3

K

4

W

6



2

M

5

R

6

V

5



Instructions for teacher:

- Make photocopy of this card or ask students to copy down in their exercise book.
- Ask them to write the letters to complete the crossword puzzle by looking the given clue pictures.



Assessment - 4

1. Listen to your teacher and point to the correct words.

village

marigold

mountain

snowy

summer

forty

clean

dustbin

pleasant

2. Listen to your teacher and answer the questions.

a. Where are Roshika and Reetu?

b. What are they watching?

c. What season does Reetu like?

3. Go outside the class. Ask and answer questions about different things and their location. Work in pairs.

4. Listen to your teacher and sing the song.

After my bath

I try, try, try

to wipe myself

till I'm dry, dry, dry.

Hands to wipe

and fingers and toes

and two wet legs

Assessment - 4

and a shiny nose.

Just think how much

less time I'd take

if I were a dog

and could shake, shake, shake.

5. Read the text and answer the questions.

Ruby's teacher, Mr. Thapa, is in her garden. "Come and see my flowers," says Ruby. There are many flowers, fruits and vegetables. Small birds and bees fly around.

"What a beautiful garden!" Mr. Thapa says.

a. What are there in the garden?

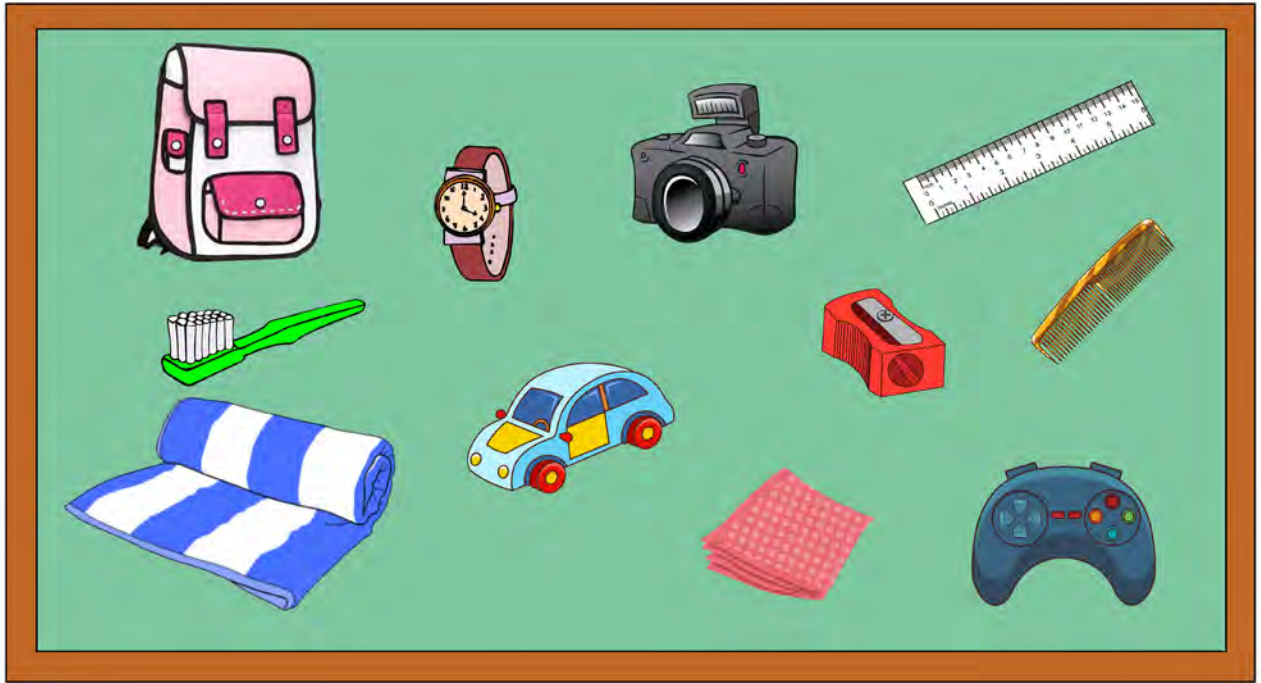
b. Who says 'What a beautiful garden!'?

6. Write a description of the picture.





What are these? Talk to your friends.



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to my belongings.
- Ask students to describe the picture.



Ask and answer and have a similar conversation.

16

Do you have a pen?



Yes, I do. I have two pens.



Do you have a watch?



No, I don't. I don't have any watch.



umbrella



hat



ball



camera



handkerchief



watch



pen



bag



ruler



toy



video game

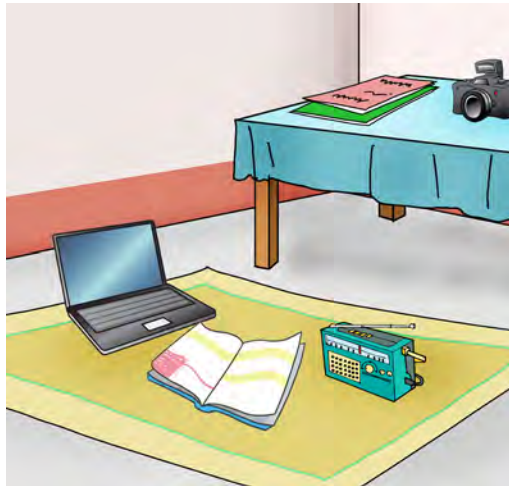
Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Read

Ajaya and Bishnu are friends. They live in the same village. They study in the same school. Now, they are talking about the things they have. Ajaya says, 'I have many things. I have a video game. I have five pencils, four sharpeners and six exercise books. I carry them in my bag. I have a new watch. I wear sun glasses when I go outside. I have a bicycle.'



'What other things do you have with you, Bishnu?' Ajaya asks. Bishnu says, 'I have a camera. I take photos. I have a storybook. I have a laptop. I can type on it. I also play games on my laptop. I have a ring. I have a radio. I listen to songs.'

Both Ajaya and Bishnu are happy with the things they have.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write True or False.

a. Ajaya and Bishnu live in a town.

b. They go to the same school.

c. Ajaya has a video game.

d. Bishnu can type on computer.

e. Ajaya plays games on his laptop.

Instructions for teacher:

- Ask students to read the text.
- Ask them to write true in the box of the true sentences and false in the box of false statement.



Write

MS 9

41

Ask two of your friends. List down five things they have.

Name:

Name:

a.

a.

b.

b.

c.

c.

d.

d.

e.

e.

Instruction for teacher:

- Give this task as homework.



Listen and sing.

MS 9

6

Maypole

Blue, red and green.

Pretty ribbons can be seen.

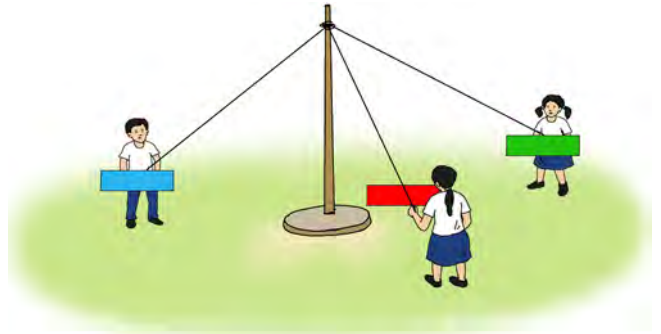
The ribbons hang from the top.

We hold them and hop.

Hop, hop, hop,

Hop, hop, hop,

Hop around the Maypole, hop.



Instructions for teacher:

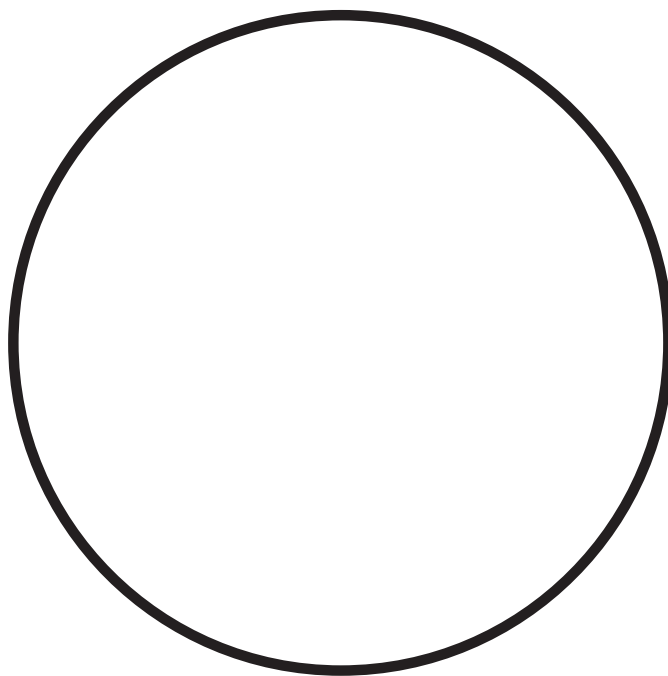
- Sing the song and ask students to follow you.
- Ask them to sing themselves.



white

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'White' and ask students to follow you.
- Ask them to spell the word.

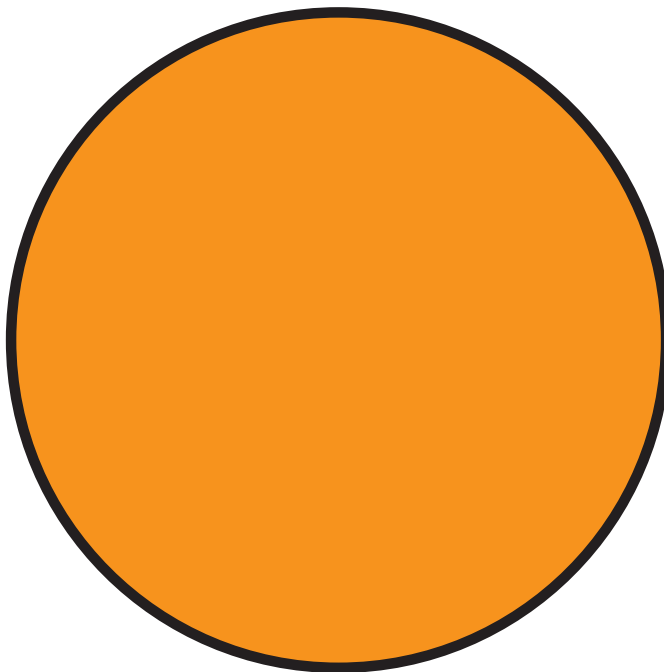




orange

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Orange' and ask students to follow you.
- Ask them to spell the word.

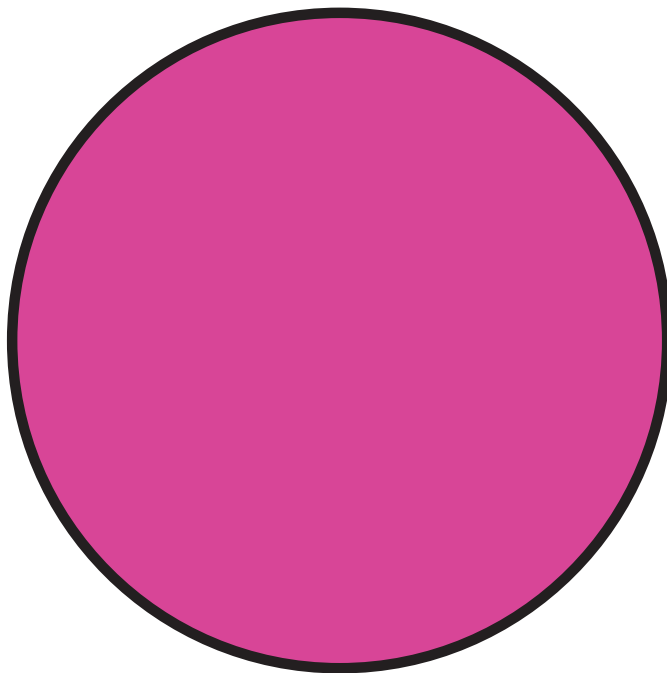




pink

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Pink' and ask students to follow you.
- Ask them to spell the word.

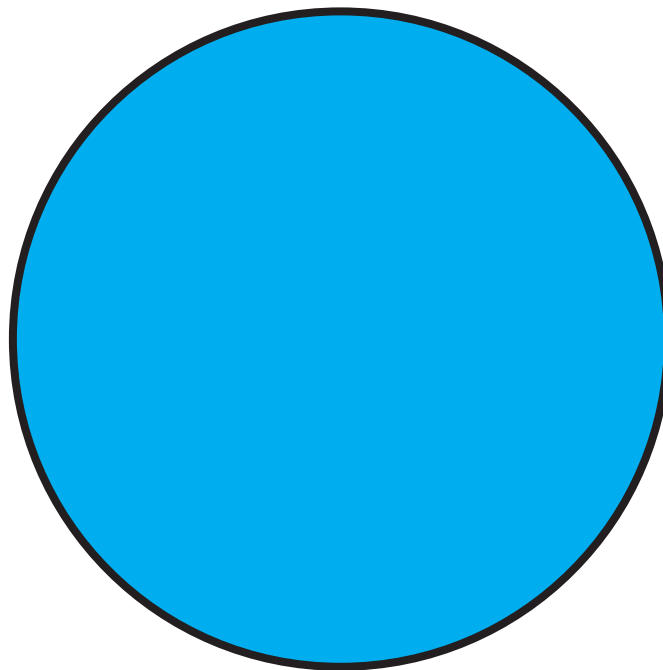




blue

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Blue' and ask students to follow you.
- Ask them to spell the word.

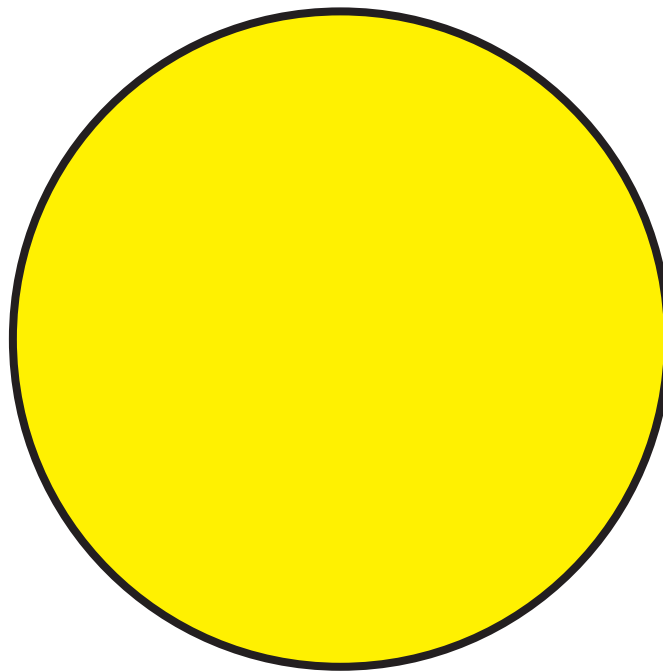




yellow

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Yellow' and ask students to follow you.
- Ask them to spell the word.

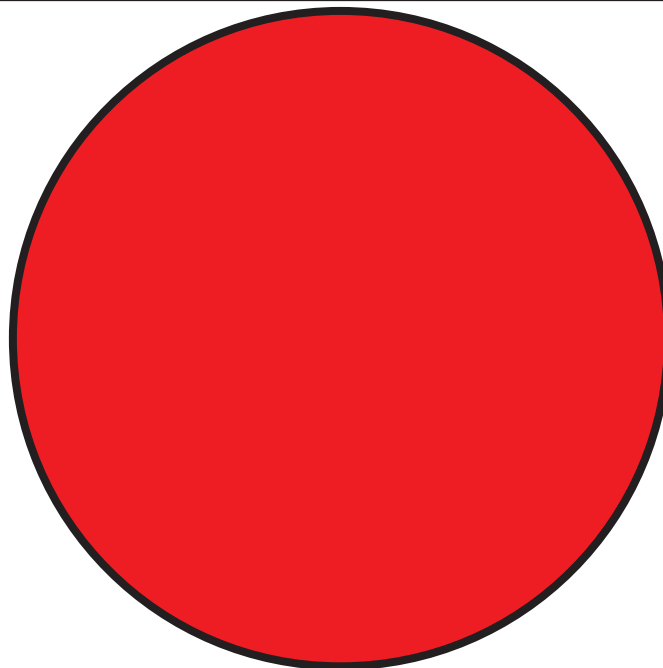




red

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Red' and ask students to follow you.
- Ask them to spell the word.

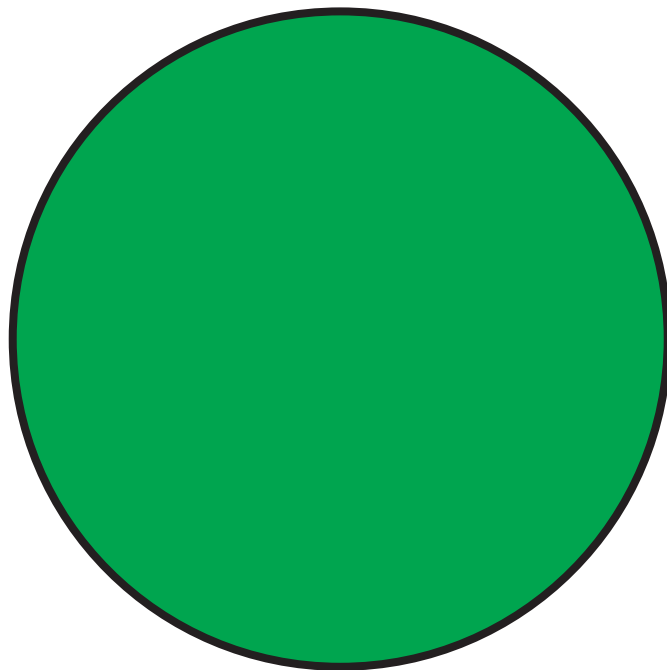




green

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Pronounce the word 'Green' and ask students to follow you.
- Ask them to spell the word.





Listen and write.

MS 9

15

What are they? Listen to your teacher and write.

green red yellow blue pink orange



Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask them to write the words that spell out by you.



Practice.

What colour is...?



The umbrella is red.



The dress is green.



The mobile is black.

The doll is pink.



Now, talk about the following objects and their colour.

jug



laptop



key ring



ink



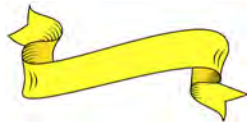
doll



eraser



ribbon



Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask them to read the text individually.
- Ask them to talk about the above objects
- Support them if needed.

Read



What are the people in the picture doing?

It's March 24th. Laxmi's family members are very busy today. There are many children in the living room. They are Laxmi's friends and cousins. Everyone is happy. They have put blue, green and brown balloons in the house. There are ribbons of many colours in the room and outside the house. There are many white, yellow and red flowers, too.



It's five o'clock now. Everyone is around the dining table. There is a big cake in the middle with six pink candles. Laxmi's father stops the music and lights the candles. Everyone sings, 'Happy birthday to you, Laxmi'. Then, she blows out the candles. Laxmi's mother and her friends take some photos. Laxmi is very happy because she's got many presents.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.

Write short answers.

a. When is Laxmi's birthday?

b. How old is Laxmi?

c. What time did they celebrate the birthday?

d. What song did they sing?

e. Write the colours of the following objects.

Objects	Colours
candles	
flowers	
balloons	

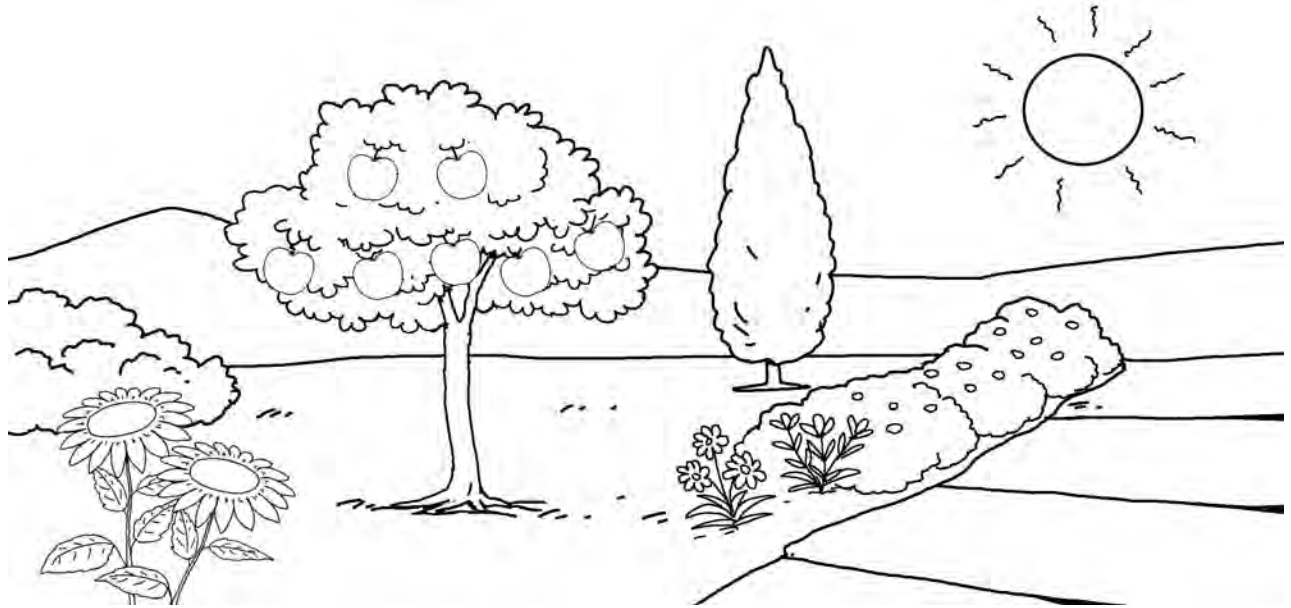
Instructions for teacher:

- Ask students to read the text related to the questions.
- Ask them to answer the questions orally.
- Ask them to write the answers.



Colour and write.

Colour the picture and write a description.



There are apples in the tree. They are red.

Instructions for teacher:

- Assign this task to do at home as home assignment.
- Check the assignment and provide feedback.



Listen and identify.

Listen and point to the correct pictures.



socks



shoes



shirts



trousers



sandals



cap



scarf



topi



coat



skirt



T-shirt



pants



gloves



tie



boots



belt

Instructions for teacher:

- Read the words aloud and ask students to listen carefully.
- Ask them to repeat after you.
- Ask them to point to the correct pictures that you have spell out.



Listen and write.



What is the boy wearing?

What colour is it?



The boy is wearing a jacket.

It is black.

Make similar conversations with your friends.

Ahmad/hat/black



Sarita/skirt/red



Raju/shirt/white



Dolma/jacket/blue



Deepak/coat/pink



Nita/gloves/black



Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Act out

- Ruby : Hello?
- Shyam : Hi, Ruby! Are you busy? What are you doing now?
- Ruby : Hi ! yes, I am going to Nita's birthday party. Are you also coming?
- Shyam : Yes. I am also coming. What are you wearing for the party by the way?
- Ruby : I am wearing the party frock.
- Shyam : What's the colour, Ruby?
- Ruby : It's blue. I like it. What do you wear for the party?
- Shyam : I am wearing a T-shirt and jeans.
- Ruby : Ok, Shyam. See you at the party.
- Shyam : See you. Bye!

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Where are Ruby and Shyam going?

b. What is Ruby wearing for the party?

c. What colour does Ruby like?

d. Who is wearing jeans?

Instructions for teacher:

- Ask students to write short answers of the given questions.
- Ask them to write the answers in their own copy.



Write.

What are Anil's family members wearing?

Write a few sentences.

This is Anil's family. Anil is wearing a T-shirt. It is yellow.

Instructions for teacher:

- Ask the above questions to students and tell them to give the answers orally.
- Ask them to write few sentences.

Assessment - 5



1. Listen to your teacher and point to the words.

storybook

handkerchief

camera

balloons

scarf

yellow

2. Listen to your teacher and complete the sentences.

- Everyone is standing the dining table.
- There are candles in the middle of the cake.
- It was Laxmi's

3. Listen to your teacher and follow his/her commands.

4. Work in pairs. Take turns to ask and answer questions about what you have. Ask and answer at least five questions.

5. Listen to your teacher and sing the song.

Blue, red and green.

Pretty ribbons can be seen.

The ribbons hang from the top.

We hold them and hop.

Hop, hop, hop,

Hop, hop, hop,

Hop around the Maypole, hop.



Assessment - 5

5B

6. Read the text aloud.

Ajaya and Bishnu are friends. They live in the same village. They study in the same school. Now, they are talking about the things they have. Ajaya says, 'I have many things. I have a video game. I have five pencils, four sharpeners and six exercise books. I carry them in my bag. I have a new watch. I wear sun glasses when I go outside. I have a bicycle.'

'What other things do you have with you, Bishnu?' Ajaya asks. Bishnu says, 'I have a camera. I take photos. I have a storybook. I have a laptop. I can type on it. I also play games on my laptop. I have a ring. I have a radio. I listen to songs.'

Both Ajaya and Bishnu are happy with the things they have.

Now, match the words with their meanings.

- | | |
|------------|--|
| a. village | i. a small computer |
| b. carry | ii. small town |
| c. wear | iii. not sad |
| d. laptop | iv. take something from one place to another |
| e. happy | iii. put on |

7. Write as many words as possible. Use the letters from the word 'belonging'.



Look at the pictures, discuss and read.



Kamal and Ratna fly kites at Dashain.



They also play swings.



They go for shopping.



They receive Tika and Jamara from elders.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to our culture.
- Ask students to describe about the picture.



Look at the pictures and say who they are.

4

priest

pundit

nun

monk



Instructions for teacher:

- Read the words aloud and ask students to listen carefully.
- Ask students to read the words individually.
- Ask students to link the pictures and say who they are.

Listen and act.



Hi! What's your favourite festival?

And what do you do at Lhosar?

Hello Sunita! I like Lhosar the most.

We sing and dance.



Instruction for teacher:

- Ask students to play the role of the boy and the girl.

Read



Mr. Lama is alone at home. It is Lhosar. His children are away. He is very sad. He does not have anything to cook. But he wants to cook a special meal for Lhosar.

Mr. Lama sits on a mat. He closes his eyes. He falls asleep. He dreams of his children. His children are around him. They are cooking delicious food. They are also singing and dancing. He is very happy.

After sometime, Mr. Lama opens his eyes. But there are no children. He becomes sad again.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Does Mr. Lama live with his children?

b. What does he want to cook?

c. What does Mr. Lama dream of?

d. Why is Mr. Lama sad?

Instructions for teacher:

- Ask students to read the text related to the given questions.
- Ask them to answer the questions orally.
- Ask them to write the answers in their copy.



Look at the pictures, discuss and read.

25



It is the Children's Day today.



Children do different things.



They also play different games.



They enjoy the day a lot.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to our culture.
- Ask students to describe the picture.



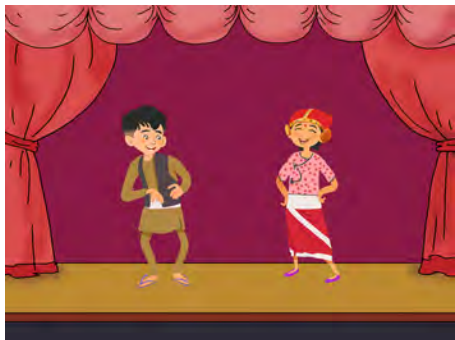
Say what the children are doing.

dancing

performing a
drama

writing

painting



They are performing a drama.





Instructions for teacher:

- Ask students to look at the pictures.
- Ask students to say what the children are doing in the pictures.



Ask and answer.

What did you
do on the children's
day?



I sang and
danced.



I ate
chocolates.



I played games.
I won many
prizes.



Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.

Read



It was Children's Day yesterday. It was already nine and Deepu was ready for school.

He was very happy to go to school. He was taking part in different events.

The school assembly began at ten. The headteacher wished 'Happy Children's Day' to all the children. Different events took place after the assembly.

Deepu sang a song. Everyone praised him. He also performed a dance with his friends. His group won the dance competition.

Deepu also played different games. He got a lot of prizes.

The teachers distributed chocolates to the children. Deepu enjoyed the chocolates and went back home.



Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. At what time was Deepu ready for school?

b. Why did the head teacher say 'Happy Children's Day'?

c. Did Dipu perform the dance alone?

d. What did Deepu get?

e. What did the teachers give the children?

Instructions for teacher:

- Ask students to read the text of girl 30 card.
- Ask them to answer the questions orally.
- Ask them to write the answers



Write the plurals from the text.

Example: child - children

- a. friend -
- b. game -
- c. prize -
- d. teacher -
- e. chocolate -

Instruction for teacher:

- Ask students to write the plural forms of given words.



Write a paragraph.

What did you do on the last Children's Day? Write.

Instructions for teacher:

- Discuss about Children's day.
- Assign this task to do at home as home assignment.
- Ask students to write what they have done in last Children's day.
- Assist them to write in their four line copy.



Talk about the calendar.

<i>Baishakh</i> माघ/मास						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words related to our culture.
- Ask students to describe the calendar.
- Use the calendar that is available in the classroom.



Listen and sing.

7

January, February

March and April

May, June

July and August

September, October

November and December

There are twelve months
in a year.

January

February

Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves.

Write

Discuss and write the months in the correct order.



May



February



September



July



March



October



November



December



August



June



January



April

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Instructions for teacher:

- Ask students to read the names of the months.
- Ask them to write the months in the correct order in their copy.



Learn the Nepali months.

Baishakh

Jeth

Asar

Saun

Bhadau

Asoj

Kattik

Mangsir

Push

Magh

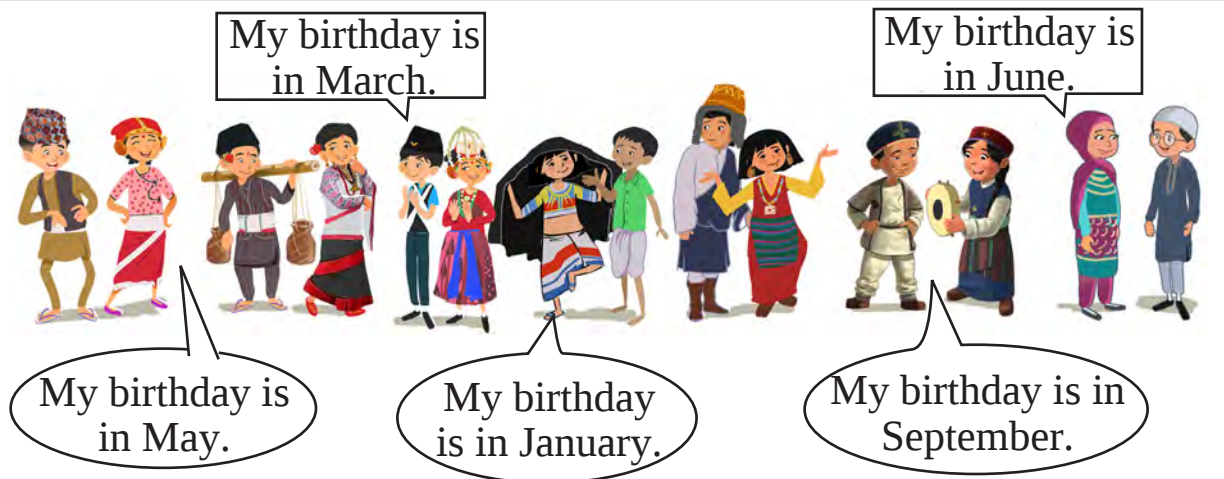
Phagun

Chait

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.

Ask and answer.



Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask them to read the text individually.
- Ask them when his/her birthday is.



Rearrange the letters.

5

Rearrange the letters to make months of the year.

a. Fburarey

b. Jnaruary

c. Noebemvr

d. Dcebemer

Instructions for teacher:

- Ask students to see the words given.
- Ask them to rearrange the letters to make the correct words.



Read

New year begins on January 1st. We say goodbye to the old year. We happily welcome the new year.

We do different things to celebrate the new year. The shops and streets are decorated. We exchange greetings with each other. We say, 'Happy New Year.' We also give gifts to our friends and relatives.



People gather in the streets. They sing and dance. They make a loud noise when the clock strikes twelve at midnight. We can also see fireworks in the sky.

People enjoy delicious meals. People have parties. Some people go to cinemas. Some of them go to visit different places.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. When does new year begin?

On January 1st.

b. What do we exchange?

c. Where do people gather?

d. When do people make noise?

e. What does the word 'gifts' mean?

f. Write one thing that you do on the new year day.

Instruction for teacher:

- Ask students to write short answers of the questions in their copy.



Write a paragraph.

**How do you celebrate the Nepali New Year?
Write a short paragraph.**

Instruction for teacher:

- Ask students to write paragraph in their copy.



Draw

6

Draw the picture of a gift you got from your friend on the new year day.

A large, empty rectangular box with a black border, intended for students to draw a picture of a gift.

Instruction for teacher:

- Ask students to draw in their copy or provide a A4 size paper to draw the picture.

Assessment - 6



1. Listen to your teacher and write the sentences.

- a. _____
- b. _____
- c. _____

2. Listen to your teacher and put the following sentences in the correct order. Write 1 to 5 in the boxes.

- a. He wants to cook a special meal.
- b. He falls asleep.
- c. Mr. Lama is at home.
- d. He is very happy.
- e. He dreams of his children.

3. What is your favourite festival? Talk to your friends. Say at least five sentences.

4. Read the following words.

Lhosar	delicious	assembly	events
celebrate	exchange	greetings	fireworks

5. Read and answer.

I'm Tina. Today is my birthday. I am eight years old today. My family is giving me a big birthday party. All of my friends will be there. We will eat cake and ice-cream. We will sing and play games. I hope to get many presents. My grandmother is giving me a new bike. The party starts at two o'clock. I can't wait.

Assessment - 6

a. How old is Tina today?

b. Who is giving a party?

c. What will they eat?

d. What gift is the grandmother giving?

6. Write the plurals.

singular	plural
teacher	
game	
chocolate	
child	
boy	
car	

7. Rearrange the following words to make sentences.

a. He/very/was/happy.

b. Deepu/a song/sang.

c. People/the streets/in/gather.



Listen and sing.

The Grocery Shop



We are going to the grocery shop,
Grocery shop, grocery shop.
We are going to the grocery shop,
To get some food to eat.

We'll buy bread and eggs and milk,
Eggs and milk, eggs and milk.
We'll buy bread and eggs and milk
And ice-cream for us to eat.

Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves with action.



Look at the picture, discuss and read.

27



Junu and her parents have bought many things from the market. They are carrying their bags and going home.

What did they buy? Can you guess? Talk to each other.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of related to communication technology and market.
- Ask students to describe about the picture.
- Ask students to read the text.



Find and write the words.

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



Instructions for teacher:

- Copy this card and provide to students.
- Ask students to see students clue pictures.
- Ask students to look at the word puzzle table.
- Ask students to circle the words in the table.



Listen and act.

Suresh : May I help you?

Surekha : I need some pencils. How much do they cost?

Suresh : One pencil costs four rupees. How many do you want?

Surekha : I want one dozen.

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Read

Hi, I am Isha. I live in Ghale Gaun. Can you guess what I am doing here? I am taking a photo of my money box. It is small. It is full of coins. This is very important for me. It has many coins inside. The coins are of different colours. Some are shiny brown and some are dull brown. I collect them from different places and people. My parents also help me to collect them.



The coins belong to different countries. Most of them belong to European countries. Many tourists come to my village. They also give me some coins. Some of the coins are of Asian countries. Some are old Nepali coins. Do you also like to collect coins?

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Where does Isha live?

b. Why is the box important?

c. What colour are the coins?

d. Does the box have only Nepali coins?

e. Who help Isha to collect the coins?

Instructions for teacher:

- Ask students to read the text of girl 33 card.
- Ask them to answer the questions orally.
- Ask them to write the answers in their copy.



Write a paragraph.

What do you buy from a grocery shop? Write.

Instructions for teacher:

- Ask students to write the text in their copy.



Talk about the picture.



Now, talk to your friends about these questions.

- Do you have a telephone at home?
- Who do you call on the telephone?
- Who calls you the most?
- Who called you last time?
- What did you talk about?

These days, we use telephone to talk to others. You can call your friend on the telephone. You can also call the police on the telephone. You can talk on the telephone or on the mobile.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of communication, technology and market.
- Ask students to describe the picture.
- Ask students to talk with friends about the given questions.



Listen and act.

Rama : Hello!

Ali : Hi! Can I speak to Rama, please?

Rama : Speaking.

Ali : This is Ali.

Rama : Hi Ali. What's up?

Ali : Bina is sick.

Rama : That's too bad.

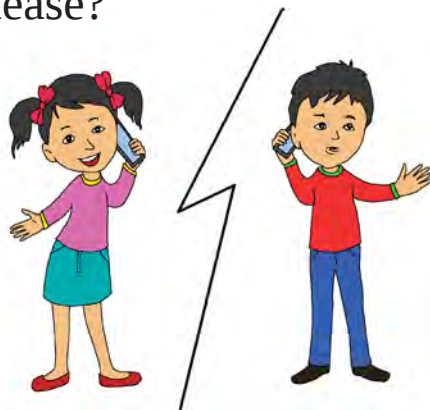
Ali : How about going to see her?

Rama : That's a good idea.

Ali : What time shall we meet?

Rama : Let's meet at 1 o'clock?

Ali : Okay, see you then.



Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Solve the puzzle.

1

Across:

4.  5. 

2

3

4

Down:

5

1.  2.  3. 

Instructions for teacher:

- Ask students to say the names of the given clue pictures.
- Ask students to write the letters in the boxes across or downward to make the sentences.
- Provide the photocopy or let them draw the puzzle table in their copy to perform this task



Read

Shopping

Gulab, Lina, Dambar and Jiba went shopping last Saturday. They went to a shopping centre in the town. They went to the town by bus. They bought many things. They liked shopping very much. While they were returning



home, Mummy called on Gulab's mobile phone. She asked him, "What did you buy?"

Gulab said, "I bought two cowboy hats, a headphone and some balloons. Luna bought a cup and a teddy bear. Jiba bought a pair of shoes and a doll." They also bought some fruits and vegetables.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

53

a. Where did the children go last Saturday?

b. How did they go to the town?

c. Who called Gulab on the mobile phone?

d. What did Gulab buy?

e. Who bought a pair of shoes?

Instruction for teacher:

- Ask students to write the answers of the questions in their copy.



Fill in the blanks with ‘and’ or ‘but’.

3

- a. Dambar Luna went shopping.
- b. Dambar bought a headphone Luna didn't.
- c. I love to watch TV my brother listens to the radio.
- d. A mobile is small a computer is big.

Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask students to fill the blanks with “and” or “but”.
- Ask students to write in their copy.



Rearrange the words.

Do you use a mobile phone? Arrange the words to make correct sentences.

a. did/ the/ children/ where/ go/ saturday?/ last

Where did the children go last Saturday?

b. video games/play/we/mobile phone/on

c. everyday/mobile phone/use/we

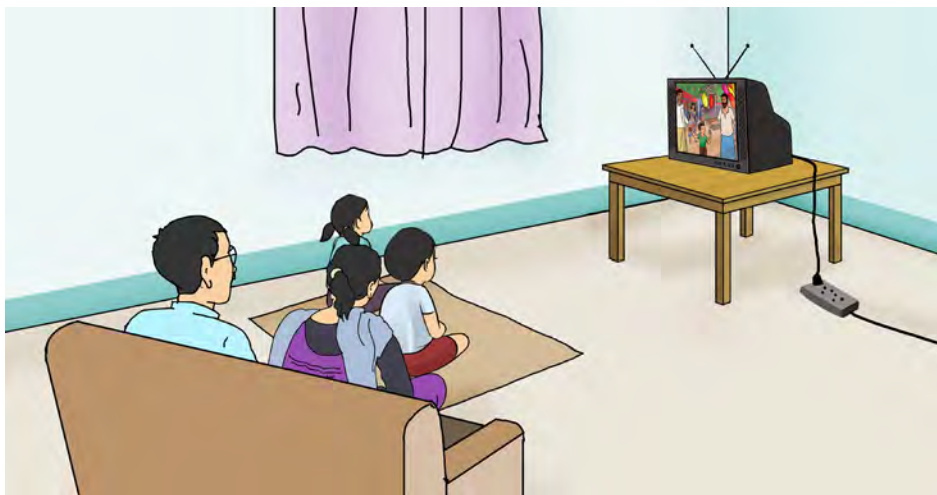
d. can/you/talk/the/on/mobile phone

Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask students to read the text individually.
- Support them if needed.



Look at the picture and discuss.



People watch television. On the television, they can watch cartoons. They can watch the news. They can watch games. They can also watch films. You can learn new things too.

Now, talk to your friends.

- What do you watch on television?
- Which programme do you like?
- Do you like to watch cartoon shows?
- Why do you like them?



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words communication, technology and market.
- Ask students to read the text.
- Ask students to discuss about the given questions.

Example: This is a watch.



Now, write the names of the items.

[illegible]

- Ask students to see the screen.
- Ask them to say the names and point to the pictures.
- Also ask them to write the names of the items.



Have a conversation in pair.



What is this?
This is a computer.



What are these?
These are computers.



Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Read

This is a small town. There are different shops in the town. You can buy different things there. The shops sell foods, clothes, books and many other things.



You can buy bread and cakes from a bakery. You can buy shoes from a shoe store. Toy shops sell toys. You can buy chocolates from a grocery store. Green groceries sell vegetables and fruits. Clothing stores sell clothes.

Do you go to the market to buy things?

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Complete the table.

Shops	Things you can buy
bakery	
toy shops	
shoe store	
grocery	
green grocery	
clothing store	

Instructions for teacher:

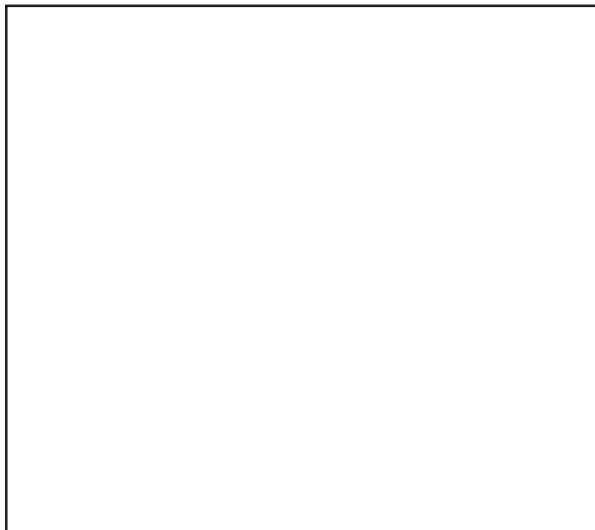
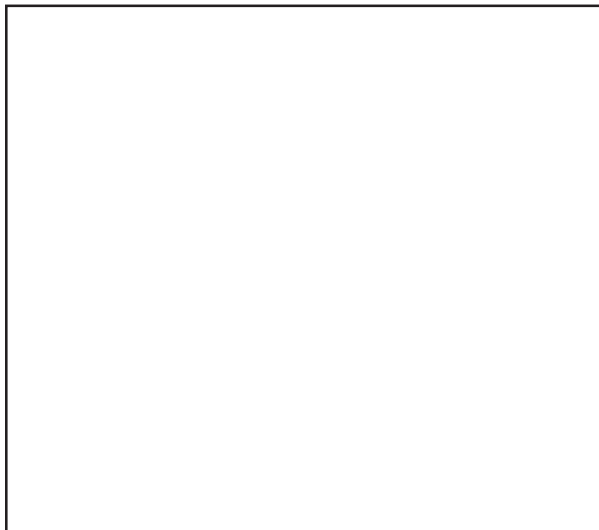
- Ask students to see the table.
- Ask them to read the text in the table.
- Ask them to complete the table.



Draw

7

Draw four items you can buy at the shops.



Instructions for teacher:

- Provide a plain paper.
- Ask students to draw four items they can buy at the shop.



Look at the picture and discuss.



Now, talk to your friends.

- a. Where do you make a to-do list?
- b. Do you use a paper or a mobile phone to make a to-do list?
- c. How does this list help you?

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of communication, technology and market.
- Ask students to describe the picture.
- Ask students to talk with friends about the given questions.



Find and write the words.

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



Instructions for teacher:

- Make photocopy of this card and provide to students.
- Ask students to see the given clue pictures.
- Ask them to name the pictures.
- Ask them to find the names of the items in the puzzle table and write.

Listen and act.



- Girl : Good morning, uncle.
- Shopkeeper : Good morning. How can I help you?
- Girl : Can I have a packet of milk?
- Shopkeeper : Here you are.
- Girl : How much is it?
- Shopkeeper : It's 30 rupees.
- Girl : Here it is. Thank you.

Instructions for teacher:

- Make a pair of students.
- Give a role of girl to one student and role of shopkeeper to another.
- Ask them to act with the given dialogue.



Read and answer.

Rima is a grade two student. She goes to the town with her mother. She makes a list of things to buy. The list is her shopping list.

She goes to a shop. She buys some clothes. She buys a pair of shoes and a pair of sandals.

She also buys two shirts. She doesn't forget to buy anything she wants. The shopping list works well.



a. Where does Rima go?

b. Does she go to market alone?

c. How many shirts does she buy?

d. How does the shopping list help her?

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.
- Ask students to write the answers of the questions in their copy.



Write short answers.

a. Where does Rima go?

b. Does she go to market alone?

c. How many shirts does she buy?

d. How does the shopping list help her?

Instruction for teacher:

- Ask students to write the answers of the questions in their copy.

Assessment - 7



1. Listen to your teacher and repeat after him/her.

2. Listen to the teacher and write 'True' or 'False'.

a. Rima goes to the town with her father.

☐

b. She has a shopping list.

☐

c. She buys some chocolates.

☐

3. Say any three uses of telephone.

4. Say these words.

a. don't

b. can't

c. what's

d. that's

e. it's

f. isn't

g. aren't

h. doesn't

5. Read the following words.

grocery coins brown European Asian

shopping headphone television shopkeeper

6. Read and write 'True' or 'False'.

My mom bought a new mobile phone for my father's birthday. He likes it. The buttons of his mobile are too small. It has a touch screen. My father uses the Internet from this mobile. It has a camera and a music player, too. My father uses it to call his friends and relatives.

a. Dad got a new phone on his birthday.

☐

b. The mobile has big buttons.

☐

c. Father uses phone for Internet.

☐

d. Father calls his friends from the mobile.

☐

Assessment - 7



7. Write five sentences about computer.

a.

b.

c.

d.

e.

8. Unscramble the following words.

a. rdaoi:

b. creopunt:

c. gyrorec:

d. mleio:

9. Rearrange the following words to make sentences.

a. People/parties/have.

b. They/lamps/light.

c. I/mobile phone/a/have.

d. Can/talk/I/Radha/to.



Listen and sing.

9

I like apples.

I like it too.



I like bananas.

I like it too.



I like mangoes.

I like it too.



I like fruits.

I like it too.

I like cucumbers.

I like it too.



I like cauliflowers.

I like it too.



I like vegetables.

I like it too.

Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves with action.



Look at the picture, discuss and read.



Bunny is in the market. He is at a fruit shop. He wants to buy some fruits. He loves apples. He buys three apples. His sister loves mangoes. He also buys two mangoes. He buys some strawberries for his friends. He buys a big jack fruit for his parents. Now his basket is full of fruits. Now, he goes to a vegetable shop.

What do you buy from this type of shop? Tell your friends.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of fruits and vegetables and read the text.



Find the names of fruits and write.

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



Instructions for teacher:

- Ask students to look at the pictures given as clues.
- Ask them to say the names of pictures.
- Ask them to find the names of pictures in the puzzle table and circle them.
- Provide photocopy of this card to each students.



Look at the picture and talk.

24



Apple is my favourite fruit. It is round and red. It is delicious.



My favourite fruit is grapes. They are small and round in shape.



I like mango. It is yellow in colour. It is juicy and sweet.



My favourite fruit is orange. It is yellow in colour and round in shape.

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Read

Once there lived a fox in a forest. One afternoon, he was very hungry. He went here and there to find something to eat. After sometime, he saw some grapes hanging from vines. The grapes were purple and green. They were soft and juicy. The fox was very happy to see them. “Now, I will eat them.” said the fox. He ran and jumped them. But, he could not reach them. They were very high. He ran and jumped many times but could not reach the grapes. Now, the fox was very sad. He went away saying, “I don’t like grapes. They are very sour.”



Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Put these sentences in the correct order.

7

- a. He could not reach the grapes.
- b. The fox went away.
- c. He ran and jumped to the grapes.
- d. The fox was very hungry.
- e. He saw some grapes.

Instructions for teacher:

- Read the text of girl 37 card aloud and ask students to listen carefully.
- Ask students to read individually.
- Ask students to rearrange the sentences in the correct order and write in their copy.



Write a paragraph.

What is your favourite fruit? Write a short paragraph.

Instruction for teacher:

- Ask students to write a paragraph about their favourite fruit.



Look at the picture and talk.



What do you buy from this type of shop? Tell your friends.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of fruits and vegetables.
- Ask students to describe about the picture.



Talk about the picture.

- What do you see?
- What vegetables are there?
- What colour are they?



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of fruits and vegetables.
- Ask students to describe about the picture.



Look at the picture and write their names.











Instruction for teacher:

- Ask students to write the names of the pictures in their copy.



Read

We grow vegetables in the field. We get vegetables from plants. We can easily grow vegetables in our garden too. Vegetables are the best food for our body. They are of different tastes. Eating vegetables everyday is good



for our health. We must eat vegetables. Otherwise, we fall sick and have to visit doctors.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Fill in the gaps.

- a. Plants give us _____.
- b. Vegetables are grown in a _____.
- c. Tastes of vegetables are _____.
- d. Eating vegetables is good for _____.
- e. If you do not eat vegetables, you become _____.

Instructions for teacher:

- Provide photocopy of this card or ask students to perform in their copy.
- Ask them to fill in the blanks with correct words.

[illegible]

- Ask students to write a short paragraph about vegetables they like.



Look at the picture, discuss and read.



Now, Bunny is back home. He keeps apples with him. He gives mangoes to his sister. He gives the rest of the fruits to his father. He gives all the vegetables to his mother. Mother thanks him for bringing all these fruits and vegetables. He is happy now.

Now, talk about this picture.



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of fruits and vegetables.
- Ask students to describe the picture.

Write

Make a list of five vegetables and use them in sentences.

a.

b.

c.

d.

e.

Instructions for teacher:

- Ask students to think about any five vegetables.
- Ask them to make the list of five vegetables in their copy.
- Ask them to make sentences using those five vegetables.



Ask and answer as in the example.



Vegetable price		Fruits price	
Potato	Rs. 35 per kg	Apple	Rs. 80 per kg
Brinjal	Rs. 55 per kg	Mango	Rs. 90 per kg
Cabbage	Rs. 40 per kg	Banana	Rs. 60 per dozen
Beans	Rs. 60 per kg	Orange	Rs. 70 per kg
Radish	Rs 30 per kg	Guava	Rs 50 per kg

A : What is the price of apple?

B : It is 80 rupees per kg.

Instructions for teacher:

- Act out a conversation with a student as given in the example.
- Ask students to act in pairs.



Read

Most fruits have seeds. The seeds often travel to faraway places. If seeds did not travel, too many plants would grow in one place. It would be very crowded! Some seeds travel in the wind. Some seeds travel in the water. Many seeds travel inside fruits.



The fruit is like a suitcase for the seeds. It protects them on their trip. Fruits look beautiful and taste good, so animals and people eat them, and drop the seeds in different places.



Some fruits carry one big seed inside them. The seed is called a pit. Cherry is one of these fruits. Some fruits have many small seeds inside them. An apple is one of these fruits. Some fruits have many many tiny seeds inside them. A kiwi is one of these fruits. Many berries, such as strawberries and blackberries, carry their seeds on the outside!

I'll bet, you don't know that every time you eat a peach, a cherry, an avocado, a plum, a guava, a grape, an apple, an orange, a pea, a pear, a melon, a banana, or a blueberry, you're really eating a suitcase..... a suitcase for seeds!



Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Which fruits have many smaller seeds?

b. Why are fruits called a suitcase for seeds?

c. What fruits in the story do you eat? Which do you like the best?

Instructions for teacher:

- Ask students to read the text related to the questions.
- Ask them to answer the questions orally.
- Ask them to write the answers

Assessment - 8

1. Look at the picture. Listen to your teacher and point to the correct object.



2. Work in pairs. Take turns to ask and answer questions based on the picture above.
3. Listen to the song and repeat.

I will eat all my vegetables... yum, yum, yum.

I will eat all my vegetables... yum, yum, yum.

I will eat all my vegetables... yum, yum, yum.

Vegetables are good for me!

Carrots, celery, cauliflower,

Vegetables give my body power.

Spinach, beans, broccoli too,

Veggies are great for me and you.

Corn, potatoes, an artichoke.



Assessment - 8

8B

Veggies are yummy and that's no joke.

Onions, peppers, pumpkins, peas,

May I have more veggies please!

I will eat all my vegetables... yum, yum, yum.

4. Read the letter and answer the questions.

Dear Nisha,

Hi! My name is Nita. I live in a country with my father and two sisters. We have a big garden. We grow different fruits and vegetables there. There are oranges, guavas, cauliflower, cabbage, carrots, cucumber and pumpkins. We sell them in the market. My favourite fruit is orange. Do you have your favourite fruit?

Yours

Nita

a. Who has written this letter?

b. What fruits does she have in her garden?

5. Write plural forms of these.

a. apple - apples

b. coconut -

c. orange -

d. pumpkin -

e. jackfruit -

f. eggplant -

g. banana -

h. onion -



Listen and sing.

What do you like to do?

Ride a bike.

Watch TV.

Draw a picture.

Dance.

Climb a tree.

Speak English.

Read a book.

Swim.

What do you like to do?



Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves with action.



Listen and say.

ride a bike
watch TV
draw a picture
climb a tree
speak English
read a book
swim
dance



Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask students to read the text individually.
- Support them if needed.



Listen and write.

Listen to your teacher and write the correct words.



_____ a bike.



_____ TV.



_____ a picture.



_____ English.



_____ a tree.



_____ English.



_____ a book.



Instructions for teacher:

- Ask students to listen carefully.
- Ask students to write the correct words.
- Ask them to write in their copy.



Listen and act.

Neena : What do you like to do in your free time?
Pemba : I like to travel. Tomorrow, I'm going to Pokhara.
Neena : What will you do there?
Pemba : I will visit different places.

Now, talk to your friends.

A : in your free time?

B : I like to

A :

B :

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.

Read



I like indoor activities. When I have some free time, I like reading, watching TV or listening to music. But, my favourite hobby is collecting things. I collect coins. I have 100 coins. (Rabina, 7)



I prefer outdoor activities. In my free time, I enjoy swimming, cycling or walking. But I really love camping. I go camping with my friends once a month. I love countryside. (Dinesh, 8)



Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Complete the table.

Name	Age	Hobbies	Favourite hobby	Type of activity
Rabina	7	_____	Collecting things	_____
Dinesh	_____	Swimming	_____	outdoor
	_____	Cycling	_____	
	_____	Walking	_____	

Instructions for teacher:

- Ask students to read the text in the table.
- Ask them to complete the table.

What do you like to do in your free time? Write.

This image shows a blank sheet of primary-ruled paper. It features four identical sets of horizontal lines arranged vertically. Each set includes two parallel black lines forming the outer boundaries and a single red line positioned exactly halfway between them. This design creates a series of uniform writing spaces, typical of notebook paper for young students. The entire page is white, and there are no margins or additional markings.

- Ask students to write what they like to do in their free time.
- Ask them to write in their copy.



Talk about the pictures and match.

12

☐ have a picnic



☐ write a postcard



☐ take photos



☐ pack a bag



☐ go camping



☐ play volleyball



Instructions for teacher:

- Make the holes in the marks on both side of cards.
- Tie a string in each holes of left side.
- Ask students to put strings in the right holes of matching pictures to words.
- Ask students to look at the picture and talk about them.
- Tell students to match the given words with the pictures.



Listen and repeat.

have a picnic

write a postcard

take photos

pack a bag

go camping

play volleyball

Instructions for teacher:

- Read the text aloud and ask students to listen carefully.
- Ask students to read the text individually.
- Support them if needed.



stand up

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Stand up' and ask students to follow.
- Introduce the word as 'Sight word' only.





sit down

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Sit down' and ask students to follow.
- Introduce the word as 'Sight word' only.





stop

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word ' Stop' and ask students to follow.
- Introduce the word as 'Sight word' only.





music

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Music' and ask students to follow.
- Introduce the word as 'Sight word' only.





dance

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Dance' and ask students to follow.
- Introduce the word as 'Sight word' only.





children

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Children' and ask students to follow.
- Introduce the word as 'Sight word' only.





party

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Party' and ask students to follow.
- Introduce the word as 'Sight word' only.





winner

Instructions for teacher:

- Show the picture in this card and discuss about the picture.
- Pronounce the word 'Winner' and ask students to follow.
- Introduce the word as 'Sight word' only.





Ask and answer.

dancing	reading books	drawing	singing
---------	---------------	---------	---------

What do you
like doing on
holidays?



I like playing.

Now, talk to your friends.

A : What do you like to do on holidays?

B : I like to read books.

play	dance	sing	work	write
------	-------	------	------	-------

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Read

38

Reena is a grade two student. She enjoys monsoon. In monsoon, she forgets about school. She doesn't have to get up early. She can see her friends any time she wants. She usually spends her holidays with her parents. They go to different places in Nepal. She likes going to Pokhara, Kathmandu and Bhaktapur. Her parents are farmers. They can go on a holiday for a week only. She helps her parents in the field. She likes her mother planting rice in the field. She also plants rice with her mother.



Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. When does Reena have the holiday?

b. Where does she like to go?

c. Do Reena's parents give her time?

d. What does Reena do with her mother?

Instruction for teacher:

- Ask students to write the answers of given questions in their copy.



Fill in the gaps.

Find the missing letters, write the words and read loudly.

s _ _ ool

pare _ _ _

p _ _ aces

s _ _ ends

differe _ _

p _ _ ant

Instructions for teacher:

- Ask students to find the missing letters in the words.
- Ask them to write in their copy.
- Ask them to read loudly.

[illegible]

- Give a A4 paper to the student.
- Ask him/her to draw picture what he/she did in last holiday.
- Also ask to write about it.

Talk about the picture.



Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of hobbies and interests.
- Ask students to describe about the picture.



Listen and act.

28

Anil : Hello! Anil!

Sunil : Hi! Sunil. How are you?

Anil : I'm fine. Let's go out to play football.

Sunil : Sure. Let's go.

Now, ask and answer.

A : Hi! Sunita. Let's play skipping.

B : No thanks.

play volleyball	sing a song	play the Madal	draw a picture
--------------------	-------------	-------------------	----------------

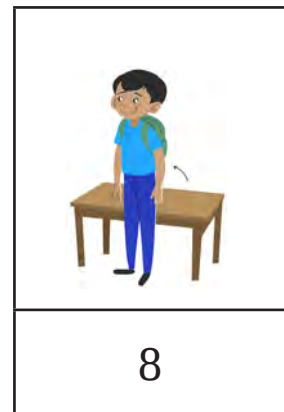
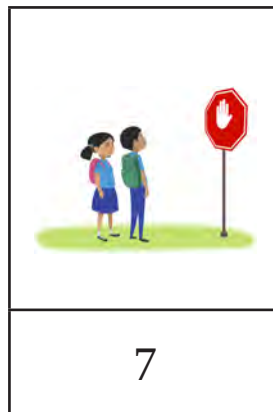
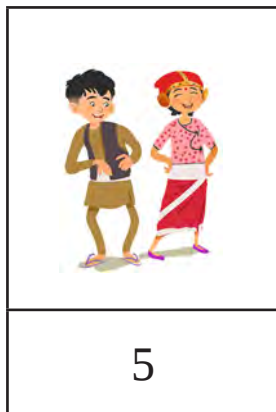
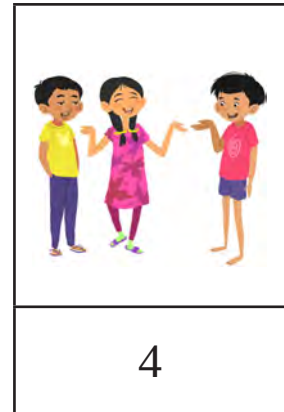
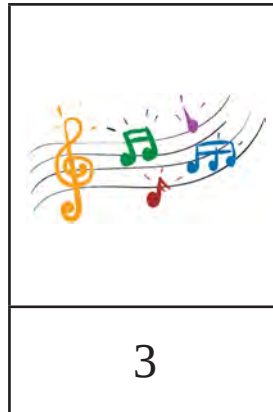
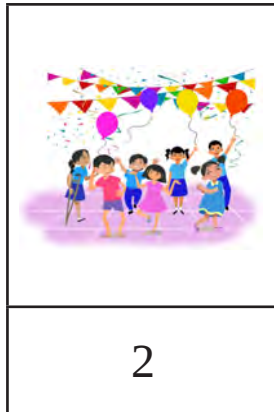
Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Write correct words under the pictures.

party	children	dance	music
stop	sit down	stand up	winner



Instructions for teacher:

- Ask students to read the words given in the table.
- Ask them to the correct words of pictures in their copy under the number of pictures.



Read and answer.

Musical Bumps

We play different games during break hours at school. We enjoy playing games. Yesterday, we played a new game, Musical Bumps. This is how we play this game:

1. The children dance to music.
2. The music stops.
3. The children sit down quickly.
4. The last child to sit down is 'out'.
5. The children stand up and dance again.
6. They play until there is only one child dancing. He or she is the winner.

(Source : learnenglishkids.britishcouncil.org.)

Circle 'yes' or 'no'.

- | | | |
|--|-----|----|
| a. Musical bumps is a game. | yes | no |
| b. You play musical bumps at a cinema. | yes | no |
| c. The children sing to music. | yes | no |
| d. The children stand up when the music stops. | yes | no |
| e. When a child is 'out', they stop playing. | yes | no |

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Make the sentences using following words.

65

school:

parents:

friends:

plant:

different:

Instructions for teacher:

- Ask students to read the given words.
- Ask them to make sentences using the words and write in their copy.



Play the game.

Go outside the classroom and play the musical bumps.

Rules:

1. The children dance to music.
2. The music stops.
3. The children sit down quickly.
4. The last child to sit down is 'out'.
5. The children stand up and dance again.
6. They play until there is only one child dancing. He or she is the winner.

Instruction for teacher:

- Make students play following the rules mentioned in the card 'A girl with a book-42'

[illegible][illegible]

- Provide A4 paper to the student.
- Ask him/her to draw a picture of his/her favourite games.
- Ask to write a short paragraph about it.

Assessment - 9

1. Listen to your teacher and write the words under the pictures.













2. Work in pairs. Take turns to ask and answer questions about your likes and dislikes.
3. Listen to your teacher and answer the questions.
- The speaker likes activities.
 - She likes listening to
 - She has coins altogether.
4. Read the following sentences aloud.
- I prefer outdoor games.
 - I enjoy camping.
 - I like singing folk songs.
 - The children are having a party.
5. Read the following text and answer the questions.



Assessment - 9

9B

Reena is a grade two student. She enjoys monsoon. In monsoon, she forgets about school. She doesn't have to get up early. She can see her friends any time she wants. She usually spends her holidays with her parents. They go to different places in Nepal. She likes going to Pokhara, Kathmandu and Bhaktapur. Her parents are farmers. They can go on a holiday for a week only. She helps her parents in the field. She likes her mother planting rice in the field. She also plants rice with her mother.

A. Match the halves to make meaningful sentences.

- | | |
|------------------|--------------------------------|
| a. Reena studies | i. monsoon season. |
| b. She likes | ii. holidays with her parents. |
| c. She spends | iii. her parents in the field. |
| d. Her parents | iv. in grade two. |
| e. She helps | iii. work in farms. |

6. Put 'and' or 'but' in the following sentences.

- Ann likes to dance Bill likes to dance too.
- The TV is on, we're not watching it.
- Jan likes music, he can't dance.
- I went to the library brought a story book.
- I bought a bag a hat.

7. Copy some lines from reading text (lesson 39) below.



Listen and sing.

11

Dog goes woof.

Cat goes meow.

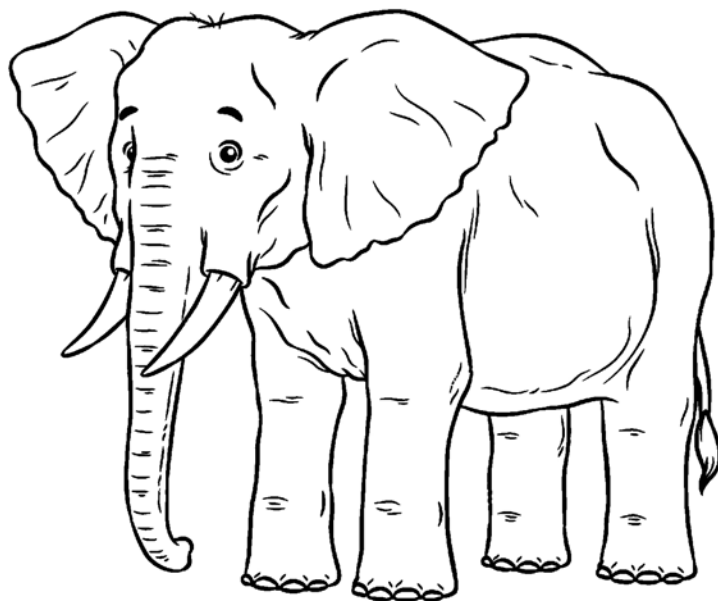
Bird goes tweet.

And mouse goes squeak.

Cow goes moo.

Frog goes croak.

And elephant goes toot.



Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves with actions.



Look at the pictures and talk.



Say one thing about each animal and bird. You can talk about its colour, what it eats, what it gives us or where it lives.

Now, talk about the animals you have at your home.

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of birds and animals.
- Ask students to describe the picture.



Listen and act.

Ramita : Do animals talk to each other?

Karuna : I think they talk to each other.

Ramita : What do they talk about?

Karuna : They say, "I am hungry."

Ramita : They also say, "Let's run away, there is a tiger".

Karuna : But how do they say?

Ramita : I don't know. They just make sounds.

Karuna : Yes, they make sounds.



Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.

Act out.

Animals make different sounds. What sounds do they make? Read and try to imitate them.

Bees hum. 	Cats meow. 
Cows moo. 	Cocks crow. 
Crows caw. 	Dogs bark. 
Goats bleat. 	Pigeons coo. 

Instructions for teacher:

- Ask students to read the sounds animal make.
- Ask them to produce the sounds of animals.



Chicken little

One day while Chicken Little was walking, an acorn fell from a tree, and hit her little head.

"Oh, my, the sky is falling. I must run and tell the lion about it," said Chicken Little and began to run.

"Where are you going?" asked the hen.

"Oh, Henny Penny, the sky is falling and I am going to the lion to tell him about it."

"Let me go with you!" said Henny Penny.

So the two ran and ran and they met Ducky Lucky.

"Where are you going?" asked Ducky Lucky.

"The sky is falling", said Henny Penny. "We are going to the lion to tell him about it."

"May I come with you?" asked Ducky Lucky.

So all three of them ran on and on until they met Foxy Loxy.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Chicken little

"Where are you going?", asked Foxy Loxy.

"The sky is falling and we are going to the lion to tell him about it," says Ducky Lucky.

"Do you know where he lives?" asked the fox.

"I don't," said Chicken Little.

"I don't," said Henny Penny.

"I don't," said Ducky Lucky.

"I do," said Foxy Loxy. "Come with me and I can show you the way."

He walked on and on and they all came to his den.

"Come right in," said Foxy Loxy.

They all went in, but they never, never came out again.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Write short answers.

a. Who did Chicken Little meet first?

b. Who did Chicken Little, Henny Penny and Ducky Lucky meet?

c. Where did Foxy Loxy take them?

d. Why did they never come out of the lion's den?

Instructions for teacher:

- Ask students to write short answers of given questions in their copy.



Talk

Retell the story ‘Chicken Little’ in your own words.

Instructions for teacher:

- Provide the “A girl with book 43 card”.
- Ask students to read aloud the story “Chicken Little”.



Write a paragraph.

Which animal do you like? Why? Write a short paragraph about it.

Instructions for teacher:

- Ask students to write a short paragraph about an animal they like.
- Ask them to write in their copy



Look at the picture. Ask and answer questions.

37



- What do the cows give us?
- What do the buffaloes give us?
- What do the chickens give us?
- How do the dogs help us?

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of birds and animals.
- Ask students to describe about the picture.



Read and complete.

Cows and buffaloes give us _____.



Chickens give us _____.



Dogs protect our _____.



Sheep give us _____.



Horses carry _____.

Instructions for teacher:

- Ask students to read the sentences.
- Ask them to complete the sentences.
- Ask them to write in their copy.

Listen and act.



Tula : Hello Agam. How are you?

Agam : Hi. I'm fine.

Tula : Is this your dog?

Agam : Yes. His name is Rex.

Tula : He looks very big.

Agam : Yes, he's big but very friendly. Do you have any pet?

Tula : Yes, we have a cat. Her name is Kitty.

Agam : What does she say?

Tula : Meow.

Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Write short answers.

68

a. Who woke the lion up?

b. Why did the lion laugh?

c. Where was the lion caught?

d. How did the mouse free the lion?

e. Why did the mouse help the lion?

Instructions for teacher:

- Ask students to write the answers of the questions in their copy.



Write a paragraph.

You must know something about the cow. Write a short paragraph about it.

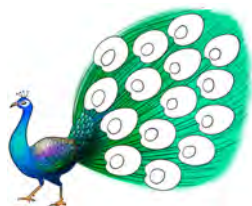
[illegible]

Instructions for teacher:

- Ask students to write the paragraph in their copy.



Look at the pictures and discuss.



Do you know the names of these animals and birds?

- Which one has horns?
- Which one has no legs?
- Which one has no teeth?
- Which one has wings?
- Which one lives in the jungle?
- Which one has a shell?
- Which one can swim?
- Which one can fly?

Instructions for teacher:

- Show the picture on this card and discuss about it.
- Elicit the words of birds and animals.
- Ask students to describe about the picture.



Listen and act.

31

Mata : Here comes an elephant!

Raja : How do you know it is an elephant?

Mata : I'm sure, it is. Because it has a trunk. Look there's a crow.

Raja : And are you sure it is a crow?

Mata : I am sure, it is. Because it's very black.

Now, have similar conversation about the animals.



Instructions for teacher:

- Act out a conversation with a student.
- Ask students to act in pairs.



Listen and sing.

Little bird, Little bird, can you clap?

No, I can't. No, I can't. I can't clap.

Little bird, little bird, can you fly?

Yes, I can. Yes, I can. I can fly.



Little fish, Little fish, can you fly?

No, I can't. No, I can't. I can't fly.

Little fish, little fish, can you swim?

Yes, I can. Yes, I can. I can swim.

Buffalo, buffalo, can you climb?

No, I can't. No, I can't. I can't climb.

Buffalo, buffalo, can you run?

Yes, I can. Yes, I can. I can run.

Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves with actions.



Read

The Lion and the Mouse

A lion lay asleep in the forest. Suddenly, a little mouse came upon him and ran across his nose. The lion woke up and caught the little mouse with his paw angrily.



“Spare me!” asked the poor mouse. “Please let me go and someday I will surely help you.” The lion laughed that a mouse could ever help him. But he was kind and finally let the mouse go.

Some days later, the lion was walking in the forest. He was caught in the hunter’s net. He roared because he could not free himself. The mouse knew the voice and quickly found the lion struggling in the net. The mouse cut the rope and let the lion free.

“You laughed when I said I would repay you,” said the mouse. “Now you see that even a mouse can help a lion.”

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Read

People build homes. A home gives us a place to live. Animals also build homes. Birds build nests. They use twigs and leaves to build the nest. A nest keeps eggs safe. It keeps baby birds warm. Nests are often found in trees. Ants also build nests. Some build nests in trees. Others build underground.



Rabbits live in burrows. Burrows are underground. Rabbits build them by digging. A burrow has chambers or rooms. The chambers are connected by tunnels. Squirrels and owls like to make their homes in the hollow of a tree.

Spiders spin webs to live in. Webs are also perfect traps for catching insects for spiders to eat.

Many animals with soft bodies carry their homes with them. These homes are called shells which protect the animals inside. Most animals such as snails, crabs and turtles have 'built on' shells.

Domestic animals are the ones that live with human. For them, humans build houses, for example, sheds for cows and buffaloes, and stable for horses.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Answer the following questions.

a. Why do birds build the nests?

b. Write an animal which carries its home with it?

c. Do domestic animals make their homes themselves?

Instructions for teacher:

- Ask students to write the answers of the questions in their copy.



Match the animals with their homes.

13

- | | | |
|------------------------------|-------------|-----------------------|
| ☐ horse | tree | ☐ |
| ☐ cow | web | ☐ |
| ☐ spider | stable | ☐ |
| ☐ owl | burrow | ☐ |
| ☐ rabbit | shed | ☐ |
| ☐ birds | underground | ☐ |
| ☐ ants | nests | ☐ |

Instructions for teacher:

- Read the rhyming words aloud and ask students to repeat after you.
- Ask them to match the rhyming words and read aloud.



Talk.

Retell the story ‘The Lion and the Mouse’ in your own words.

Instructions for teacher:

- Ask students to re-tell the story “The lion and the mouse” in their own words orally.



Draw and write.

10

Draw the pictures of some birds and animals. Write what they can do.

Instructions for teacher:

- Provide plain papers to students.
- Ask them to draw the pictures of birds and animals.
- Ask students to write what those animals and birds can do.



Put two words together to make new words.

a. black + bird

b. cat + fish

c. house + fly

d. wild + cat

e. silk + worm

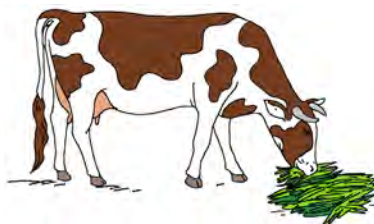
Instructions for teacher:

- Ask students to put two words together.
- Ask them to write new words in their copy.



Look and discuss.

Look at the pictures and talk about what the animals eat.



What different foods do you eat? Talk to your friends.

Instructions for teacher:

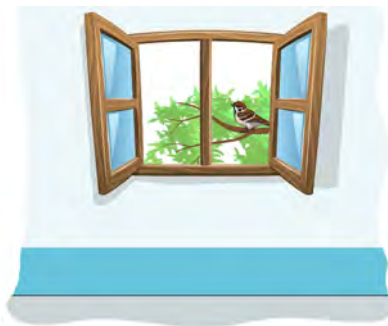
- Show the picture on this card and discuss about it.
- Elicit the words of birds and animals.
- Ask students to describe about the picture.



Listen and sing.

13

The black cat yawns, opens her jaws
Stretches her legs and shows her claws.
Then she gets up and stands on four
Long stiff legs and yawns some more.
Lifting herself on her delicate toes
She arches her back as high as it goes.
She lets herself down with particular care
And pads away with her tail in the air.
I saw a little bird go hop, hop, hop.
I told the little bird to stop, stop, stop.
I went to the window to say 'How do you do?'
He wagged his little tail and far away he flew!



Instructions for teacher:

- Sing the song and ask students to follow you.
- Ask them to sing themselves with actions.



Find and write the names of birds and animals.

6

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



Instructions for teacher:

- Ask students to look at the pictures given as clues.
- Ask them to say the names of pictures.
- Ask them to find the names of pictures in the puzzle table and circle them.
- Provide photocopy of this card to each students.



Read

A cat began to catch and kill the mice everyday.

The mice were worried. They called a meeting to discuss the problem.



"Let's do something about the cat," the king of the mice said.

"But how?" the other mice asked.

All of them began to think. Then one mouse said, "We should tie a bell round his neck. So, whenever she comes towards us, the bell rings and we will run into our holes."

All the mice became very happy to hear this. They began dancing with joy. But their joy was not long. An old mouse shouted, "Stop it and tell me, who'll bell the cat?"

No mouse had the answer to this big question.

Instructions for teacher:

- Read the text aloud with acceptable pronunciation.
- Ask students to repeat after you.
- Ask them to read individually.
- Support them as needed.



Answer the following questions.

a. Who killed the mice?

b. Why were the mice worried?

c. What did the mice decide to tie around the cat's neck?

d. What questions could they not answer?

e. Did they bell the cat?

Instructions for teacher:

- Ask students to write the answers of the questions in their copy.



Write the correct sentence under each picture.

The dog became clean.
He brought a shoap and water.



1

Ramesh saw his dog dirty.
He washed his dog.



2



3



4

Instructions for teacher:

- Ask students to read the sentences.
- Ask them to write the numbers of the pictures in their copy.
- Ask them to write the matching sentences under the number of animals in their copy.



Assessment - 10

1. Listen to the audio and answer the questions.

a. What is the dog's name?

b. Is the dog small?

c. What is the cat's name?

2. Listen to your teacher and write what you hear.

3. Work in pairs. Take turns to ask and answer questions about these birds and animals.

crow	rhinoceros	leopard	elephant
sparrow	pigeon	monkey	tiger
squirrel	frog		

4. Read the text aloud.

A lion lay asleep in the forest. Suddenly, a little mouse came upon him and ran across his nose. The lion woke up and caught the little mouse with his paw angrily.

"Spare me!" asked the poor mouse. "Please let me go and someday



Assessment - 10

10B

"I will surely help you." The lion laughed that a mouse could ever help him. But he was kind and finally let the mouse go.

Some days later, the lion was walking in the forest. He was caught in the hunter's net. He roared because he could not free himself. The mouse knew the voice and quickly found the lion struggling in the net. The mouse cut the rope and let the lion free.

"You laughed when I said I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

A. Read the story and complete the sentences.

- The lion was sleeping in the
- A ran across the lion's nose.
- The lion at the offer of the mouse.
- The lion was caught in the hunter's
- The mouse cut the and freed the lion.

5. **Punctuate the following.**

a. rabbits live in Burrows

b. a burrow has chambers or rooms

c. spiders Spin webs to live in

d. what can An Elephant do
